



School Plan for Student Achievement (SPSA)

School Name			County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Canyon School	Lake	Middle	33-75176-6120463	May 13,2026	June 11, 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 Canyon Lake Middle School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

In alignment with LEUSD's LCAP, this plan was developed as a result of a comprehensive needs assessment performed by staff, parents, and community members, inclusive of a root cause analysis with evidenced-based actions in order to meet the needs of students most at-risk of not meeting standards. Canyon Lake Middle School's SPSA will maximize the available resources and is aligned with the LEUSD Local Control and Accountability Plan (LCAP).

Educational Partner Involvement

How, when, and with whom did your Canyon Lake 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

Canyon Lake Middle School collaborated with the following partners: English Learner Advisory Council (ELAC), School Site Council (SSC), Leadership and the District Office, CLMS Leadership Team, CLMS Guiding Coalition, and community members.

SCHOOL SITE COUNCIL MEETINGS

School Site Council Meeting #1

On November 11, 2025

Agenda:

I. Welcome

a. Roll Call (sign-in sheet)

b. Report of Election Results and Seating of New Representatives

c. Public comments

II. SSC Training

a. Review School Site Council Training

1. Robert's Rules of Order

III. Election of Officers (consistent with bylaws)

a. Chairperson/Vice-Chairperson

b. Secretary

c. Parliamentarian (if in bylaws)

IV. Review of SPSA goals and actions

a. Amendments

b. PLC Conference Update

School Site Council Meeting #2

December 16, 2025

I. Welcome

a. Roll Call (sign-in sheet)

b. Report of Election Results and Seating of Leadership

c. Public comments

II. Review School Site Council Purpose

a. Create and Monitor School Plan for Student Achievement

III. Review of final council members and roles

IV. Review of SPSA goals and actions

a. PLC Conference Update

b. Amendment to reallocate expenses for the November PLC conference

c. Review of Dashboard from 2024-25

IX. Adjournment

School Site Council Meeting #3

February 11, 2026

I. Welcome

- a. Roll Call (sign-in sheet)
- b. Approve previous SSC meeting minutes
- c. Public comments

II. Review School Site Council Purpose

- a. Create and Monitor School Plan for Student Achievement

III. Review of final council members and roles

IV. Review of SPSA goals and actions

V. Introduce and discuss the Progress and Monitoring

-Council member input on current progress on SPSA goals

VI. Introduce, discuss, and complete the Comprehensive Needs Assessment

IX. Adjournment

School Site Council Meeting #4

March 11, 2026

I. Welcome

- a. Roll Call (sign-in sheet)
- b. Approve previous SSC meeting minutes
- c. Public comments

II. Review of final council members and roles

III. Review School Site Council Purpose

- a. Create and Monitor School Plan for Student Achievement

IV. Review of District Guiding Principles & CLMS SPSA Goals and Actions

V. Progress and Monitoring Update

- a. New council member input on current progress on SPSA goals

VI. Review Comprehensive Needs Assessment

VII. Introduction/review of 2026-27 SPSA (to approve later in May)

VIII. Reallocation of Title 1 monies from Goal 1 to Goal 3 (additional PLC Training for teachers)

IX. Adjournment

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Council's Initial Feedback and Input on Proposed SPSA Plan

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-Parent is concerned about the increased suspension rate for African American students. Felt there was a perception in the community that fighting the restrooms was being allowed/tolerated. Asked what school was doing to make the restrooms safer and for the school to feel more safe for all students

-Parents expressed concern about the increase in suspensions (3.1%) and the current Orange status, indicating a need for more proactive student support systems.

-Teacher shared that they feel preventative interventions over punitive discipline are sometimes making students feel empowered, and that negative behaviors are not a big deal

- Admin reinforced the importance of early intervention, counseling, and behavior supports rather than reliance on exclusionary discipline practices.
 - Parent expressed her desire for stronger social-emotional and behavioral supports for struggling students, and highlighted the need for SEL programs, mentoring, and conflict resolution strategies to reduce repeated discipline incidents.
 - Parent inquired to the administration why the attendance rate for tutoring was so low and inconsistent among all students, and especially for English Learners.
 - Parents questioned whether English Learners are disproportionately impacted and requested closer monitoring of subgroup data.
 - One teacher suggested students need more frequent communication and reminders about behavior expectations and discipline policies
 - One mother indicated that some students do not care about school expectations or the consequences.
 - One father asked about incentive options to get kids to school more frequently, and asked what the school is doing to hold parents accountable to the laws
 - One student suggested having security in the restrooms to decrease vandalism, student fighting, and vaping.
- Feedback included a desire for more supervision during unstructured times (lunch, passing periods) and engaging activities to reduce incidents.
- The parents like the idea of PBI intervention for students who are suspended
 - The council discussed the need for incentives to get the students to tutoring who needed it the most

School Site Council Meeting #6

May 13, 2026

I. Welcome

- a. Roll Call (sign-in sheet)
- b. Approve previous SSC meeting minutes
- c. Public comments

II. Review of council members and roles

- ##### III. Review School Site Council Purpose
- a. Create and Monitor School Plan for Student Achievement

IV. Review of District Guiding Principles & CLMS SPSA Goals and Actions

V. Review/Vote on the CLMS 2026-27 SPSA

VI. New business

IX. Adjournment

ELAC MEETINGS

ELCA Meeting #1

September 6, 2023

Agenda Topics:

- What is ELAC
- Who is a part of ELAC
- What is my role as a parent in ELAC
- What types of resources are there for families that do not speak English

October 23, 2023

Agenda Topics Discussed:

- Celebration of reclassified students
- need to have more celebrations
- Student Discipline data

January 31, 2024

Agenda Topics Discussed:

- Is there tutoring for students
- What is the school's stance regarding Bullying
- What are we doing about security
- New Vestibule installation

March 13, 2025

Agenda Topics Discussed:

- Review of updated site data.
- Chronic absentee numbers as well as student tardies
- Upcoming ELAC testing

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Final feedback and input on the final draft of SPSA

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LEADERSHIP TEAM MEETINGS

Leadership Team Meeting #2

Tuesday, September 2, 2025

1. Review the purpose of the Leadership Team

- Determine the direction the staff wants to go as a school with student learning
- Distribution of information from the leadership team's work and decisions to PLTs
- Receive and share feedback with the group/admin to help prepare for clear communication at the staff meetings

2. Clarification on questions about the admin preference for PLC teams meeting as a grade-level or department?

- The admin does not determine this; the staff decide
- Admin's role is to support and encourage the work being completed by your teams
- Teams are expected to use data to propose a plan for their work and to produce items during their PLC pullout days (common assessments, scoring rubrics, data charts, future goals/plans for their next cycle of inquiry, etc)

3. District Guiding Principles

Academic Excellence (CLMS Goal #1), Student Well Being, Family & Community Engagement (CLMS Goal #2), Empower Staff, Educational Environment (CLMS Goal #3), Effective Governance

4. CLMS Site Plan for Student Achievement (SPSA)

Goal #1 – Academic Excellence/Achievement

Improvement in all subgroups for English, Math, and English learners

Action Items: CLMS is a Professional Learning Community, targeted tutoring, and learning walks by staff

Goal #2 – Family and Community Engagement

Chronic Absenteeism - Improvement in all subgroups

Action Items: Form an Attendance team, additional electives to offer students, weekly Counselor and AES check-ins, PBI Curriculum

Goal #3 – Educational Environment

CLMS will strengthen our Professional Learning Community schoolwide

Action Items: PLC MOU for additional time, PLC PD, PLC conferences, release time for teachers/paras to review data, created Data Coordinator position (Melanie Lattimer)

5. How will we know if students are more successful at the end of the year?

Start, Continue, Stop - Review the 6 most immediate actions decided by the team we can take as a school to reach our SPSA goals and ensure student learning?

Leadership Team Meeting #3

Tuesday, October 7, 2025

1. Review the purpose of the Leadership Team

- Determine the direction the staff wants to go as a school
- Distribution of information from the leadership team's work and decisions
- Receive and share feedback with the group/admin to help prepare for clear communication at the staff meetings

2. Clarification on questions about the admin preference for PLC teams meeting as a grade-level or department?

- The admin does not determine this; the staff decides
- Admin's role is to support and encourage the work being completed by your teams
- Teams are expected to use data to propose a plan for their work and to produce items during their PLC pullout days (common assessments, scoring rubrics, data charts, future goals/plans for their next cycle of inquiry, etc)

3. District Guiding Principles

Academic Excellence (CLMS Goal #1), Student Well Being, Family & Community Engagement (CLMS Goal #2), Empower Staff, Educational Environment (CLMS Goal #3), Effective Governance

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Action Items: CLMS is a Professional Learning Community, targeted tutoring, and learning walks by staff

Goal #2 – Family and Community Engagement

Chronic Absenteeism - Improvement in all subgroups

Action Items: Form an Attendance team, additional electives to offer students, weekly Counselor and AES check-ins, PBI Curriculum

Goal #3 – Educational Environment

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Action Items: PLC MOU for additional time, PLC PD, PLC conferences, release time for teachers/paras to review data, created Data Coordinator position (Melanie Lattimer)

5. How will we know if students are more successful at the end of the year?

Start, Continue, Stop - What are the 6 most immediate actions we can take as a school to reach our SPSA goals and ensure student learning?

Leadership Team Meeting #5

Tuesday, December 2, 2025

1. Review the purpose of the Leadership Team

- Determine the direction the staff wants to go as a school
- Distribution of information from the leadership team's work and decisions
- Receive and share feedback with the group/admin to help prepare for clear communication at the staff meetings

2. Establish Team Norms

3. District Guiding Principles

Academic Excellence (CLMS Goal #1), Student Well Being, Family & Community Engagement (CLMS Goal #2), Empower Staff, Educational Environment (CLMS Goal #3), Effective Governance

4. CLMS Site Plan for Student Achievement (SPSA)

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Improvement in all subgroups for English, Math, and English learners

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Goal #2 – Family and Community Engagement

Chronic Absenteeism - Improvement in all subgroups

Action Items: Form an Attendance team, additional electives to offer students, weekly Counselor and AES check-ins, PBI Curriculum

Goal #3 – Educational Environment

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Action Items: PLC MOU for additional time, PLC PD, PLC conferences, release time for teachers/paras to review data, created Data Coordinator position (Melanie Lattimer)

5. Start, Stop, Continue Results & Next Steps

#1- In-school Academic Intervention Period

Meeting #1- Map out the remainder of the year plan (30,000-foot view) for student learning and intervention

Meeting #2- Create staff survey for collecting ideas, concerns, and questions to address student learning

Meeting #3- Set up plan for site visits, study of bell schedule examples for intervention period

Meeting #4- Summary of 2nd semester, and plan for 2026-27

#2- Stop Out-of-class activities for poor academic performance (No-go List)

Meeting next week, Wednesday 12.10.25 in the library review process & criteria

#3- Stop excessive absences for school events

January Leadership meeting to discuss/plan next steps.

Team Meeting Norm Suggestions/Review:

- Have an agenda (add a new business section to the bottom) to stay on task (parking lot)
- Share ideas equally and respectfully
- Be actively engaged and positive
- Be solution-oriented and committed to staff agreed upon priorities
- Be open minded to new ideas/Assume best intentions
- Be honest, agree to disagree respectfully
- Start on time, use time productively

Leadership Team Meeting #6

Tuesday, February 3, 2026

1. Review the purpose of the Leadership Team

-Determine the direction the staff wants to go as a school

-Distribution of information from the leadership team's work and decisions

-Receive and share feedback with the group/admin to help prepare for clear communication at the staff meetings

2. District Guiding Principles

Academic Excellence (CLMS Goal #1), Student Well Being, Family & Community Engagement (CLMS Goal #2), Empower Staff, Educational Environment (CLMS Goal #3), Effective Governance

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5. Student Walk Out

6. Cell phones-limit use to reduce distractions in the classroom

7. Cougar Way Assembly #3 (recognize student achievement and improved attendance)

8. Student ID Expectations for Reducing Out-of-Class/lost Learning Time

9. 5-Star for Hall Pass (have paper passes for subs)

10. PLC Conference Team (Presentation Overview/Purpose)

11. PLC Conference Team – Intervention Period Survey Results

Leadership Team Meeting #7

Tuesday, March 3, 2026

1. Review the purpose of the Leadership Team

-Determine the direction the staff wants to go as a school

- Distribution of information from the leadership team's work and decisions
- Receive and share feedback w/ the group/admin to help prepare for clear communication at staff meetings

2. District Guiding Principles

Academic Excellence (CLMS Goal #1), Student Well Being, Family & Community Engagement (CLMS Goal #2), Empower Staff, Educational Environment (CLMS Goal #3), Effective Governance

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Goal #3 – Educational Environment

CLMS will strengthen our Professional Learning Community schoolwide

Action Items: PLC MOU for additional time, PLC PD, PLC conferences, release time for teachers/paras to review data, created Data Coordinator position (Melanie Lattimer)

5. PLC Overview Review

-3 Key Elements: 1. Focus On Learning 2. Collaborative Culture 3. Results-Oriented Thinking

-Review/discuss the 4 Questions:

1. What do we want students to learn?
2. How do we know if they have learned it?
3. What do we do if they don't learn it?
4. What do we do if they do learn it?

6. Ongoing intervention period discussion (Thursday, March 5th)

*Structure vs. Culture/process

*A potential intervention period bell schedule is the structure

*The structure will support development/enhancement of our PLC culture (4 questions)

7. Building Your 2026-27 PLC Road Map – PLC Planning Release Day Agenda

? 5-7 Essential Learnings

- ? 38 common academic vocabulary words
- ? 4 common assessments tied to 5-7 essential learnings & plan intervention for each assessment
- ? Complete it in May (compare to August)
- ? Set goals/determine next steps to grow as a PLC in the first quarter of 2026-27

8. Determine the top 2 candidates from your department for our next PLC conference (rank order)

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Leadership Team's Summary of Feedback and Input on CLMS 2026-27 SPSA)

- +++++
- The leadership team discussed the importance of increasing supervision during lunch and passing periods to reduce opportunities for negative behaviors.
 - The leadership team expressed support for targeted behavior intervention programs (e.g., PBIS supports) for students who are suspended, to ensure re-teaching of expectations and successful reintegration.
 - The leadership team highlighted the importance of implementing incentives and outreach strategies to engage students most in need of academic support, particularly those not currently attending tutoring.
 - The leadership team was concerned about the increasing suspension rate for African American students, noting the 3.1% increase and the current orange status. Some felt there was a need for more proactive, preventive support systems to hold students accountable and reduce negative behaviors for all students.
 - The leadership team discussed the number of students missing class and wandering the hallways, and the perception of some within the community that fighting in restrooms is frequent.
 - The leadership team discussed the importance of improving safety in restrooms, including new strategies to help reduce incidents of fighting, vandalism, and vaping.
 - Some teachers on the team shared that they feel that we are too easy on the students, and they perceive the rules and consequences to be weak in response to negative behaviors, and emphasized the need to balance supportive interventions with clear accountability.
 - The leadership team reaffirmed the importance of PBI classes to help suspended students when they return to school

for counseling and behavior supports, while also maintaining consistent expectations and consequences to promote a positive school climate.

- The team identified a need for stronger social-emotional and behavioral supports and mentoring programs for our incoming 6th-grade students to assist with conflict resolution and reduce repeated discipline incidents
- The leadership team felt concerned about low and inconsistent student attendance at tutoring, particularly among English Learners, and discussed strategies to increase access, engagement, and participation.
- The team identified a need for more consistent communication and reinforcement of behavior expectations during rules assemblies, helping to make sure students fully understand school expectations for behavior and the consequences for poor behavior.
- The team explored the use of incentives and recognition systems to improve attendance, student engagement, and participation in intervention supports such as after and before-school tutoring.

PLC - GUIDING COALITION TEAM MEETINGS

Meeting #1

Wednesday, November 12, 2025

AGENDA:

Review Breakout Session Essential Learnings

- Mattos: Are We a Team or a Group
- Muhammad: Collaboration is a Lifestyle, not a Meeting
- Schmidt: Essential Standards as the Engine
- Muhammad: Moving from PLC Lite to PLC Right
- Nielson: The 15 Day Challenge: Simplify and Energize Your PLC Work
- Stephens: Data Discussions for Instructional Leaders

Meeting #2

Thursday, November 13, 2025

AGENDA:

Review Breakout Session Essential Learnings

- Brown: Using CFAs to Promote and Ensure Learning
- CRUZ: PLC versus PLC Process (Noun vs Verb)
- Muhammad: How to Get Buy-in; Building Consensus
- Brown: Steps, Processes and Tools for Getting on the Same Page
- Schmidt: All Means All
- Twadell: Examining the Culture of Your School

Meeting #3

Friday, November 14, 2025

AGENDA:

Review Breakout Session Essential Learnings -Twadell: Evidence-based Grading; 5 Stages to Transform Grading Practices

- Cruz: Resistance to PLC Implementation
- Cruz: PLC Versus PLC Process

Meeting #5

December 5, 2025

AGENDA:

-Create a list of essential learnings from Pasadena PLC at Work Conference:

-3 Key Elements: 1. Focus On Learning 2. Collaborative Culture 3. Results-Oriented Thinking

-Review/discuss the 4 Questions:

1. What do we want students to learn?
2. How do we know if they have learned it?
3. What do we do if they don't learn it?
4. What do we do if they do learn it?

-Create a presentation for the February staff meeting to discuss essential learnings

-Introduce the concept of an in-school intervention period to ensure student learning

Meeting #6 February 10, 2026

- Team presented the Key Elements of PLC
- Team presented on the Four Questions in the Cycle of Inquiry
- The team presented the need for an in-school intervention period to ensure student learning
- Team distributed an anonymous staff paper survey regarding their support for moving forward with discussing updating the bell schedule to include an intervention period
- Survey collected and counted by LETA reps

Meeting #7

Thursday, March 5, 2026

AGENDA:

- Team met with any other staff interested in joining the meeting to count the paper ballots for teachers' intervention period bell schedule preferences
- Team drafted three bell schedule proposals based on staff preference
- Team will meet during the day next week to finalize presentation to distribute the drafted bell schedules for next week's staff meeting

Meeting #8

Tuesday, March 24, 2026

AGENDA:

"Alignment and Coherence for Student Learning"

1. Review the purpose of the PLT Leadership Team

- Protecting PLC Culture
- Leading PLTs
- Growing in your personal leadership

2. District Guiding Principles

- | | |
|---|---|
| ? | Academic Excellence (Goal #1) |
| ? | Student Well Being |
| ? | Family & Community Engagement (Goal #2) |
| ? | Empower Staff |
| ? | Educational Environment (Goal #3) |
| ? | Effective Governance |

4. Establish PLT Team Meeting Norms

5. School-wide "Collective PLT Commitments"

Ex: communication, standards-based, instructional practices, data-driven intervention/extension, student-learning-centered

6. PLT Student Learning Reflective Tool

- Table format
- Addresses the four questions
- Evidence/facts column and a reason

7. Daily Instructional Commitments

-Standard elements of an effective lesson (standards-based, objective, student interactions/collaboration, reflection/assessment/feedback)

8. 2026-27 PLT Roadmap

- Department assessment/intervention timelines)

9. T-Day Staff Presentation

LCAP Community Forum NIGHT

November 17, 2025 (CLMS, CCE, RRC, THE)

Goal 1: Academic Excellence

SUCCESES:

- Reading, Math, Science, SS, PE ELS
- Foundational skills ready
- Math Support
- Universal screener for
- TCHS Titan time-Other sites
- Standards-based report cards
- Improved EL Student
- Support (goal setting, integrating in classes)
- DLI
- PTA
- Meet the masters
- AP's calibrating discipline
- Parent guide on frequently asked questions, including suspensions
- After school, extracurricular activities for elementary.
- With feeder schools
- Expand parent participation

IMPROVEMENT NEEDS:

- M.S. Advanced studies opportunities at various sites
- Transportation to programs at other sites (GEMS)
- More intervention in the school day
- Math support for families to help students @ home
- 3-4 week-long after-school tutoring for parents to commit to
- Creating less variability between teachers @ same school
- Emphasize ELPAC's importance to students
- Real-life applications in math. Business classes
- Cell phone policy

Goal 2: Student, Family, community engagement-Attendance, Suspension, mental health

SUCCESES:

- TCHS 3-day "This is high school."
- 25-26 CLMS made growth in this area
- Attendance with belonging to extracurricular activities still needs more robotics, science, and environmental. More VAPA
- Increased after-school programs have the ability to expand.

IMPROVEMENT NEEDS:

- Need parent workshops or transition mtgs.
- Spend too much money on extreme Sat.
- In comparison to what we recoup.

Goal 3: Educational Environment PD, PLC's, Technology, and facilities

SUCCESES:

- PLC conference attendance for teachers
- District-wide staff PD days
- Pullout PLC time for singletons to collab.

IMPROVEMENT NEEDS:

- All sites to take home.
- Stadium sound systems (district-wide), stadiums/gym
- Grant writing training for staff to support new programs.

Day 3: The LEA provided training and feedback on Root Cause

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 only.

CLMS is not eligible for ATSI

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.

GOAL #1 ACADEMIC EXCELLENCE

Problem Statements:

Goal 1a–ELA

-Students w/ Disabilities: orange @ -114.2 dfs

Goal 1b-Math

-ELD Students: orange @ -109.1 dfs

-Students w/ Disabilities: Orange @ -159.8 dfs

-2or more Race Students: orange @ -37.6 dfs

Goal 1c-English Learners

-Math: Orange @ -109.1 dfs

Data Analyzed:

-After School Tutoring (ELA & Math)

-CA Dashboard indicator (Math/ELA)

-CAASPP Scores (ELA & Math)

-D/F Rate for ELA/Math classes

-ELA Intervention classes

-Observations

-PLC Attendance

-Teacher Observations & Evaluations

Problem Statements:

Goal 1a–ELA

-Students w/ Disabilities: orange @ -114.2 dfs

Goal 1b-Math

-ELD Students: orange @ -109.1 dfs

-Students w/ Disabilities: Orange @ -159.8 dfs

-2+ Race Students: orange @ -37.6 dfs

Goal 1c-English Learners

-Math: Orange @ -109.1 dfs

Root Cause Analysis Tools:

-Intervention period bell-schedule task force

-LCAP Forum

-PLC Instructional Leadership Team

-PLT Release Day agendas, notes, planning

-Principal's Advisory Team

-School Site Council meetings

-Staff meeting-staff surveys (Start, Stop, Continue)

Identified Root Causes:

-Low levels of collaboration between paraprofessionals, SPED teachers, teachers and students' case carriers

-Lack of certified bilingual support in the classroom

-Insufficient support for SLD students in the classroom

-Insufficient opportunities for professional development for staff working directly with students

Aim Statements:

Goal 1a–ELA

-Students w/ Disabilities: change to yellow by increasing 44 points to 70.2 dfs

Goal 1b-Math

-ELD Students: move to yellow by increasing 14 points to 5.1 dfs

-Students w/ Disabilities: move to yellow by increasing 64 points to 95.8 dfs

Actions:

Goal 1a-ELA

-Action 1: Release days for teachers to collaborate (lesson plans, assessments, and intervention)

-Action 2: Before and after school tutoring for students with disabilities

-Action 3: Learning walks: staff members will visit one another's classes using a data collection tool to identify areas of need and strength

Goal 1b-Math

-Action 1: Release days for teachers to collaborate (lesson plans, assessments, and intervention)

-Action 2: Before and after school tutoring for students with disabilities and ELD students

-Action 3: Learning walks: staff members will visit one another's classes using a data collection tool to identify areas of need and strength

Goal 1c-EL

-Action 1: Release days for teachers to collaborate (lesson plans, assessments, and intervention)

-Action 2: Before and after school tutoring for students with disabilities and ELD students

-Action 3: Learning walks: staff members will visit one another's classes using a data collection tool to identify areas of need and strength

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GOAL #2 STUDENT, FAMILY, & COMMUNITY ENGAGEMENT

Goal 2a - Suspension

Goal 2b - Chronic Absenteeism

Goal 2c - MTSS Program Implementation

Problem Statements

2a Suspension

i. Students w/ disabilities suspension rate: red, increased 6.2%. Black/African American (16.2% ORANGE)

2b Chronic Absenteeism

i. All students chronic absenteeism rate: yellow, decreased 2.5%

ii. EL student chronic absenteeism rate: orange, increased .7%

iii. Homeless student chronic absenteeism rate: orange, decreased 7.7%

2c Identifying and Monitoring Student Engagement

-Inconsistent process for identifying, supporting, and monitoring at-risk students

Root Cause Analysis Tools:

-Attendance Data (tardies, absences)

-LCAP Forum

-PBI Intake meetings with AES

-PLC Instructional Leadership Team

-PLT release day agendas, notes, planning guides

-Principal's Advisory Team

-SART & SARB Completion rates

-School Site Council meetings

-Staff meeting-Staff survey (Start, Stop, Continue)

-Weekly Executive Cabinet meetings (admin, counselors, AES, and school psychologist)

-AES progress monitoring-Excel spreadsheet

-Bridging Cougars: student attendance support group sessions

Identified Root Causes:

-Inconsistent process for identifying, supporting, and monitoring interventions for academically, chronically absent, or disengaged at-risk students.

-Unclear, unorganized, and inconsistently implemented MTSS framework, including Tier 1, Tier 2, and Tier 3 interventions.

-Need a process for identifying, monitoring, supporting/intervening for incoming at-risk 6th-grade students

Aim Statements:

Goal 2a Attendance

- All students' chronic absenteeism rate: change to green by decreasing by 5.3%
- African American students' chronic absenteeism rate: change to yellow by decreasing by .5%
- Homeless students' chronic absenteeism rate: change to yellow by decreasing by 1.2%

Goal 2b Suspension

- African American students' suspension rate: change to yellow by decreasing 3.7 points

Goal 2c Identifying and Monitoring Student Engagement

- Create and manage an MTSS for academically, chronically absent, or disengaged students.

ACTIONS:

Goal 2a-Suspension

- Action 1: PBIS "Cougar Way" student assemblies for behavior and expectations
- Action 2: PBI for addressing/intervening with problematic student behaviors, referrals, suspensions, etc.
- Action 3: Intake meetings with AES for students returning to school following suspension

Goal 2b-Chronic Absenteeism

- Action 1: Bridging Cougars - student attendance support group sessions
- Action 2: SART & SARB meeting completion rates
- Action 3: Student of the Month assemblies & attendance recognition

Goal 2c-MTSS Program Implementation

- Action 1: Weekly Executive Cabinet meetings (admin, counselors, AES, and school psychologist)
- Action 2: Create and train an MTSS committee for academically, chronically absent, or disengaged students.
- Action 3: Host MTSS committee meetings (every 4-6 weeks) to identify, intervene, and track unengaged students

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GOAL 3 - EDUCATIONAL ENVIRONMENT/PLCs

PLC training (PLC Conference)

Additional Time for Teacher Collaboration to enhance collective efficacy and have a positive impact on student outcomes.

Data Analyzed:

- Agenda/notes from PLT release days for all subjects (including electives and PE)
- Bi-monthly PLT Meeting Agendas/Notes
- PLC Conference attendance and daily group debriefings/share-outs
- Pre/Post PLT Functionality Self-assessment rubrics

Problem Statements:

Goal 3a- PLC Training/PD for Staff

- Only 18% of staff have been trained in PLC practices in the last 10 years

Goal 3b- Leadership Training for Staff

- Staff lack training/PD on how to effectively lead their PLTs

Root Cause Analysis Tools:

- Intervention period bell-schedule task force
- LCAP Forum
- PLC Instructional Leadership Team
- PLT Release Day agendas, notes, planning
- Principal's Advisory Team
- School Site Council meetings
- Staff meeting-staff surveys (Start, Stop, Continue)
- Title 1 Meeting
- School Site Council Meetings
- Grade-level subject PLT functionality surveys

Identified Root Causes:

- The majority of staff do not want to attend PLC training/PD on their non-work time, using their personal money
- Limited regular time for grade-level subject PLCs to meet each week

- PLT leaders do not feel prepared to effectively and confidently lead their subject grade-level PLTs to intervene on behalf of students
- Limited/irregularly scheduled trainings for para educators to be trained on best practices for supporting 1:1 students and teachers during SAI/push-in classes
- PLT leaders/teachers have limited time to acquire student performance data to use during PLT collaboration meetings and release days

Aim Statements:

Goal 3a—PLC Training/PD for Staff

- Each grade and subject (ELA, SS, Math, Science) will send 1-2 representatives to the PLC conference (15-16 teachers)

Goal 3b-Leadership Training for Staff

- Teachers and paraeducator staff members will complete the Clifton Strengths Finder Survey and attend a PD session to review their results and share key takeaways with their PLC teammates.

Goal 3

Actions:

Goal 3a- PLC Training/PD for Staff

- Action 1: Register and send 15 staff to attend a Solution Tree: PLC at Work conference

Goal 3b-Leadership Training for Staff

- Action 1: Teachers and paraeducator staff members will complete the Clifton Strengths Finder Survey and receive 1 hour of training on how to use their results

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Canyon Lake 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.21%	0.32%	0.10%	2	3	1
African American	6.49%	6.62%	5.27%	63	63	51
Asian	2.47%	2.31%	2.58%	24	22	25
Filipino	1.96%	1.58%	2.17%	19	15	21
Hispanic/Latino	46.39%	47.42%	50.21%	450	451	486
Pacific Islander	0.10%	0.32%	0.31%	1	3	3
White	35.67%	36.17%	34.71%	346	344	336
Multiple/No Response	6.70%	5.25%	4.65%	65	50	45
Total Enrollment				970	951	968

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	312	305	310
Grade 7	327	321	318
Grade 8	331	325	340
Total Enrollment	970	951	968

Conclusions based on this data:

1. Please see Comprehensive Needs Assessment Components

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	40	38	29	3.8%	4.1%	3.0%
Fluent English Proficient (FEP)	97	98	99	11.7%	10.00%	10.2%

Conclusions based on this data:

1. Please see Comprehensive Needs Assessment Components

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	311	308	301	298	290	301	298	290	301	95.8	94.2	100
Grade 7	315	322	322	302	291	309	302	291	308	95.9	90.4	96
Grade 8	315	329	314	302	302	299	300	302	296	95.9	91.8	95.2
All Grades	941	959	937	902	883	909	900	883	905	95.9	92.1	97

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	2509.	2540.	2538.	12.42	19.66	18.94	30.54	40.69	40.86	26.85	18.97	22.26	30.20	20.69	17.94
Grade 7	2543.	2528.	2553.	10.93	9.28	15.26	39.74	34.02	36.36	26.16	25.43	28.57	23.18	31.27	19.81
Grade 8	2544.	2550.	2549.	10.67	11.26	10.81	32.67	38.41	36.82	28.67	24.17	26.69	28.00	26.16	25.68
All Grades	N/A	N/A	N/A	11.33	13.36	15.03	34.33	37.71	38.01	27.22	22.88	25.86	27.11	26.05	21.10

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	15.10	21.72	17.94	58.39	54.14	64.12	26.51	24.14	17.94
Grade 7	15.56	11.34	17.21	67.55	66.67	65.91	16.89	21.99	16.88
Grade 8	12.67	10.93	15.59	59.00	62.25	58.31	28.33	26.82	26.10
All Grades	14.44	14.61	16.92	61.67	61.04	62.83	23.89	24.35	20.24

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	12.08	16.21	13.29	57.72	60.34	66.45	30.20	23.45	20.27
Grade 7	13.25	13.75	17.53	63.25	54.64	60.06	23.51	31.62	22.40
Grade 8	15.00	17.55	14.19	57.33	58.28	59.80	27.67	24.17	26.01
All Grades	13.44	15.86	15.03	59.44	57.76	62.10	27.11	26.39	22.87

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	12.42	16.55	14.62	70.81	74.14	74.42	16.78	9.31	10.96
Grade 7	10.93	12.03	10.71	74.50	74.23	79.55	14.57	13.75	9.74
Grade 8	7.33	8.94	7.80	78.00	74.17	76.61	14.67	16.89	15.59
All Grades	10.22	12.46	11.06	74.44	74.18	76.88	15.33	13.36	12.06

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	14.09	24.83	23.26	66.44	63.45	64.45	19.46	11.72	12.29
Grade 7	19.21	15.81	19.16	64.90	63.57	68.51	15.89	20.62	12.34
Grade 8	19.00	17.22	22.00	63.33	67.55	62.37	17.67	15.23	15.59
All Grades	17.44	19.25	21.46	64.89	64.89	65.15	17.67	15.86	13.38

Conclusions based on this data:

1. Please see Comprehensive Needs Assessment Components

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.

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	312	308	301	298	288	299	298	288	299	95.5	93.5	99.3
Grade 7	315	322	322	298	287	307	298	287	307	94.6	89.1	95.3
Grade 8	315	329	315	303	296	297	302	296	297	96.2	90	94.3
All Grades	942	959	938	899	871	903	898	871	903	95.4	90.8	96.3

* 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	2492.	2504.	2506.	13.09	15.63	15.05	17.45	16.32	18.39	30.20	32.29	31.77	39.26	35.76	34.78
Grade 7	2507.	2498.	2512.	10.40	8.01	10.42	17.11	18.82	23.78	33.56	29.27	26.71	38.93	43.90	39.09
Grade 8	2499.	2507.	2496.	6.29	9.80	6.06	13.58	13.18	13.80	27.15	27.70	28.28	52.98	49.32	51.85
Grade 11															
All Grades	N/A	N/A	N/A	9.91	11.14	10.52	16.04	16.07	18.72	30.29	29.74	28.90	43.76	43.05	41.86

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	13.76	14.58	16.05	44.97	47.22	47.49	41.28	38.19	36.45
Grade 7	11.74	9.41	10.46	48.66	47.04	50.98	39.60	43.55	38.56
Grade 8	5.63	8.11	6.06	47.68	50.00	47.14	46.69	41.89	46.80
Grade 11									
All Grades	10.36	10.68	10.86	47.10	48.11	48.56	42.54	41.22	40.58

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	10.07	10.42	11.04	51.01	49.31	48.83	38.93	40.28	40.13
Grade 7	9.73	8.71	9.77	59.06	55.05	57.65	31.21	36.24	32.57
Grade 8	5.96	9.12	4.71	57.95	56.08	58.59	36.09	34.80	36.70
All Grades	8.57	9.41	8.53	56.01	53.50	55.04	35.41	37.08	36.43

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	9.40	14.93	13.38	64.09	62.15	59.20	26.51	22.92	27.42
Grade 7	9.73	7.32	9.12	67.45	65.16	65.80	22.82	27.53	25.08
Grade 8	4.30	6.08	5.39	66.89	64.86	63.97	28.81	29.05	30.64
All Grades	7.80	9.41	9.30	66.15	64.06	63.01	26.06	26.52	27.69

Conclusions based on this data:

1. Please see Comprehensive Needs Assessment Components

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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	1535.4	1536.6	*	1557.7	1550.4	*	1512.7	1522.3	*	12	14	7
7	*	1543.7	1552.3	*	1554.5	1565.0	*	1532.4	1539.1	6	15	13
8	*	*	1578.8	*	*	1605.2	*	*	1551.8	10	6	13
All Grades										28	35	33

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	25.00	28.57	*	33.33	35.71	*	41.67	28.57	*	0.00	7.14	*	12	14	*
7	*	20.00	16.67	*	40.00	58.33	*	33.33	16.67	*	6.67	8.33	*	15	12
8	*	*	38.46	*	*	23.08	*	*	38.46	*	*	0.00	*	*	13
All Grades	35.71	28.57	34.38	39.29	37.14	37.50	25.00	28.57	25.00	0.00	5.71	3.13	28	35	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	58.33	50.00	*	41.67	42.86	*	0.00	0.00	*	0.00	7.14	*	12	14	*
7	*	53.33	50.00	*	40.00	41.67	*	0.00	8.33	*	6.67	0.00	*	15	12
8	*	*	53.85	*	*	38.46	*	*	7.69	*	*	0.00	*	*	13
All Grades	53.57	54.29	56.25	39.29	40.00	34.38	7.14	0.00	9.38	0.00	5.71	0.00	28	35	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	0.00	7.14	*	8.33	21.43	*	50.00	35.71	*	41.67	35.71	*	12	14	*
7	*	0.00	8.33	*	20.00	25.00	*	60.00	41.67	*	20.00	25.00	*	15	12
8	*	*	15.38	*	*	15.38	*	*	46.15	*	*	23.08	*	*	13
All Grades	14.29	2.86	12.50	25.00	22.86	25.00	42.86	48.57	37.50	17.86	25.71	25.00	28	35	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	8.33	14.29	*	91.67	64.29	*	0.00	21.43	*	12	14	*
7	*	13.33	8.33	*	80.00	75.00	*	6.67	16.67	*	15	12
8	*	*	38.46	*	*	38.46	*	*	23.08	*	*	13
All Grades	7.14	14.29	25.00	85.71	74.29	59.38	7.14	11.43	15.63	28	35	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	91.67	85.71	*	8.33	7.14	*	0.00	7.14	*	12	14	*
7	*	66.67	91.67	*	26.67	8.33	*	6.67	0.00	*	15	12
8	*	*	84.62	*	*	15.38	*	*	0.00	*	*	13
All Grades	89.29	80.00	87.50	10.71	14.29	12.50	0.00	5.71	0.00	28	35	32

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	14.29	*	41.67	42.86	*	58.33	42.86	*	12	14	*
7	*	6.67	8.33	*	53.33	58.33	*	40.00	33.33	*	15	12
8	*	*	30.77	*	*	23.08	*	*	46.15	*	*	13
All Grades	17.86	8.57	28.13	42.86	51.43	34.38	39.29	40.00	37.50	28	35	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	16.67	7.14	*	83.33	92.86	*	0.00	0.00	*	12	14	*
7	*	6.67	8.33	*	93.33	83.33	*	0.00	8.33	*	15	12
8	*	*	0.00	*	*	100.00	*	*	0.00	*	*	13
All Grades	14.29	8.57	6.25	85.71	91.43	90.63	0.00	0.00	3.13	28	35	32

Conclusions based on this data:

1. Please see Comprehensive Needs Assessment Components

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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
951	59.7%	4%	0.8%
Total Number of Students enrolled in Canyon Lake 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	38	4%
Foster Youth	8	0.8%
Homeless	31	3.3%
Socioeconomically Disadvantaged	568	59.7%
Students with Disabilities	134	14.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	63	6.6%
American Indian	3	0.3%
Asian	22	2.3%
Filipino	15	1.6%
Hispanic	451	47.4%
Two or More Races	50	5.3%
Pacific Islander	3	0.3%
White	344	36.2%

Conclusions based on this data:

1. Please see Comprehensive Needs Assessment Components

School and Student Performance Data

Overall Performance

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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate	Suspension Rate  Green
Mathematics  Yellow	Chronic Absenteeism  Yellow	
English Learner Progress  Gray		

Conclusions based on this data:

1. Please see Comprehensive Needs Assessment Components

School and Student Performance Data

Academic Performance English Language Arts

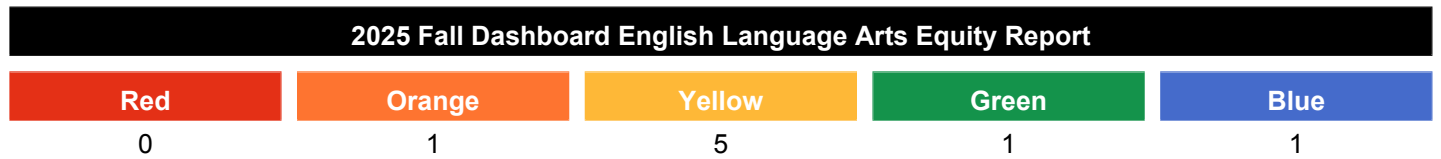
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This section provides number of student groups in each level.



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		
All Students  Green 2.1 points below standard Increased 14.7 points 877 Students	English Learners  Yellow 53.1 points below standard Increased 29.1 points 65 Students	Long-Term English Learners  Gray 99 points below standard Increased 16.1 points 22 Students
Foster Youth  Gray Fewer than 11 students - No Data for Privacy 8 Students	Homeless  Gray 37.8 points below standard Increased 32.7 points 28 Students	Socioeconomically Disadvantaged  Yellow 17.3 points below standard Increased 8.3 points 520 Students

Students with Disabilities  Orange 114.2 points below standard Increased 37.2 points 118 Students	African American  Yellow 6.1 points below standard Increased 24.2 points 53 Students	American Indian  Gray Fewer than 11 students - No Data for Privacy 3 Students
Asian  Gray 22.6 points above standard Increased 4.1 points 22 Students	Filipino  Gray 33.5 points above standard Increased 12.5 points 15 Students	Hispanic  Yellow 18.3 points below standard Increased 6 points 422 Students
Two or More Races  Yellow 3.6 points above standard Declined 10.6 points 49 Students	Pacific Islander  Gray Fewer than 11 students - No Data for Privacy 3 Students	White  Blue 15.7 points above standard Increased 36 points 310 Students

Conclusions based on this data:

1. Please see Comprehensive Needs Assessment Components

School and Student Performance Data

Academic Performance Mathematics

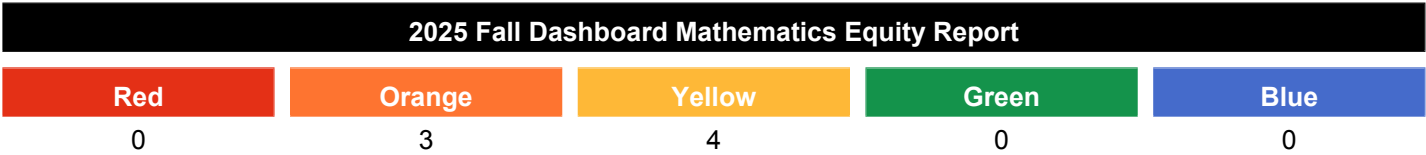
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This section provides number of student groups in each level.



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		
All Students  Yellow 61.3 points below standard Increased 12.2 points 873 Students	English Learners  Orange 109.1 points below standard Increased 38.3 points 65 Students	Long-Term English Learners  Gray 152 points below standard Increased 27.6 points 22 Students
Foster Youth  Gray Fewer than 11 students - No Data for Privacy 8 Students	Homeless  Gray 87.4 points below standard Increased 30.7 points 28 Students	Socioeconomically Disadvantaged  Yellow 78.5 points below standard Increased 5.7 points 516 Students

Students with Disabilities  Orange 159.8 points below standard Increased 21.5 points 118 Students	African American  Yellow 93.5 points below standard Increased 5.2 points 54 Students	American Indian  Gray Fewer than 11 students - No Data for Privacy 3 Students
Asian  Gray 12.7 points below standard Increased 31.5 points 22 Students	Filipino  Gray 15.3 points below standard Increased 35.7 points 15 Students	Hispanic  Yellow 80.2 points below standard Increased 4.1 points 419 Students
Two or More Races  Orange 37.6 points below standard Declined 9.8 points 49 Students	Pacific Islander  Gray Fewer than 11 students - No Data for Privacy 3 Students	White  Yellow 41.6 points below standard Increased 30.8 points 310 Students

Conclusions based on this data:

1. Please see Comprehensive Needs Assessment Components

School and Student Performance Data

Academic Performance Science

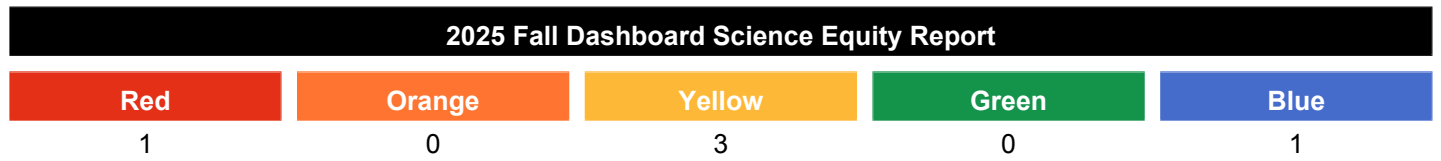
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This section provides number of student groups in each level.



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		
All Students  Yellow 52 science points Maintained 0.1 points 296 Students	English Learners  Gray 38.1 science points Maintained -1.3 points 23 Students	Long-Term English Learners  Gray 32.7 science points 12 Students
Foster Youth  Gray Fewer than 11 students - No Data for Privacy 4 Students	Homeless  Gray Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Yellow 48 science points Maintained -1.9 points 176 Students

Students with Disabilities  Red 33.1 science points Maintained 1.5 points 48 Students	African American  Gray 47.8 science points Increased 5.4 points 24 Students	American Indian  Gray Fewer than 11 students - No Data for Privacy 1 Student
Asian  Gray Fewer than 11 students - No Data for Privacy 6 Students	Filipino  Gray Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 47.8 science points Declined 3.4 points 143 Students
Two or More Races  Gray 57.8 science points Declined 3.1 points 19 Students	Pacific Islander  Gray Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 56.7 science points Increased 6.1 points 102 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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 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	Long-Term English Learner Progress
Gray 69 making progress. Number Students: 29 Students	Gray 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	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.1%	21.4%	0%	71.4%

Conclusions based on this data:

1. Please see Comprehensive Needs Assessment Components

School and Student Performance Data

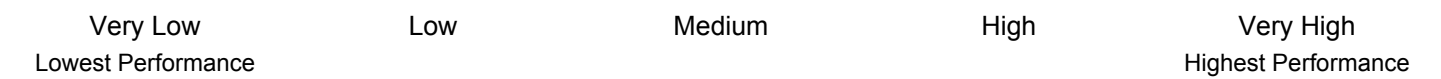
Academic Performance College/Career Report

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance 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:

- No data at this time .

School and Student Performance Data

Academic Engagement Chronic Absenteeism

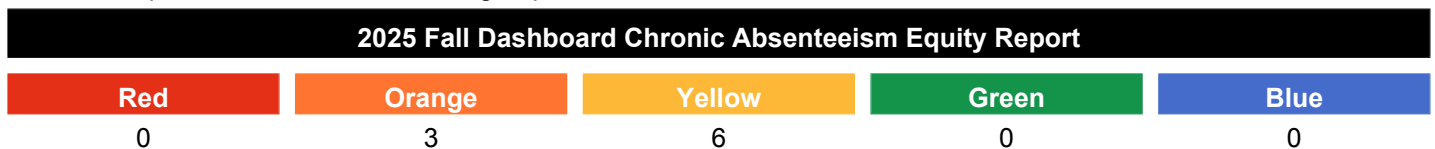
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This section provides number of student groups in each level.



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		
All Students Yellow 15.3% Chronically Absent Declined 2.5 991 Students	English Learners Orange 9.8% Chronically Absent Increased 0.7 41 Students	Long-Term English Learners Gray 12% Chronically Absent Declined 4 25 Students
Foster Youth Gray 57.1% Chronically Absent 0 14 Students	Homeless Orange 21.2% Chronically Absent Declined 7.7 33 Students	Socioeconomically Disadvantaged Yellow 19.5% Chronically Absent Declined 2.3 596 Students

Students with Disabilities  Yellow 18.5% Chronically Absent Declined 5.5 146 Students	African American  Orange 16.2% Chronically Absent Increased 6.2 68 Students	American Indian  Gray Fewer than 11 students - No Data for Privacy 3 Students
Asian  Gray 8.7% Chronically Absent Declined 3.8 23 Students	Filipino  Gray 0% Chronically Absent Declined 5.3 15 Students	Hispanic  Yellow 15.2% Chronically Absent Declined 0.6 468 Students
Two or More Races  Yellow 12% Chronically Absent Declined 7.1 50 Students	Pacific Islander  Gray Fewer than 11 students - No Data for Privacy 4 Students	White  Yellow 16.4% Chronically Absent Declined 6.7 360 Students

Conclusions based on this data:

1. Please see Comprehensive Needs Assessment Components

School and Student Performance Data

Academic Engagement Graduation Rate

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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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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. No data at this time

School and Student Performance Data

Conditions & Climate Suspension Rate

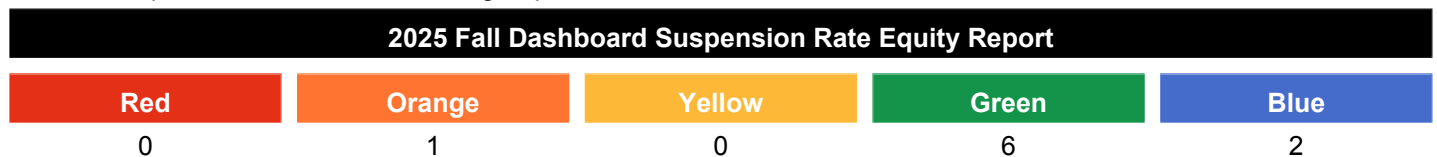
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This section provides number of student groups in each level.



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		
All Students Green 2.1% suspended at least one day Declined 0.5% 1005 Students	English Learners Blue 0% suspended at least one day Maintained 0% 41 Students	Long-Term English Learners Gray 0% suspended at least one day Maintained 0% 25 Students
Foster Youth Gray 13.3% suspended at least one day 15 Students	Homeless Green 2.9% suspended at least one day Declined 2.3% 35 Students	Socioeconomically Disadvantaged Green 3% suspended at least one day Declined 1% 608 Students

Students with Disabilities  Green 1.9% suspended at least one day Declined 1.9% 155 Students	African American  Orange 5.9% suspended at least one day Increased 3.1% 68 Students	American Indian  Gray Fewer than 11 students - No Data for Privacy 3 Students
Asian  Gray 0% suspended at least one day Maintained 0% 23 Students	Filipino  Gray 0% suspended at least one day Maintained 0% 15 Students	Hispanic  Green 2.7% suspended at least one day Declined 0.4% 476 Students
Two or More Races  Blue 0% suspended at least one day Declined 5.6% 52 Students	Pacific Islander  Gray Fewer than 11 students - No Data for Privacy 4 Students	White  Green 0.8% suspended at least one day Declined 0.8% 364 Students

Conclusions based on this data:

1. Please see Comprehensive Needs Assessment Components

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mike Norkin				X	
Kristen Schwarzman				X	
Heather Weismann				X	
Grace Egbert					X
Siena Rubio					X
Hunter Bagley					X
Jacob Brown		X			
Doug Katona		X			
Patrick Primmer		X			
Therese Shelburn		X			
Christine Dahlstrom					
Michael Ross			X		
	X				
Numbers of members of each category:	1	4	1	3	3

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.

CLMS will increase student performance in ELA, Math and EL learner progress.

Goal 1:

- a. ELA - Students w/ Disabilities: change to yellow by increasing 44 points to 70.2 dfs
- b. MATH - ELD Students: move to yellow by increasing 14 points to 5.1 dfs
- c. MATH - Students w/ Disabilities: move to yellow by increasing 64 points to 95.8 dfs

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMIC EXCELLENCE

LEUSD will create opportunities for post-secondary success by promoting academic excellence for 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.

Goal 1 ACADEMIC EXCELLENCE

1a. ELA: The results of the root cause analysis revealed:

- Low levels of collaboration between paraprofessionals, special education, general education teachers, and the students' case carriers
- Insufficient support for SLD students in the classroom
- Insufficient opportunities for professional development for support staff working directly with students
- Lack of regular academic intervention within the students' school day
- Limited access to before or after-school tutoring
- Lack of access to academic intervention during Saturday School sessions
- Need standards-based grading (inconsistent grading practices across the school site)

1b. MATH: The results of the root cause analysis revealed:

- Insufficient certified bilingual support in the classroom
- Insufficient opportunities for professional development for ELD support staff working directly with students
- Lack of regular academic intervention within the ELD students' school day
- Limited access to before or after-school tutoring for ELD students
- Lack of access to academic intervention for ELD students during Saturday School sessions
- Need standards-based grading (inconsistent grading practices across the school site)

1c. MATH: The results of the root cause analysis revealed:

- Low levels of collaboration between paraprofessionals, special education, general education teachers, and the students' case carriers
- Insufficient support for SLD students in the classroom
- Insufficient opportunities for professional development for support staff working directly with students
- Lack of regular academic intervention within the students' school day
- Limited access to before or after-school tutoring
- Lack of access to academic intervention during Saturday School sessions

ACTIONS:

1a. ELA

- Action 1: Release days for teachers to collaborate (lesson plans, assessments, and intervention)
- Action 2: Before and after school tutoring for students with disabilities
- Action 3: Learning walks: staff members will visit one another's classes using a data collection tool to identify areas of need and strength

1b. MATH

- Action 1: Release days for teachers to collaborate (lesson plans, assessments, and intervention)
- Action 2: Before and after school tutoring for students with disabilities and ELD students
- Action 3: Learning walks: staff members will visit one another's classes using a data collection tool to identify areas of need and strength

1c. MATH

- Action 1: Release days for teachers to collaborate (lesson plans, assessments, and intervention)
- Action 2: Before and after school tutoring for students with disabilities
- Action 3: Learning walks: staff members will visit one another's classes using a data collection tool to identify areas of need and strength

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
DFS / ELA, SLD - CAASPP	-114.2 dfs	Our students will decrease the dfs in ELA by increasing 44 points to -70.2 dfs as measured by 2027 CA Dashboard
DFS / MATH, SLD - CAASPP	-159.8 dfs	Our students will decrease the dfs in Math by increasing 64 points to -95.8 dfs as measured by 2027 CA Dashboard
DFS / MATH, EL - CAASPP	109.1 dfs	Our students will decrease the DFS in Math by increasing 14.1 points to -95.0 dfs as measured by 2027 CA Dashboard
Each grade-level core teacher will complete a minimum of one half-day-long learning walk session during the school year.	New goal, no baseline	30 teachers (core subjects plus 3 RSP teachers) will complete a minimum of one half-day-long learning walk session before the end of the year.
Each grade-level core teacher will participate in one release day collaboration session during the school year.	New goal, no baseline	30 teachers will participate in at least one PLT release day and leave with updated curriculum guides, agreed-upon common essential learnings for their grade-level, plans for common assessment and intervention for underperforming students.

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	Provide up to 3 release days for each grade-level Math & ELA PLT to collaborate on the following: -Modify and adjust pacing guides -Lesson design/enhancement using McRel strategies. -Develop common formative assessments -Review assessment data -Identify struggling students for tutoring & intervention -Develop an intervention plan The Math department has 6 teachers: The ELA department has 9 teachers: 15 teachers x 3 days each = 45 full-day sub requests	-All Students with Disabilities Language Learners	9,900.00 Title I 1130: Certificated Sub 15 Teachers x 3 days ea. = 45 full-day subs 220 x 45 = 9,900.00
1.2	Provide tutoring and targeted tutoring/intervention before and/or after for Math and ELA. • Provide evidence-based instruction/intervention • Services will be provided school-wide, but with a focus on ELL and students with disabilities. -Before and After School Tutoring:	-All Students with Disabilities Language Learners	10,065 Title I 1140: Certificated Extra Duty 120 total hours of certificated extra duty 120 hours x 93 = 11,160 (adjusted to \$10,065)

	*1 ELA teacher for 1 hour x 2 days per week x 30 weeks = 60 hours *1 Math teacher for 1 hour x 2 days per week x 30 weeks = 60 hours = 120 hours total		
1.3	Complete learning walks with all core subject teachers, their colleagues, and the LEUSD Director of ELD. -Up to 2 half-day-long learning walks per core teacher (including 5 special education teachers) *30 teachers x 1 full day sub = 30 full-day subs	-All Students -Students with Disabilities -English Language Learners	6,600 Title I 1130: Certificated Sub 30 teachers x 1 full day sub = 30 full-day subs 30 x \$220 = 6,600

Annual Review

SPSA Year Reviewed: 2025-26

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.

STRATEGY/ACTIVITY 1.1

Teachers and school administrators will attend professional development to improve their professional development practices in the area of professional learning communities (PLC) and Common Formative Assessments (FAs). Eight teachers will attend PLC training in the fall of 2025. In addition, all teachers will attend PLC training throughout the school year to improve their professional practice and student outcomes by working collaboratively with their grade-level peers.

Student Groups: Students with disabilities, English Language Learners, LTELs, Homeless Youth, and All Students

\$13,400

Title I

5200: Conference

8 Teachers

8 Teachers x \$800 = \$6,400

\$6,000

Title I

1130: Certificated Sub

8 Substitute Teachers x 3 days = 24 Sub Days = \$6,000

8 Hotel Room x \$225 per rooms x 3 nights = \$4,800

Transportation / Expenditures = \$2,200

Total = \$20,000

Expected Outcomes:

- Enhanced collaboration: an improved understanding of how to work effectively as a PLC.
- Develop a shared language.
- Instructional Improvement: exposure to research-based instructional strategies, ideas for improving learning.
- Data-driven decision making: more effective analysis of student achievement data.
- Shared vision and goals: alignment of individual teacher goals with school district improvement plans.
- Professional Growth:

IMPLEMENTATION:

- We sent 10 staff members to the Solution Tree: PLCs at Work conference in Pasadena, CA, in November 2025.

EFFECTIVENESS:

- The conference was successful, and the team of teachers debriefed every day after the breakout sessions ended.
- We formed a guiding coalition from this group.; they requested 3 full-day release days to collaborate and plan the next steps for our school site's PLC culture.
- The team identified an essential learnings template for all core subjects to use next year, and determined collective PLC commitments for all PLT groups.
- Team committed to conducting at least 4 cycles of inquiry throughout the upcoming school year.
- Each department is determining 38 academic vocabulary words to support their existing curriculum/essential learnings (to be included in the student planner)
- The team presented at three staff meetings and established an intervention period committee to commit to exploring and implementing it within the school day in the future.

EXPENDITURES:

- We went over budget due to higher-than-anticipated hotel and parking expenses. We transferred money from goal 3 (related to a data coordinator position) because we determined mid-year that our PLTs were not functioning as efficiently as we thought, and they were not ready to fully utilize a data coordinator. The School Site Council voted to cancel the position/role for the 2025-26 school year and transfer the funds to help cover the overages from the PLC conference.

=====

STRATEGY/ACTIVITY 1.2

Provide targeted interventions through before and after-school tutoring in the areas of Math and ELA.

- Provide evidence-based instruction during this time.

Student Groups: Students with disabilities, English Language Learners, LTELs, Homeless Youth, and All Students

\$6,480
 Title I
 1140: Certificated Extra Dut
 Before and After School Tutoring 10 weeks
 10 week x 3 hours per week x 2 teachers = 6 hours per week for a total of 60 hours
 60 hours of tutoring x 2 semesters = 120 hours

IMPLEMENTATION:

- We tried establishing a tutoring program for students before school and after school
- We hosted a few after-school listening sessions with staff to discuss potential changes to the program, to revisit starting up interventions for student learning that may have helped in the past; no new outcomes/programs resulted from the meetings.
- The PLC guiding coalition started to hold meetings after school to determine the process and next steps for implementing an in-school intervention period for students to ensure equitable and consistent intervention opportunities for all students

EFFECTIVENESS:

- Our program was never fully developed and was overshadowed by the EXCEL tutorial program and students attending the Extreme Saturdays.

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

CONTACT SANDRA GLAZEBROOK - Actual expenditures are still being determined at this time.

Budgeted Amount for Conference \$20,000: Actual Expenditure \$_____ (Still trying to find out) *****
 Over Budget

Budgeted Amount Tutoring \$6,480: Actual Expenditure \$_____ (Still trying to find out) ***** Under
 Budget

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.

The focus for 2026-2027 will be on the following:

1. Providing release days for ELA and Math teachers to collaborate and complete multiple cycles of inquiry throughout the year.

2. Establish a well-structure and consistent before and after-school tutoring program for all students with an emphasis on ELD students and students with disabilities.

ACTIONS:

- Recruit and secure teachers from the staff to serve as tutors in ELA and math
- Establish a bi-weekly schedule for students
- Advertise the touring program weekly to parents/families

METRICS:

- improve iReady scores from August 2026 compared to December 2026
- improve scores on ELA & Math of the CAASP in 2027

NOTE: The strategy/activities listed in Goal 1 in the 2025-26 SPSA related to PLC conferences were moved to Goal 3 for the 2026-27 SPSA and revamped based on the staff's progress toward enhancing the PLC culture at Canyon Lake MS during the 2025-26 school year.

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.

CLMS will decrease the suspension and chronic absenteeism rates.

Goal 2:

a: SUSPENSION

i-Decrease the suspension rate of "African American" students by 3.7 points, changing from orange to yellow

b: CHRONIC ABSENTEEISM

i-Decrease the percentage of "All Students" chronic absenteeism rate by 5.3%, changing from yellow to green

ii-Decrease the percentage of "African American" students' chronic absenteeism rate by .5%, changing from orange to yellow

iii-Decrease the percentage of "Homeless" students' chronic absenteeism rate by 1.2%, changing from orange to yellow

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

STUDENT, FAMILY & COMMUNITY ENGAGEMENT

LEUSD will enhance student well-being by improving student, family, and community engagement.

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.

Goal 2 STUDENT, FAMILY & COMMUNITY ENGAGEMENT

2a. SUSPENSION: The results of the root cause analysis revealed:

- Inconsistent process for identifying, supporting, and monitoring interventions for academically, chronically absent, or disengaged at-risk students.
- Unclear, unorganized, and inconsistently implemented MTSS framework, including Tier 1, Tier 2, and Tier 3 interventions.
- No transition program for identifying and supporting incoming 6-grade students who are at-risk for chronic absenteeism, low academic performance, and patterns of frequent suspension

2b. CHRONIC ABSENTEEISM: The results of the root cause analysis revealed:

- Inconsistent process for identifying, supporting, and monitoring interventions for academically, chronically absent, or disengaged at-risk students.
- Unclear, unorganized, and inconsistently implemented MTSS framework, including Tier 1, Tier 2, and Tier 3 interventions.
- No transition program for identifying and supporting incoming 6-grade students who are at-risk for chronic absenteeism, low academic performance, and patterns of frequent suspension

ACTIONS:

2a. SUSPENSION

- Action 1: Enroll 15-20 incoming 6th-grade students in the CLMS Cougar CHAMP leadership development program
- Action 2: PBI Classes/Intake meetings with AES for students sent to Pride Hall on referral or returning to school following suspension/intervening with problematic student behaviors, referrals, etc.
- Action 3: PBIS "Cougar Way" student assemblies for behavior and expectations (3-4 school-wide assemblies per school year; attended by all students)

2b. CHRONIC ABSENTEEISM

- Action 1: SART (& SARB) meeting completion rates
- Action 2: Bi-monthly Executive Cabinet meetings (admin, counselors, AES, and school psychologist)
- Action 3: Bridging Cougars - student attendance support group sessions

ADDITIONAL NEEDS/CONCERNS IDENTIFIED WITHIN THE COMPREHENSIVE NEEDS ASSESSMENT - APRIL 26 2027

- Lack of commitment/compliance by teachers and staff for a digital hall pass system/keeping students in the classroom (lost instruction time)
- Very little SRO presence on campus before/after school or during lunch/break
- Low parent involvement/ attendance in SART meetings
- No "Character Strong" PD was provided for history teachers to implement the web-based program with fidelity
- Very low parent participation/attendance at information nights, LCAP forum nights, Back-to-School Night, Open House, etc.
- Excessive number of staff absences
- Student reports of in-person and electronic bullying
- No transitional support/engagement program/training for at-risk/low performing/unengaged incoming 6th grade students (connect them before they arrive)
- Need a student/staff mentoring program for incoming 6th graders to help them make transition to MS
- Need research-based beginning, mid, and end-of-year culture/student safety survey for all students to monitor what is working and what needs improvement
- Competing communication platforms for parents and families-need to consolidate into one weekly update instead of daily parent squares

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
Suspension Rate - African American Students - CA State Dashboard	5.9 % suspended in 2024-25	Our African American students' suspension rate will decrease by 3.7% to move from orange to yellow, as measured by the California State dashboard in June 2027.
DFS / Chronic Absenteeism - All Students - CA State Dashboard	15.3% Chronically absent	Our All students will decrease their Chronic absenteeism rate by 5.7% to move from orange to yellow, as measured by the California State dashboard in June 2027.
DFS / Chronic Absenteeism - African American Students - CA State Dashboard	16.2% Chronically absent	Our African American students will decrease their Chronic absenteeism rate by .5% to move from orange to yellow, as measured by the California State dashboard in June 2027.
DFS / Chronic Absenteeism - Homeless Students - CA State Dashboard	21.2% Chronically absent	Our Homeless students will decrease chronic absenteeism by 1.2% to move from orange to yellow, as measured by the California State dashboard in June 2027.
Establish a Cougar CHAMP leadership development program to enroll 15-20 incoming 6th-grade students identified as having a history of chronic absenteeism and/or frequent rates of suspension.	New goal, no baseline	Enroll 15-20 incoming 6th-grade students in the CLMS Cougar CHAMP leadership development program; meet with each student and their parent/guardian during summer transition to establish the student's attendance and behavior goals for the 2026-27 school year. Goal: for these students to maintain an attendance rate of 90% or higher with zero suspensions for the 2026-27 school year.
SART meeting completion rate	New goal, no baseline	The CLMS AES/admin will host/complete 100% of all SART meetings triggered by the automated student attendance management system.
Bi-monthly executive cabinet meetings (admin, counselors, school psychologist, and AES) to identify, support, and monitor chronically absent students.	New goal, no baseline	The executive cabinet team will meet a minimum of 12 times during the school year (2 times per month, depending on the district's academic calendar) to identify, support, and monitor chronically absent students by hosting SART and SARB meetings for students identified as chronically absent.
Bridging Cougars (engagement class sessions for chronically absent students)	New goal, no baseline	THE CLMS AES will host a minimum of 1 Bridging Cougars class session per semester for newly identified chronically absent students.

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	POSITIVE BEHAVIOR INTERVENTION CLASSES Services/lessons offered: -SEL lessons -Restorative circles -Conflict Resolutions Frequency: -2 full-day classes per week -16 weeks Staffing: -2 full-day subs/teachers per week -16 weeks Expense: -2 full-day subs per week x 16 weeks = 32 full-day subs -32 full-day subs x \$220.00 = \$7,040.00 Total \$10,638	-All Students -ELL Students -African American Students -Homeless Students	7,040.00 Title I 1130: Certificated Sub -2 subs per week for 16 weeks -2 days per week for 16 weeks = 32 full-day subs 32 subs x 220.00 per day = 7,040.00 -Total 7,040.00
2.2	COUGAR CHAMP LEADERSHIP PROGRAM-SUMMER TRANSITION MEETINGS Service: -Host 30-minute-long student/parent transition meetings during summer Frequency: -1 time for 30 minutes per student (up to 20 students) -July/August Staffing: -AES, admin, counselors, campus supervisors Total Expense: -1 staff x 20 thirty-minute-long meetings = 10 hours for meetings -15 minutes of meeting prep x 20 meetings = 5 hours for meeting prep TOTAL = 15 hours	-All Students -ELL Students -African American Students	1,395.00 Title I 1140: Certificated Extra Duty -10 hours for hosting meetings -5 hours for meeting prep, calling =15 total hours x 93.00 = 1,395.00
2.3	PARENT ENGAGEMENT Service: -Host 2 parent nights for all parents in the following areas *How to assist your student at home to be successful in school *Utilizing technology at home to help monitor your student *Navigating Canvas and Infinite Campus Frequency: -1 time per semester *15-minute set-up/welcome, 60-minute session, 15-minute clean-up -Fall & Spring Staffing: -AES, admin, counselors Expense: -1 staff presentation and messaging preparation time = 1.5 hours	-All Students -ELL Students -African American Students -Homeless Students	2211.00 Title I Part A: Parent Involvement 1140: Certificated Extra Duty -1.5 hours prepping and presenting at parent nights -4.5 hours set-up, present, clean-up = 6 total hours x 93.00 = 1116.00 (adjusted to \$2,211)

	-3 staff x 1.5 hours (set-up, present, cleanup) = 4.5 hours TOTAL = 6 hours x 2 nights= 12 hours		
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Annual Review

SPSA Year Reviewed: 2025-26

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.

Action 2A - Chronic Absentee Team

Implementation:

-Our chronic absenteeism team transformed into an executive cabinet team consisting of admin, counselors, AES, and the school psychologist, who met weekly to identify, intervene, and track chronically absent students.
 -Our AES follow-up with phone calls, student meetings, SART meetings, and SARB meetings.
 -Phone calls were made to connect with families to find out why their student has been absent. This also serves as an opportunity to offer resources to families in need.

Actions:

-Met 1x weekly since August 10th 2026. 25 total meetings (as of 5.3.2026) based on district-wide school calendared dates, holidays, etc.

Effectiveness:

-AES hosted 4 Bridging Cougars chronic absenteeism sessions for students throughout the school year
 -AES held several 1:1 meetings with students to set attendance goals and monitor progress
 -AES & counselors present in monthly Student of the Month assemblies to recognize perfect attendance and most improved attendance students with certificates and awards
 -SART meeting completion percentage increased

=====

Action 2B - Suspensions

Implementation:

CLMS averaged 2 days per week for PBI instruction; some weeks, we did not have any PBI classes because no students were referred to the office/suspended

Actions:

-A total of 57 students were assigned PBI (as of 5.3.26)

Effectiveness:

-TBD

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

CONTACT SANDY - Expenditures are still be determined at this time

Budget Amount PBIS Subs \$11,646.12. Actual expenditure \$2,051*****

-We fell under budget due to the district office Pupil Support Services providing unexpected funding to help pay for teachers/subs for the PBI classes.

Budget Amount Attendance Team \$4,860. Actual expenditure \$0.00

-We ended up not needing the allocated funds because the majority of the work was processed during the school day within our weekly Executive Cabinet meetings, and our AES and counselors calling up and meeting with students during the school day. This eliminated the need for after-school hours/overtime for staff.

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.

The 2026-27 SPSA will continue to focus on Student/Family and Community Engagement, with a focus on suspension and chronic absenteeism rates for the following student groups: All Students, African American students, homeless students, and ELL students.

Actions:

- Family / Community Forums - 3 Family nights that will address the following:
- Navigating Infinite Campus
- Navigating Canvas
- Parent support
- Home visits

Chronic Absentee TEAM

- Phone calls are made to connect with families to find out why their student has been absent. This also serves as an opportunity to offer resources to families in need.
- PBI Sub with curriculum
- To lower our number of suspensions

Metrics:

- Number of CHAMP summer session transition meetings with student/family
- Suspension rate
- How many times did student discipline resolution result in being assigned a PBI class/session
- Chronic Absentee percentage
- Total number of students who attend the Bridging Cougar chronic absenteeism sessions throughout the school year

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.

CLMS will increase "all students" performance in ELA, Math and Science through enhancing the educational environment for students.

Goal 3 EDUCATIONAL ENVIRONMENT

a: Professional Learning Communities

b: Leadership Training for Staff

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

EDUCATIONAL ENVIRONMENT

LEUSD will ensure that all staff shall be equipped to provide an effective educational environment.

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.

Goal 3 EDUCATIONAL ENVIRONMENT

3a. PROFESSIONAL LEARNING COMMUNITY: The results of the root cause analysis revealed:

- The majority of staff do not want to attend PLC PD on their non-work time using their personal money
- Limited regular time for grade-level subject PLTs to meet each week

3b. LEADERSHIP TRAINING FOR STAFF: The results of the root cause analysis revealed:

- IPLT leaders do not feel prepared to effectively and confidently lead their subject grade-level PLTs to intervene on behalf of students
- Limited/irregularly scheduled trainings for para educators to be trained on best practices for supporting 1:1 students and teachers during SAI/push-in classes

ACTIONS:

3a. PROFESSIONAL LEARNING COMMUNITY

- Action 1: Each grade and subject (ELA, SS, Math, Science) will send 1-2 representatives to the PLC conference (up to 16 teachers)
- Action 2: Each grade and subject (ELA, SS, Math, Science) will participate in 1 PLC release day per semester by the end of the school year. (Teachers will review established essential learnings/standards, establish/implement common assessments, review/analyze student diagnostic data, and create intervention opportunities. No subs needed will take place during Cougar Way/school-wide PBIS student assemblies.

3b. LEADERSHIP TRAINING FOR STAFF

- Action 1: Certificated staff members will complete the Clifton Strengths Finder Survey and share key takeaways with their PLC teammates.
- Action 2: Teachers will receive 1 hour-long training on interpreting their Clifton Strengths Finder self-assessment results and how to use the information to better collaborate with their PLT colleagues during their team's cycles of inquiry.

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
Up to 8 certificated staff will attend PLC conference to improve professional practice in the area of Professional Learning Communities (PLC) and Common Formative Assessments.	Currently, 8 out of 43 CLMS' certificated staff have attended the Solution Tree: PLCs at Work conference	16 out of 43 of CLMS' certificated staff will have attended the Solution Tree: PLC at Works conference by June 2027
The 8 certificated staff who attend the 2026-27 Solution Tree: PLCs at Work conference will complete a pre- and post PLT self-assessment rubric/survey to assess the effectiveness/efficiency of their respective PLT.	New goal, no baseline	16 out of the 16 certificated staff who have attended the Solution Tree PLCs at Work conference will complete the pre and post PLT self-assessment rubric/survey to assess the effectiveness/efficiency of their respective PLT by June 2027
43 certificated staff members will complete the Clifton Strengths Finder Survey	New goal, no baseline	43 certificated staff members who completed the Clifton Strengths Finder Survey will share their top 5 leadership strengths from their survey with their PLT teammates to improve team functionality and cooperation during their Wednesday PLT meetings.
43 certificated staff members who complete the Clifton Strengths Finder Survey will receive a one-hour-long training from a certified Clifton Strengths trainer to learn how to interpret and utilize their strengths in their PLT meetings.	New goal, no baseline	43 certificated staff members will use information learned during the hour-long training to improve their communication and collaboration skills during their PLT meetings, as evidenced by scoring higher on their PLT self-assessment rubric in June 2027

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
3.1	SOLUTION TREE: PLCs at WORK CONFERENCE: Services/expected outcomes: -Enhanced collaboration skills and understanding -Develop a shared language -Instructional improvement, exposure to research-based -Data-driven decision making -More effective analysis of student achievement data -Shared vision and goals -Alignment of individual teacher goals with school/district goals -Professional growth Frequency: -1 3-day conference Staffing: -9 certificated staff Expense: -9 Teachers x 800.00 = 7,200.00	All Students	22,945.83 Title I 5200: Conferences 9 certificated staff = 22,945.83

	-9 Substitute teachers x 3 days = 27 subs x 220.00 = 5,940.00 -9 Hotel room x 855.00 (285.00 per room x 3 nights) = 7,695.00 -9 x 234.53 Transportation/ Expenditures = 2,110.77 TOTAL: 9 certificated staff = 22,945.77		
3.2	COMPLETION OF CLIFFTON STRENGTHS FINDER ASSESSMENT Services/expected outcomes: -Professional growth -Enhanced collaboration skills and understanding -Increased cohesiveness and understanding between team members -Alignment of individual teacher goals with PLT goals Frequency: -1 hour-long training Staffing: -43 certificated staff Expense: -43 certificated x 60.00 per Cliffton Strengths 34 Assessment Code = 2,580.0 TOTAL: 2,580.00	All Students	2,580.00 Title I 4000-4999: Books And Supplies 43 x 60.00 = 2,580.00

Annual Review

SPSA Year Reviewed: 2025-26

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.

3.1 Provide 24 release days (16 first semester and 16 second semester) for Departments to PLC in the following:

- Modify and adjust pacing guides
- Review assessment data
- develop a list of struggling students
- develop an intervention plan
- Lesson design using McRel strategies.

12,000.38

Title I

1130: Certificated Sub

4 teachers x28 days =112 (sub requests)

Total = \$22,400

3.2 Extra Duty Time for SPSA Team to review SPSA goals and Data

5,000

Title I

1140: Certificated Extra Duty
5 Teachers x 2 hours x 2 meeting = 20 hours
Total = \$1,020

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

CONTACT SANDY - Expenditures are still being determined at this time

Action 3.1

Provide 24 release days (16 first semester and 16 second semester) for Departments to PLC in the following:

- Modify and adjust pacing guides
- Review assessment data
- develop a list of struggling students
- develop an intervention plan
- Lesson design using McRel strategies.

-Budgeted Expenditures: \$22,400 (Strand Release Days)

-Actual Expenditure \$8,823*****

REFLECTION:

We were under budget because we used the release days by department to host our school-wide student assemblies, which required us not to use all of these funds to provide the opportunities for each department to collaborate

Action 3.2

Extra Duty Time for the SPSA Team to review the SPSA goals and Data, Extra duty for the School Improvement Committee to implement and monitor the implementation of the SPSA.

-Budgeted Expenditures: \$1,020 (SPSA Meeting)

-Actual Expenditure \$0

REFLECTION:

We did not need to convene a SPSA review group/team of teachers to review the plan and assess our progress throughout the year, as we did so in multiple SSC meetings, leadership meetings, PLC leadership team/guiding coalition meetings, etc.

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.

This year's Goal 3 category is Educational Environment. Therefore, our focus will be on training additional teachers in PLC practices by attending Solution Tree: PLCs at Work conferences.

In the 2025-26 SPSA, Strategy/Activity # 3.1 focused on providing release days for all of our core teachers to improve student achievement in ELA and math, and this will be moved to Goal 1 in our school's 2026-27 SPSA. Therefore, this will no longer be addressed as a part of Goal 3.

In addition, we will no longer allocate money in Goal 3 to create a SPSA review team, because our progress and monitoring of the current 2025-26 plan were integrated into the release days for PLTs, during SSC meetings, during monthly leadership team meetings, and during our school site's PLC guiding coalition meetings and planning days. We will use this approach moving forward in our 2026-27 SPSA to monitor and update the plan throughout the year.

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	\$62,736.83
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$62,736.83
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 (\$)
Title I	\$60,525.83
Title I Part A: Parent Involvement	\$2,211.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$62,736.83

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$62,736.83

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
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Expenditures by Funding Source

Funding Source	Amount
Title I	60,525.83
Title I Part A: Parent Involvement	2,211.00

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	23,540.00
1140: Certificated Extra Duty	13,671.00
4000-4999: Books And Supplies	2,580.00
5200: Conferences	22,945.83

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I	23,540.00
1140: Certificated Extra Duty	Title I	11,460.00
4000-4999: Books And Supplies	Title I	2,580.00
5200: Conferences	Title I	22,945.83
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	2,211.00

Expenditures by Goal

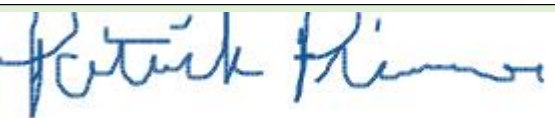
Goal Number	Total Expenditures
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Goal 1	26,565.00
Goal 2	10,646.00
Goal 3	25,525.83

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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
State Compensatory Education Advisory Committee	
English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory Committee (Mrs. Schoo)	
Principal (Dr. Michael Ross)	
Teacher Representative (Mr. Primmer)	
SSC Board President (Mr. Brown)	
Teacher Representative (Mr. Katona)	
Teacher Representative (Mrs. Shelburn)	
Parent Representative (Mr. Norkin)	
Parent Representative (Mrs. Schwarzman)	
Student Representative (Mr. Bagley)	
Student Representative (Ms. Rubio)	

1. 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.

2. 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.
3. This SPSA was adopted by the SSC at a public meeting on: May 13, 2026.

Attested:

Michael Ross

Typed name of school principal

Signature of school principal

Date

Jacob Brown

Typed name of SSC chairperson

Signature of SSC chairperson

Date

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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