

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westborough Middle School	41690706067128	5/21/25	May 7, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Westborough Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Westborough Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This school plan for student achievement (SPSA) is 3 year plan developed to take into account how all students are performing academically. SPSA's focuses on creating actions/services that will assist students that are at the risk of failing to meet academic standards. In addition, SPSA's are created to support and align with the district's LCAP.

Educational Partner Involvement

How, when, and with whom did Westborough Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Westborough School Site Council (SSC) meets regularly to design, review, update, and approve our SPSA. There are approximately 9 SSC meetings scheduled every year. Further, the plan is accepted and monitored through our site level feedback loop, which includes meetings with the whole staff, horizontal and vertical teams, our School Site Council (SSC), and our PTSA or Parent/Teacher/Student/Association. We are also designing a progress monitoring tool to collect timely data about our implementation efforts. The effectiveness of the plan is ultimately measured through increased student achievement, a decrease in chronic absenteeism, and a decrease in suspension rates schoolwide.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Westborough MS overall performance levels for 2025 are: English Language Arts (Green); Mathematics (YELLOW); English Learner Progress (No performance color); Chronic Absenteeism (Green) ; Suspension Rate (Green); Science (Green)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The following WMS student groups were two or more levels below the "All Student" performance:
ELA: All Students (GREEN) - Students w/Disabilities (RED)
Mathematics: All Students (YELLOW) - Students w/Disabilities (RED)

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Westborough Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.2%	0.19%	0.60%	1	1	3
African American	2.04%	1.73%	1.00%	10	9	5
Asian	20.98%	24.86%	27.11%	103	129	135
Filipino	38.9%	36.22%	32.93%	191	188	164
Hispanic/Latino	23.83%	22.93%	21.69%	117	119	108
Pacific Islander	1.22%	1.54%	2.01%	6	8	10
White	5.7%	5.39%	5.42%	28	28	27
Two or More Races	7.13%	7.13%	9.24%	35	37	46
Not Reported	0%	%	%	0		
Total Enrollment				491	519	498

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	157	188	180
Grade 7	172	154	162
Grade 8	162	177	185
Total Enrollment	491	519	527

Conclusions based on this data:

1. We are seeing a consistent attendance trend, with a increase of a few students each year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	43	38	47	8.8%	7.3%	9.4%
Fluent English Proficient (FEP)	109	126	133	22.2%	24.3%	26.7%

Conclusions based on this data:

1. As our enrollment has increased so have our reclassification rates.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	147	183	156	146	181	155	146	181	155	99.3	98.9	99.4
Grade 7	171	144	178	169	143	177	169	143	177	98.8	99.3	99.4
Grade 8	159	170	147	158	170	146	158	170	146	99.4	100	99.3
All Grades	477	497	481	473	494	478	473	494	478	99.2	99.4	99.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2538.	2539.	2537.	22.60	20.44	20.00	35.62	36.46	36.77	23.29	23.76	23.87	18.49	19.34	19.35
Grade 7	2568.	2559.	2567.	17.16	22.38	22.03	44.38	37.76	41.81	26.04	16.08	14.12	12.43	23.78	22.03
Grade 8	2589.	2568.	2574.	17.72	12.94	22.60	46.84	39.41	36.99	22.78	28.82	20.55	12.66	18.82	19.86
All Grades	N/A	N/A	N/A	19.03	18.42	21.55	42.49	37.85	38.70	24.10	23.28	19.25	14.38	20.45	20.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	25.34	19.89	23.87	54.11	57.46	55.48	20.55	22.65	20.65
Grade 7	15.38	23.08	22.60	73.96	57.34	61.02	10.65	19.58	16.38
Grade 8	22.15	18.82	23.97	63.29	57.65	52.74	14.56	23.53	23.29
All Grades	20.72	20.45	23.43	64.27	57.49	56.69	15.01	22.06	19.87

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	19.18	22.10	14.19	56.16	55.80	63.87	24.66	22.10	21.94
Grade 7	27.81	30.77	31.64	59.17	47.55	51.98	13.02	21.68	16.38
Grade 8	21.52	14.71	25.34	60.76	65.88	52.74	17.72	19.41	21.92
All Grades	23.04	22.06	24.06	58.77	56.88	56.07	18.18	21.05	19.87

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	20.55	11.60	14.19	67.81	78.45	70.32	11.64	9.94	15.48
Grade 7	17.16	15.38	12.99	72.78	68.53	74.58	10.06	16.08	12.43
Grade 8	19.62	15.29	12.33	73.42	74.12	74.66	6.96	10.59	13.01
All Grades	19.03	13.97	13.18	71.46	74.09	73.22	9.51	11.94	13.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	24.66	20.44	17.42	61.64	66.85	69.03	13.70	12.71	13.55
Grade 7	15.38	25.17	20.90	73.96	58.04	66.67	10.65	16.78	12.43
Grade 8	31.65	17.65	19.18	60.13	71.18	69.18	8.23	11.18	11.64
All Grades	23.68	20.85	19.25	65.54	65.79	68.20	10.78	13.36	12.55

Conclusions based on this data:

1. In 2017-18, we had 58.79% of our 6th graders, 61.03% of our 7th graders, and 64.62% of our 8th graders meeting or exceeding standards in ELA. In 2018-19, 61.41% of our 6th graders, 68% of our 7th grade, and 72.63% of our 8th graders met or exceeded the standards in ELA. Overall, in Language Arts, we saw a 9.8% increase in the percentage of students who performed in the standards met or exceeded ranges between the 2017-18 and 2019-20 school year.
2. We need to make sure that we are monitoring approximately 33% of all of our students in ELA and better understand how to support them. Many of these students are the students we will be monitoring through our RTI program or through our Sp. Ed. program.
3. Percent of Change: When we compare 23-24 to 24-25 data broken out by grade level, we are trending up in ELA and navigating some headwinds in Math.
In ELA, 6th was stable at 1.8%, 7th grew by 8.47%, and 8th saw our biggest gain at 17.64%.
In Math, 6th decreased by about 10% and 7th by about 9% — but 8th increased 15.21%, which is why our overall WMS Math is only down 2.04% year-over-year. Our 8th graders are carrying some of that weight.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

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Overall Participation for All Students												
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	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	147	183	156	146	181	155	146	181	155	99.3	98.9	99.4
Grade 7	171	144	178	169	143	177	169	143	177	98.8	99.3	99.4
Grade 8	159	170	147	158	170	146	158	170	146	99.4	100	99.3
All Grades	477	497	481	473	494	478	473	494	478	99.2	99.4	99.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2549.	2541.	2538.	36.30	22.65	22.58	15.75	26.52	20.65	24.66	27.62	34.19	23.29	23.20	22.58
Grade 7	2568.	2572.	2552.	26.04	36.36	22.03	31.95	18.88	26.55	19.53	20.98	26.55	22.49	23.78	24.86
Grade 8	2598.	2574.	2567.	36.08	30.59	35.62	22.78	16.47	17.81	20.25	24.12	10.96	20.89	28.82	35.62
Grade 11															
All Grades	N/A	N/A	N/A	32.56	29.35	26.36	23.89	20.85	21.97	21.35	24.49	24.27	22.20	25.30	27.41

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	32.88	25.41	22.58	42.47	55.25	50.97	24.66	19.34	26.45
Grade 7	31.36	41.96	21.47	47.34	37.06	54.80	21.30	20.98	23.73
Grade 8	36.08	30.00	28.77	46.20	44.71	36.30	17.72	25.29	34.93
Grade 11									
All Grades	33.40	31.78	24.06	45.45	46.36	47.91	21.14	21.86	28.03

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	27.40	16.02	21.29	48.63	60.22	56.13	23.97	23.76	22.58
Grade 7	24.85	33.57	20.34	52.66	41.26	56.50	22.49	25.17	23.16
Grade 8	34.18	22.94	30.82	46.84	54.12	44.52	18.99	22.94	24.66
All Grades	28.75	23.48	23.85	49.47	52.63	52.72	21.78	23.89	23.43

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	31.51	19.89	16.13	51.37	61.33	63.87	17.12	18.78	20.00
Grade 7	26.04	23.08	18.64	60.95	53.85	54.24	13.02	23.08	27.12
Grade 8	25.32	21.76	25.34	55.70	58.24	49.32	18.99	20.00	25.34
All Grades	27.48	21.46	19.87	56.24	58.10	55.86	16.28	20.45	24.27

Conclusions based on this data:

- When we look at WMS Math performance compared to the state, we are still performing above the state average.
 Our 8th graders are a bright spot — at 53%, more than half are meeting or exceeding standards. And performance actually increases as students move through WMS — 6th at 43%, 7th at 49%, 8th at 53%. That tells us something is building over time.
 At the same time, our overall Math trend line has been declining, and our Not Met group has grown to 27% this year.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1549.2	1528.5	1536.8	1542.5	1537.6	1523.4	1555.7	1518.7	1549.8	11	14	13
7	*	*	1569.8	*	*	1590.0	*	*	1549.2	8	8	13
8	*	*	*	*	*	*	*	*	*	9	7	6
All Grades										28	29	32

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	27.27	7.14	46.15	63.64	42.86	15.38	0.00	50.00	23.08	9.09	0.00	15.38	11	14	13
7	*	*	30.77	*	*	30.77	*	*	30.77	*	*	7.69	*	*	13
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	20.69	40.63	57.14	37.93	25.00	10.71	34.48	21.88	7.14	6.90	12.50	28	29	32

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	63.64	42.86	46.15	27.27	42.86	38.46	0.00	14.29	0.00	9.09	0.00	15.38	11	14	13
7	*	*	53.85	*	*	38.46	*	*	0.00	*	*	7.69	*	*	13
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.14	37.93	50.00	35.71	41.38	37.50	0.00	13.79	0.00	7.14	6.90	12.50	28	29	32

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	9.09	0.00	15.38	54.55	7.14	38.46	27.27	64.29	23.08	9.09	28.57	23.08	11	14	13
7	*	*	15.38	*	*	15.38	*	*	69.23	*	*	0.00	*	*	13
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.71	3.45	18.75	42.86	17.24	28.13	32.14	51.72	40.63	14.29	27.59	12.50	28	29	32

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	27.27	21.43	38.46	63.64	71.43	61.54	9.09	7.14	0.00	11	14	13
7	*	*	46.15	*	*	46.15	*	*	7.69	*	*	13
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	20.69	40.63	60.71	65.52	53.13	14.29	13.79	6.25	28	29	32

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	72.73	85.71	41.67	18.18	14.29	50.00	9.09	0.00	8.33	11	14	12
7	*	*	69.23	*	*	30.77	*	*	0.00	*	*	13
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	85.19	75.86	51.61	11.11	13.79	41.94	3.70	10.34	6.45	27	29	31

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	0.00	0.00	15.38	72.73	21.43	53.85	27.27	78.57	30.77	11	14	13
7	*	*	15.38	*	*	30.77	*	*	53.85	*	*	13
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	6.90	21.88	53.57	27.59	40.63	39.29	65.52	37.50	28	29	32

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	45.45	0.00	33.33	54.55	100.00	66.67	0.00	0.00	0.00	11	14	12
7	*	*	23.08	*	*	76.92	*	*	0.00	*	*	13
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	3.45	23.33	64.29	93.10	76.67	0.00	3.45	0.00	28	29	30

Conclusions based on this data:

1. Our Multi Language Learners students went from 3% M+E in 23-24 to 8.8% this year, with the strongest year-over-year ELA gain of any group at +23 points. We continue to grow our ELD programming, including our Newcomer program, and we will be watching closely as we head into spring testing.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

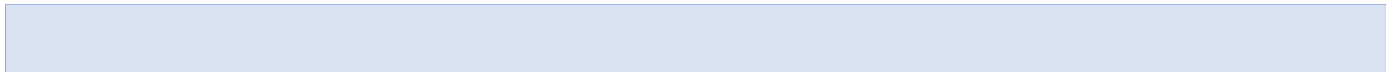
2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
498	28.3%	9.4%	0.0%
Total Number of Students enrolled in Westborough Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	47	9.4%
Foster Youth	0	0.0%
Homeless	9	1.8%
Socioeconomically Disadvantaged	141	28.3%
Students with Disabilities	75	15.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1%
American Indian	3	0.6%
Asian	135	27.1%
Filipino	164	32.9%
Hispanic	108	21.7%
Two or More Races	46	9.2%
Pacific Islander	10	2%
White	27	5.4%

Conclusions based on this data:

- 28% are socioeconomically disadvantaged, 9.4% are identified as English Language Learners, and 15% are on an IEP. Our student body reflects the rich diversity of our South San Francisco community and we are proud of that.



School and Student Performance Data

Overall Performance






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2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Schoolwide ELA performance increased from 55% to 60%, showing strong improvement across all grade levels. Overall math performance is 48%, with notable gains in 8th grade, while other grade levels will receive additional instructional focus.

2. Chronic absenteeism decreased from 11.1% to 9.3%.
Suspensions dropped significantly from 11.2% to 7.9%.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>11.3 points above standard</p> <p>Increased 4.2 points</p> <p>487 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>3.6 points below standard</p> <p>Declined 18.3 points</p> <p>119 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>85.6 points below standard</p> <p>Declined 24.2 points</p> <p>25 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>31 points below standard</p> <p>Declined 25.2 points</p> <p>144 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>101.9 points below standard</p> <p>Declined 4 points</p> <p>71 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>47.4 points above standard</p> <p>Maintained -0.6 points</p> <p>134 Students</p>	<p>Filipino</p>  <p>Green</p> <p>22.5 points above standard</p> <p>Maintained 2.9 points</p> <p>164 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>38.3 points below standard</p> <p>Increased 3.7 points</p> <p>105 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>12.2 points above standard</p> <p>Increased 9.3 points</p> <p>44 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>1 points above standard</p> <p>Increased 19.8 points</p> <p>25 Students</p>

Conclusions based on this data:

- When we look at WMS ELA performance compared to the state, we have consistently performed above the state average — and that trend continues in 24-25. This year, we saw a nice bounce back after a dip in 2024. All three grade levels are performing within a healthy range — 6th at 57%, 7th at 64%, and 8th at 60%.

Our Exceeded category. At 22%, that is the highest it has been in five years. Our students are not just meeting the bar — more of them are clearing it.

That said, we are also watching our Not Met group, which ticked up slightly to 21%, and our Nearly Met group is at its lowest point in five years at 19%. That middle group is one we are paying close attention to, so they can move.
- In ELA, 6th was stable at 1.8%, 7th grew by 8.47%, and 8th saw our biggest gain at 17.64%.
- Our students with IEPs showed growth in ELA at +8 year-over-year.

School and Student Performance Data

Academic Performance Mathematics

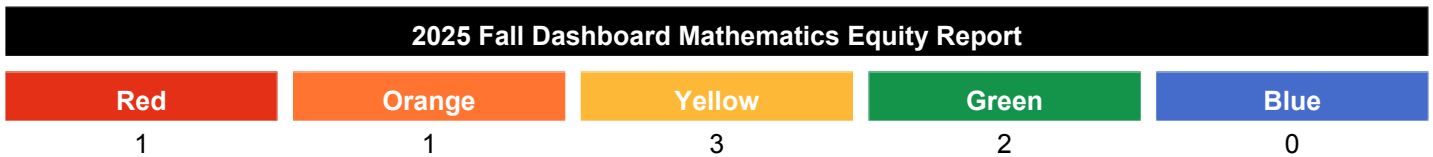
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>14.8 points below standard</p> <p>Declined 9 points</p> <p>488 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>22 points below standard</p> <p>Declined 28.1 points</p> <p>120 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>143.2 points below standard</p> <p>Declined 34.3 points</p> <p>25 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>52.8 points below standard</p> <p>Declined 35.5 points</p> <p>144 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>139.1 points below standard</p> <p>Declined 17.2 points</p> <p>71 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Green</p> <p>46.4 points above standard</p> <p>Declined 16.5 points</p> <p>134 Students</p>	<p>Filipino</p>  <p>Yellow</p> <p>22.3 points below standard</p> <p>Declined 22.8 points</p> <p>164 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>67.5 points below standard</p> <p>Increased 10.6 points</p> <p>105 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>7.1 points below standard</p> <p>Increased 5.1 points</p> <p>44 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>28.3 points below standard</p> <p>Declined 11.8 points</p> <p>26 Students</p>

Conclusions based on this data:

1. Our 8th graders are a bright spot — at 53%, more than half are meeting or exceeding standards. And performance actually increases as students move through WMS — 6th at 43%, 7th at 49%, 8th at 53%. That tells us something is building over time. At the same time, our overall Math trend line has been declining, and our Not Met group has grown from 19% in 2021 to 27% this year.
2. In Math, 6th decreased by about 10% and 7th by about 9% — but 8th increased 15.21%, which is why our overall WMS Math is only down 2.04% year-over-year. Our 8th graders are carrying some of that weight.
3. Students w/ IEPs: Math is an area we are watching closely. We saw a 22-point drop in 24-25, and we have started targeted work, beginning with the adoption of high-quality materials throughout our levels of support.

School and Student Performance Data

Academic Performance Science

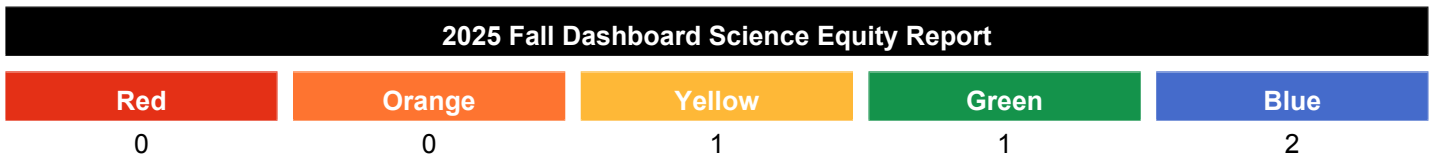
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>62 science points</p> <p>Increased 4.7 points</p> <p>152 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>55 science points</p> <p>Increased 4.2 points</p> <p>32 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>56 science points</p> <p>Increased 2.5 points</p> <p>46 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>44.1 science points</p> <p>Maintained 1 points</p> <p>28 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>75.1 science points</p> <p>Increased 9.5 points</p> <p>33 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>64.7 science points</p> <p>Increased 5.3 points</p> <p>59 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>48.6 science points</p> <p>Maintained -1.5 points</p> <p>37 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>66.4 science points</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>

Conclusions based on this data:

1. When we look at our CAST Science results, this is a slide that our team can be really proud of. WMS has consistently performed above the state average in Science, and during 24-25 we saw our biggest single-year jump in five years. That does not happen by accident; our Science team shows up for students every day. And, Our Exceeded category has more than doubled since 2021, from 11% to 23%.

School and Student Performance Data



Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 65.6 making progress. Number Students: 32 Students	Long-Term English Learner Progress  No Performance Color 66.7 making progress. Number Students: 18 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 6.5%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 19.4%	Maintained ELPI Level 4 3.2%	Progressed At Least One ELPI Level 64.5%

Conclusions based on this data:

- Strong Overall Progress. The majority of students (64.5%) progressed at least one ELPI level, which is a very positive outcome and suggests the language program is largely effective. Most Students Are Moving Forward Combined with those who maintained Level 4 (the highest level, where there’s no room to grow), roughly 67.7% of students either progressed or were already at the ceiling level.
- About 19.4% of students maintained mid-range levels (1, 2L, 2H, 3L, or 3H) without advancing, indicating a segment of learners who may need additional intervention or differentiated instruction.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Green <p>9.3% Chronically Absent</p> <p>Declined 1.8</p> <p>503 Students</p>	<p>English Learners</p>  Orange <p>18.8% Chronically Absent</p> <p>Increased 1.7</p> <p>48 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>19.2% Chronically Absent</p> <p>Declined 3</p> <p>26 Students</p>
<p>Foster Youth</p>  No Performance Color <p>0 Students</p>	<p>Homeless</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red <p>20.4% Chronically Absent</p> <p>Increased 6.5</p> <p>152 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>30.3% Chronically Absent</p> <p>Increased 3.6</p> <p>76 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>1.5% Chronically Absent</p> <p>Declined 0.9</p> <p>136 Students</p>	<p>Filipino</p>  <p>Green</p> <p>7.3% Chronically Absent</p> <p>Declined 2.8</p> <p>165 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>18.6% Chronically Absent</p> <p>Declined 4.6</p> <p>113 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>6.7% Chronically Absent</p> <p>Increased 1.5</p> <p>45 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>11.1% Chronically Absent</p> <p>Maintained 0</p> <p>27 Students</p>

Conclusions based on this data:

1. Our chronic absenteeism rate has declined every year since the pandemic peak of 21.1% in 2022. We are now at 9.3%, and the state rates us Green. We are working with our community of learners consistently and intentionally.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A We are a middle School

School and Student Performance Data

Conditions & Climate Suspension Rate

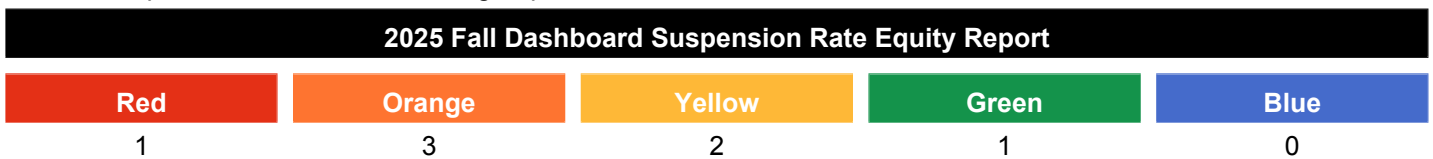
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>7.9% suspended at least one day</p> <p>Declined 3.3%</p> <p>507 Students</p>	<p>English Learners</p> <p>Orange</p> <p>14% suspended at least one day</p> <p>Declined 0.3%</p> <p>50 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>19.2% suspended at least one day</p> <p>Declined 3%</p> <p>26 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>13.1% suspended at least one day</p> <p>Declined 1.5%</p> <p>153 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>14.3% suspended at least one day</p> <p>Increased 3.4%</p> <p>77 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>3.7% suspended at least one day</p> <p>Maintained -0.2%</p> <p>136 Students</p>	<p>Filipino</p>  <p>Green</p> <p>3.6% suspended at least one day</p> <p>Declined 5.4%</p> <p>166 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>15.5% suspended at least one day</p> <p>Declined 3.8%</p> <p>116 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>11.1% suspended at least one day</p> <p>Declined 6.8%</p> <p>45 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>7.4% suspended at least one day</p> <p>Increased 0.3%</p> <p>27 Students</p>

Conclusions based on this data:

1. When we look at our suspension rate, we are rated Green by the state and that our rate dropped from 11.2% in 2024 to 7.9% in 2025 — a 3.3% decline. We are actually below our 2019 pre-pandemic baseline.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELA/ELD, math, science, social studies, PE, and electives

By Spring 2027, all Westborough students will demonstrate a minimum of 3% growth in English Language Arts (ELA) and Mathematics achievement compared to the 2023–2024 schoolwide baseline scores, as a result of exceptional instruction focused on academic discourse and math practices aligned with district-approved curriculum and programs.

Benchmark 1: By the Spring of 2025 all Westborough students will maintain or increase by 0.5% in schoolwide performance for both math and ELA when compared to the 2023-24 schoolwide scores in both ELA and math.

Benchmark 1b: By Spring of 2025, all Westborough ELs will increase by 0.5% schoolwide

Benchmark 2: By the Spring of 2026 all Westborough students will maintain or increase by 1.0% in schoolwide performance for both math and ELA when compared to the 2023-24 schoolwide scores in both ELA and math.

Benchmark 2b: By Spring of 2025, all Westborough ELs will increase increase 1.0% schoolwide

Benchmark 3: By the Spring of 2027 all Westborough students will maintain or increase by 3.0% in schoolwide performance for both math and ELA when compared to the 2020-21 schoolwide scores in both ELA and math.

Benchmark 3b: By Spring of 2025, all Westborough ELs will increase by increase by 3.0% schoolwide

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal: Priority 1 - Exceptional Instruction - Every student experiences exceptional instruction that aligns with our Portrait of a Graduate & Priority 5d - Equity-Centered Systems -

Under the guidance of Educational Services, identified Teacher Leadership Teams will develop a “guaranteed and viable” CCSS/NGSS-aligned TK-12 curriculum for ELA/ELD, mathematics, and science.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We need to make sure that we are monitoring all of our students who are performing at nearly met or not yet met standards in ELA. It is the same for math. This is especially true when we see a significant percentage of decrease in the met standard or exceeded standard ranges from year to year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data ELA & Math	24-25 Data: ELA: All three grade levels are performing within a healthy range — 6th at 57%, 7th at 64%, and 8th at 60%. Our Exceeded category. At 22%, that is the highest it has been in five years. Math: Our 8th graders are a bright spot — at 53%, more than half are meeting or exceeding standards. And performance actually increases as students move through WMS — 6th at 43%, 7th at 49%, 8th at 53%. That tells us something is building over time. At the same time, our overall Math trend line has been declining, and our Not Met group has grown from 19% in 2021 to 27% this year.	Spring of 2025 all Westborough students will maintain or increase by 0.5% in schoolwide performance for both math and ELA
CAASPP Data ELLs	24-25 Data: Our Multi Language Learners students went from 3% M+E in 23-24 to 8.8% this year, with the strongest year-over-year ELA gain of any group at +23 points. We continue to grow our ELD programming, including our Newcomer program, and we will be watching closely as we head into spring testing.	Spring of 2025, all Westborough ELs will increase 0.5%
CAASPP Data ELA & Math		Spring of 2026 all Westborough students will maintain or increase by 1.0% in schoolwide performance for both math and ELA
CAASPP Data ELLs		Spring of 2025, all Westborough ELs will increase 1.0%
CAASPP Data ELA & Math		Spring of 2027 all Westborough students will maintain or increase by 3.0% in schoolwide performance for both math and ELA
CAASPP Data ELLs		Spring of 2027, all Westborough ELs will increase by 3.0%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>ACTION 1. Fine-tune Common Core-aligned instruction in all core classes and support the adoption of increased academic and math, literacy in PE and elective classes.</p> <p>Task: 1. 1. Continue to monitor the implementation of Common Core State Standards in all grade levels (e.x. common assessments, TLTs, textbook adoptions, etc.), as measured by informal and formal observations, teacher-made formative and summative assessments, common grade level assessments- developed by ELA, math, and</p>	All students achieving in the Standards Nearly Met or Standards Not Met categories on the CAASPP testing, especially our ELL students.	<p>3,000 Site Discretionary 4000-4999: Books And Supplies Curriculum and Technology to support literacy skills across curricular areas for common core. Site discretionary 070 8,000 Site Discretionary 4000-4999: Books And Supplies Materials to support CCSS/NGSS aligned TK-12</p>

	<p>science teachers and district TLT teams, and CAASPP results.</p> <p>2. Use of district approved curriculum and other appropriate Common Core materials in all core classes and special education classes, as measured by a menu of curriculum resources used within each grade level and department.</p> <p>3. Continue to monitor the implementation of State Standards & Ed. Tech Pedagogies in all grade levels as measured by a research based list of agreed upon strategies and the use of district Walk-through tools when they become available.</p> <p>4. The coordination of intervention materials to increase academic and math literacy for those students performing at standards nearly met or lower, as measured by a menu of intervention supports, review of RTI tiers of support, as well as the SST process.</p>		<p>curriculum for ELA/ELD, mathematics and science. Site discretionary 070 10,000</p> <p>LCAP At-Risk Student Support 4000-4999: Books And Supplies Technology to support academic readiness & fluency across the curriculums. LCAP 180 10,000</p> <p>Site Discretionary 1000-1999: Certificated Personnel Salaries Coverage for Teachers to be able to meet, observe each other teaching, and for teachers to work on aligning curriculum and projects. Site discretionary 070</p>
<p>1.2</p>	<p>ACTION 2. Address the disparity within statistically significant and non-statistically significant subgroups.</p> <p>Task:</p> <p>1. Monitor and support the implementation of 3 tiers of interventions through the RTI program, as measured by counseling notes, RTI meeting notes, Department meeting notes/agendas, and/or SST meeting records for students performing at standards not met in Reading and Math.</p> <p>2. Offer peer tutoring and Academic Center (AC) for students who are not responding to Tier 1 interventions in Math, as measured by AC teacher rosters, and student attendance.</p> <p>3. The use of IXL or an equivalent district-supported program to provide individualized skill support for all students as part of their classwork with the general Math/ELA, & Soc. St. program at WMS, as measured by observations, student work samples, and assessment results.</p> <p>4. Use of ancillary materials, such as subject area magazines and lessons from teacher-designed and reviewed lesson plan depositories, as well as applications to increase student engagement and teacher creativity, as measured by the development of a menu for teacher reference, classroom observations and student works samples.</p> <p>5. The consistent upkeep and acquisition of technology, apps, and software programs to support academic literacy development across the subject areas, as measured by the development of site inventory and access to those resources.</p>	<p>All students achieving in the Standards Nearly Met or Standards Not Met categories on the CAASPP testing, especially our ELL students.</p>	<p>11,200</p> <p>LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Site match for Academic Center/ peer tutor program. LCAP 180</p> <p>5,200</p> <p>EI Support 4000-4999: Books And Supplies ELD support programs materials. EI Support 123</p> <p>8,000</p> <p>Site Discretionary 4000-4999: Books And Supplies Subscriptions to magazines (Scholastic), and Applications (Newsela, IXL, etc.). Site discretionary 070 2,850</p> <p>Site Discretionary 4000-4999: Books And Supplies Technology/materials and supplies to support academic literacy. Site discretionary 070</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In ELA, 6th was stable at 1.8%, 7th grew by 8.47%, and 8th saw our biggest gain at 17.64%. We made progress on benchmarks in 2/3 grade levels. 6th decreased by about 10% and 7th by about 9% — but 8th increased 15.21%, which is why our overall WMS Math is only down 2.04% year-over-year. We met our benchmark in 1/3 grade levels.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Holding w/ school wide implementation of UDL, Math Implementation Year1 , and ROI work, aligned to District Priorities

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELA/ELD, math, science, social studies, PE, electives

By Spring 2027, all Westborough staff will demonstrate the ability to deliver accessible, rigorous, and culturally relevant instruction aligned to district priority standards by engaging in professional development focused on academic discourse, math training (as appropriate), Universal Design for Learning (UDL) strategies, and effective integration of educational technology. This will contribute to improved student outcomes and positive learning environments, as measured by growth on CAASPP scores, California State Dashboard indicators, and student feedback from the California Healthy Kids Survey or other site-specific survey data.

Benchmark 1a: By the Spring of 2025 all Westborough students will maintain or increase by 0.5% in schoolwide performance for both math and ELA when compared to the 2023-24 schoolwide scores in both ELA and math.

Benchmark 1b: By the Spring of 2025, at least eighty percent of all students surveyed will indicate that they feel safe at Westborough and that their experience is positive overall, as measured by Healthy Kids surveys, or other site-specific survey data.

Benchmark 2a: By the Spring of 2026 all Westborough students will maintain or increase by 1.0% in schoolwide performance for both math and ELA when compared to the 2023-24 schoolwide scores in both ELA and math

Benchmark 2b: By the Spring of 2026, at least ninety percent of all students surveyed will indicate that they feel safe at Westborough and that their experience is positive overall, as measured by site-specific survey data.

Benchmark 3a: By the Spring of 2027 all Westborough students will maintain or increase by 3% in schoolwide performance for both math and ELA when compared to the 2023 schoolwide scores in both ELA and math.

Benchmark 3b: By the Spring of 2027, One hundred percent of all students surveyed will indicate that they feel safe at Westborough and that their experience is positive overall, as measured by Healthy Kids surveys, or other site-specific survey data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal: Priority 4 - Empowered Educators

Under the guidance of Educational Services, identified classified, certificated, and administrative staff will participate in professional development training that assists in (1) Preparing students for college, career, and life-long readiness and/or (2) Providing ongoing support for learning and growth within the profession to increase skills to better support all students

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support all students achieving in the Standards Nearly Met or Standards Not Met categories on the CAASPP testing, especially our ELL students, as well as supporting a decrease in chronic absenteeism and incidents of suspension schoolwide.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP data	24-25 Data: ELA: All three grade levels are performing within a healthy range — 6th at 57%, 7th at 64%, and 8th at 60%. Our Exceeded category. At 22%, that is the highest it has been in five years. Math: Our 8th graders are a bright spot — at 53%, more than half are meeting or exceeding standards. And performance actually increases as students move through WMS — 6th at 43%, 7th at 49%, 8th at 53%. That tells us something is building over time. At the same time, our overall Math trend line has been declining, and our Not Met group has grown from 19% in 2021 to 27% this year.	1a: By the Spring of 2025 all Westborough students will maintain or increase by 0.5% in schoolwide performance for both math and ELA
CHKS Survey Data	63.57% of student surveyed in 2025 "Feel they belong at School"	1b: By the Spring of 2025, at least eighty percent of all students surveyed will indicate that they feel safe at Westborough and that their experience is positive overall,
CAASPP data		2a: By the Spring of 2026 all Westborough students will maintain or increase by 1.0% in schoolwide performance for both math and ELA
Site-Specific Data (No CHKS survey this year).		2b: By the Spring of 2026, at least ninety percent of all students surveyed will indicate that they feel safe at Westborough and that their experience is positive overall, as measured by site-specific survey data.
CAASPP data		By the Spring of 2027 all Westborough students will maintain or increase by 3% in schoolwide performance for both math and ELA
CHKS Survey Data		By the Spring of 2027, One hundred percent of all students surveyed will indicate that they feel safe at Westborough and that their experience is positive overall

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	ACTION 1. Provide all staff access to relevant (fits the mission and vision of the district and site) conferences and professional development opportunities. Task: 1. All certificated staff will have access to conferences and or Professional Development (PD) opportunities that support the district and site mission and vision, as measured by teacher attendance.	All students achieving in the Standards Nearly Met or Standards Not Met categories on the CAASPP testing, especially our ELL students, as well as decreasing incidences of chronic absenteeism and suspensions schoolwide.	5,000 Site Discretionary 5000-5999: Services And Other Operating Expenditures Teacher collaboration or professional development opportunities. In years when this amount is not needed to support improvement efforts, the money will be used to support technology

	<p>2. All certificated staff who attended a conference and/or PD opportunity will present to their departments and/or the whole staff relevant skills, applications, and/or practices that they take away from the conference/PD, as measured by Department and/or Staff meeting agendas</p>		<p>improvements and other site-level priorities that support at-risk students. Site Discretionary 070</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>
2.2	<p>ACTION 2. Create and establish platforms at the site level to allow all staff to meet and engage with each other during regular meeting times.</p> <p>Task:</p> <p>1. Create horizontal and vertical articulation within the Leadership team at WMS.</p> <p>2. Keep the theme of self-care and positive staff morale throughout the year by supplying PD opportunities, resources, materials, and time to engage in team building and bonding experiences as a staff, as measured by meeting agendas.</p>	<p>All students achieving in the Standards Nearly Met or Standards Not Met categories on the CAASPP testing, especially our ELL students, as well as decreasing incidences of chronic absenteeism and suspensions schoolwide.</p>	<p>5,000 Site Discretionary 1000-1999: Certificated Personnel Salaries Grade level leads for 7th & 8th discretionary 070 2,500 Site Discretionary 4000-4999: Books And Supplies Materials and resources for various collaboration meetings. Site discretionary 070</p>
2.3	<p>ACTION 3: Create a platform for site-based, relevant, and timely professional development opportunities delivered by Westborough teachers/TOSAs to their colleagues.</p> <p>Task:</p> <p>1. Offer a series of relevant, site-based professional development opportunities designed to integrate current educational technology practices- including but not limited to the use of Google Suite applications in the classroom and digital citizenship, as measured by informal staff survey results, agendas, and sign-in sheets. (delivered by WMS staff, or DO personnel).</p> <p>2. Offer a series of relevant, site-based professional development opportunities around self-care, as measured by informal staff survey results, agendas, and sign-in sheets.</p>	<p>All students achieving in the Standards Nearly Met or Standards Not Met categories on the CAASPP testing, especially our ELL students, as well as decreasing incidences of chronic absenteeism and suspensions schoolwide.</p>	<p>3,800 Site Discretionary 1000-1999: Certificated Personnel Salaries Additional pay for teacher prep and administration of professional development sessions. Site Discretionary 070 2,000 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Additional pay for teachers to attend the PD offerings. LCAP 180 500 Site Discretionary 4000-4999: Books And Supplies Materials and supplies for PD sessions. Site discretionary 070</p>
2.4			<p>None Specified None Specified</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In ELA, 6th was stable at 1.8%, 7th grew by 8.47%, and 8th saw our biggest gain at 17.64%. We made progress on benchmarks in 2/3 grade levels. 6th decreased by about 10% and 7th by about 9% — but 8th increased 15.21%, which is why our overall WMS Math is only down 2.04% year-over-year. We met our benchmark in 1/3 grade levels.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Schoolwide focus on UDL, Relationship building, PBIS, and our MTSS supports. Alignment to District wide priorities- Focus on belonging, academic discourse, and HQ Math implementation Year 1

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELA/ELD, math, science, social studies, PE, electives

By Spring 2027, all students will demonstrate a 3% decrease in both absenteeism and suspension rates compared to 2023–2024 data, through increased engagement in relational and restorative-based practices, Universal Design for Learning strategies, and participation in schoolwide supports such as PBIS, tier 1 counseling/wellness supports, classroom-based SEL opportunities, and extracurricular activities.

Benchmark 1: By the Spring of 2025 all Westborough students will demonstrate at least 0.5% decrease in the rate of Chronic Absenteeism and maintain or improve Suspensions as measured by CALPADs and relevant district and/or site attendance data when compared to the 2022-2023 school year.

Benchmark 2: By the Spring of 2026 all Westborough students will demonstrate at least 1.0% decrease in the rate of Chronic Absenteeism and maintain or improve Suspensions as measured by CALPADs and relevant district and/or site attendance data when compared to 2022-2023.

Benchmark 3: By the Spring of 2027 all Westborough students will demonstrate at least 1.5% decrease in the rate of Chronic Absenteeism and maintain or improve Suspensions as measured by CALPADs and relevant district and/or site attendance data when compared to 2022-2023.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal: LCAP Goal: Priority 2 - Engaged Students and Priority 3 - Purposeful Partnerships

Under the guidance of Educational Services, the Westborough staff will improve the attendance and participation of students, as well as their families in school events, school community events, and district events.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All student groups will experience a decrease in chronic absenteeism and suspension rate.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard data for Absences; CA Dashboard data for Suspension rate	Our overall attendance rate this year is 96.% strong and consistent across the year; our suspension rate dropped from 11.2% in 2024 to 7.9% in 2025	Spring of 2025 all Westborough students will demonstrate at least 0.5% decrease
CA Dashboard data for Absences; CA Dashboard data for Suspension rate		Spring of 2026 all Westborough students will demonstrate at least 1.0% decrease
CA Dashboard data for Absences; CA Dashboard data for Suspension rate		Spring of 2027 all Westborough students will demonstrate at least 1.5% decrease

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<p>3.1</p>	<p>ACTION 1: Increase opportunities for student engagement and inclusiveness at Westborough. Tasks:</p> <ol style="list-style-type: none"> All students will have access to transition activities at both the 5th to 6th-grade level (e.x. 6th grade orientation day) and 8th to 9th grade (i.e. HS counselor presentations), as measured by the master calendar of events. Provide ongoing anti-bullying and character education through relevant activities supporting Anti-bullying and increasing awareness within the student body, as measured by district/site survey data. All students will have access to clubs or organizations (driven by student interest) after or before school and lunchtime in order to enhance student participation and promote a more positive school environment, as measured by club formation policy, the list of available clubs, and overall student participation. All students will have access to lunchtime athletic activities through an intramural type program, as measured by student participation lists. All students will participate in a schoolwide mini-course day to provide enrichment opportunities and support a well-rounded educational experience at Westborough, as measured by the types of sessions offered or field trip activities offered to students, as well as student feedback. Support student access to educational field trips at each grade level, by supplementing a portion of the transportation and deposit costs, as measured by the master calendar and student access to educational field trips. Note: Cyclical scheduling may be used so that students hopefully have access to a field trip at least once during their 3 years at WMS. 	<p>All student groups will experience a decrease in chronic absenteeism and suspension rate.</p>	<p>2,000 Site Discretionary 1000-1999: Certificated Personnel Salaries Funding for intramural positions and materials. Site discretionary 070 4,500 Site Discretionary 1000-1999: Certificated Personnel Salaries Funding to support 6th grade & New Student Orientation day, club advisors beyond District paid positions, including Tri-School coaches. Site discretionary 070 2,000 Site Discretionary 4000-4999: Books And Supplies Provide incentives and materials for academic and participation performance. Site discretionary 070 8,000 LCAP At-Risk Student Support 4000-4999: Books And Supplies Mini-course field trips occurring every three years; on off years money to be used for technology development. Upkeep and acquisition of technology, apps, and software programs. LCAP 180</p> <p>None Specified None Specified</p>
<p>3.2</p>	<p>ACTION 2: Increase student awareness of safety practices and appropriate behavior at Westborough</p> <ol style="list-style-type: none"> Staff will be trained in and in turn give students access to Relationship-based, mindfulness, and restorative practices. Staff will continue the positive incentive system as part of the schoolwide PBIS program to 	<p>All student groups will experience a decrease in chronic absenteeism and suspension rate.</p>	<p>2,000 LCAP At-Risk Student Support 4000-4999: Books And Supplies Provide incentives and materials for rewarding positive behavior performance. LCAP 180 2,000</p>

	<p>reinforce expectations for behavior at Westborough.</p> <p>3. All students will have access to trauma-informed counseling approaches and support groups, as measured by the Counseling Department's meeting notes and list of supports for students (see Goal 2 for proposed expenditures).</p> <p>4. Continue additional staff supervision during the student breakfast time in order to support student safety, as measured by the increase in staff supervision schedule.</p>		<p>Site Discretionary 2000-2999: Classified Personnel Salaries 30 breakfast supervision. Site discretionary 070</p> <p>None Specified None Specified</p>
3.3	<p>ACTION 3: Provide more opportunities for families to become engaged in and supportive of their student(s) progress at school.</p> <p>Task:</p> <p>1. Parents of ELs will have opportunities to receive training delivered in the parents' primary language through an SSC ELAC committee as SSC meeting agendas.</p> <p>2. The Westborough administration will provide media/communication support for PTSA-sponsored community events (ex. Holiday Fair, fundraisers, barbecue, etc.), as needed in order to facilitate community involvement in such events, as measured, by communication resources and other materials used to market and support PTSA events.</p> <p>3. Westborough staff will continue to offer Back-to-School nights, Parent/Teacher conferences in the Fall, Geography Bees, Science Fair, Sports Night, concerts, and other family events in order to engage families in attending school events, as measured by event flyers and participation numbers.</p> <p>4. Parents will have access to informational meetings about all academic departments at Westborough via PTSA meetings throughout the year, as measured by PTSA agendas/meeting notes.</p> <p>5. Translation services will be provided at parent conferences and SST meetings for families requiring support, as measured by invoices for translation services.</p> <p>6. Increased opportunities for volunteering to support such events as, career days, school clubs/tri-school events, and at lunch will be communicated, as measured by emails, and newsletters, as well as an increase in parent volunteer packet completion.</p>	<p>All student groups will experience a decrease in chronic absenteeism and suspension rate.</p>	<p>1,000 Site Discretionary 4000-4999: Books And Supplies Materials and resources needed to promote and run monthly meetings. Site discretionary 070 1,535.00 EI Support 5800: Professional/Consulting Services And Operating Expenditures Translation services at conferences and/or other meetings (SSTs, 504s.) EI Support 123</p>
3.4	<p>ACTION 4: Support all staff in being able to identify and/or address the underlying student needs</p>	<p>All student groups will experience a decrease</p>	<p>6,000 Site Discretionary</p>

	<p>associated with issues of chronic absenteeism and inequities in discipline practices.</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Continue providing professional development opportunities for staff around relationship-based practices, restorative practices, & trauma-informed counseling practices and teaching approaches, as measured by staff attendance of relevant PDs (see Goal 2 for proposed expenditures). 2. Implement an effective schoolwide PBIS program, as measured by meeting agendas and notes, as well as the development materials associated with the PBIS program (i.e. staff and student interest surveys, roll-out events, etc.). 3. CLAWS & Safety committee will monitor student and staff safety practices and morale at Westborough, as measured by meeting agendas and notes, as well as the development materials associated with the school's safety practices (i.e. blue cards, new emergency safety plan format, etc.). 	<p>in chronic absenteeism and suspension rate.</p>	<p>4000-4999: Books And Supplies Materials and resources needed to promote and run projects related to School Culture and Climate. Site discretionary 070</p>
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

When we look at our suspension rate, I am proud to share that we are rated Green by the state and that our rate dropped from 11.2% in 2024 to 7.9% in 2025 — a 3.3% decline. We are actually below our 2019 pre-pandemic baseline. That drop did not happen by accident. We opened our Wellness Center, deepened our Tier 1 and Tier 2 interventions, and continued our focus on UDL. When students feel seen and supported, we see fewer incidents. S12: Our overall attendance rate this year is 96.1% — strong and consistent across the year. When we look by grade level, all three grades are holding in the 96% range. When we look by ethnicity, most groups are performing well, though our Native American and Pacific Islander students are the ones we are watching closely and actively supporting.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Schoolwide focus on UDL, relationship building, PBIS, and our MTSS supports.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELA/ELD, math, science, social studies, PE, electives

By the Spring of 2027, after receiving instruction guided by the district-approved curriculum/programs and increased inclusion activities, all Westborough students with an IEP will demonstrate a 3% growth in CAASPP ELA and math scores when compared to the 2023-24 scores in both ELA and math, as a result of exceptional instruction focused on academic discourse and math practices aligned with district-approved curriculum and programs.

Benchmark 1: By the Spring of 2025 all Westborough students with IEPs will maintain or increase by 0.5% in performance for both math and ELA when compared to the 2023-24 scores in both ELA and math for students with reported disabilities.

Benchmark 2: By the Spring of 2026 all Westborough students with IEPs will maintain or increase by 1.0% in performance for both math and ELA when compared to the 2023-24 scores in both ELA and math for students with reported disabilities.

Benchmark 3: By the Spring of 2027 all Westborough students with IEPs will maintain or increase by 3% in performance for both math and ELA when compared to the 2023-24 scores in both ELA and math for students with reported disabilities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal: LCAP Goal: Priority 1 - Exceptional Instruction; Priority 5d - Equity-Centered Systems

The district will provide high-quality curricular programs for students with IEPs that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments and engagement rates.

Under the guidance of Educational Services, identified Teacher Leadership Teams will adopt and/or develop a "guaranteed and viable" CCSS/NGSS-aligned TK-12 curriculum for Students with Special Needs so they can be successful in ELA/ELD, mathematics, and science.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All student with IEPs will experience an increase in test scores

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	Our students with IEPs showed growth in ELA at +8 year-over-year. Math is an area we are watching closely. We saw a 22-point drop in 24-25.	Spring of 2025 all Westborough students with IEPs will maintain or increase by 0.5% in performance for both math and ELA
CAASPP Data		Spring of 2026 all Westborough students with IEPs will maintain or increase by 1.0% in performance for both math and ELA
CAASPP Data		Spring of 2027 all Westborough students with IEPs will maintain or increase by 3% in performance for both math and ELA

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>ACTION 1. Implement District adopted curriculum in all core Sp.Ed classes and support the addition of increased academic literacy in PE and elective classes.</p> <p>1. Continue to monitor the implementation of the district adopted curriculum at all levels of SpEd programming as measured by informal and formal observations, as well as attendance at district-level PDs for the curriculum (see goal 1, action 1, task 1)</p> <p>2. Provide release time (up to 21 hours a year) or additional collaboration time to SpEd teachers who are implementing the district adopted curriculum (See goal 2, action 1, task 1)</p> <p>3. Academic Center (AC) supervised & supported by a Resource or Sp.Ed teacher for students who need time and direct support on assignments. Impact measured by student attendance levels & work completion rate</p>	Address the disparity within statistically significant student groups (students with disabilities identified)	5,000 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Site match for Specialized Academic Center/ peer tutor program. LCAP 180

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Our students with IEPs showed growth in ELA at +8 year-over-year. Math is an area we are watching closely. We saw a 22-point drop in 24-25, and we have started targeted work, beginning with the adoption of high-quality materials throughout our levels of support. A shout out to our Education Specialist team — thank you for everything you do for our students every single day.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation of HQ Instructional materials in Math, access to grade level curriculum in all programs. Increase in co-teaching sections.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$111,085.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
EI Support	\$6,735.00
LCAP At-Risk Student Support	\$38,200.00
Site Discretionary	\$66,150.00

Subtotal of state or local funds included for this school: \$111,085.00

Total of federal, state, and/or local funds for this school: \$111,085.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	43718	-22,432.00
Site Allocation	3500.00	3,500.00
Site Allocation	8000.00	8,000.00
Instructional Media	977	977.00
Site Allocation	19920	19,920.00
EI Support	5234	-1,501.00
LCAP At-Risk Student Support	38057	-143.00
Gift Fund	21270.67	21,270.67
Local Categorical		

Expenditures by Funding Source

Funding Source	Amount
EI Support	6,735.00
LCAP At-Risk Student Support	38,200.00
Site Discretionary	66,150.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	43,500.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	59,050.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,535.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

4000-4999: Books And Supplies	EI Support	5,200.00
5800: Professional/Consulting Services And Operating Expenditures	EI Support	1,535.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	18,200.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	20,000.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	25,300.00
2000-2999: Classified Personnel Salaries	Site Discretionary	2,000.00
4000-4999: Books And Supplies	Site Discretionary	33,850.00
5000-5999: Services And Other Operating Expenditures	Site Discretionary	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	58,250.00
Goal 2	18,800.00
Goal 3	29,035.00
Goal 4	5,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Lorraine Rossi de Campos	Principal
Jenessa Sergio	Secondary Student
Sydney Liu	Secondary Student
Evan Sumner	Other School Staff
Carla Martinez	Parent or Community Member
Rob Lightner	Parent or Community Member
Nartalie Abinante	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 3/24/2021.

Attested:



Principal, Loraine Rossi de Campos on 5/21/25



SSC Chairperson, Loraine Rossi de Campos on 5/21/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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