

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
David A. Brown Middle School	33-75176-6112734	May 12, 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 David A. Brown 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 extensive data analysis, surveys, empathy interviews, root cause analysis, and feedback from educational partners. There is a special focus on Students with Disabilities as well as Long Term English Learners.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The David A. Brown Middle School SPSA is developed with educational partner input, including members of the School Site Council (SSC), the English Learner Advisory Committee (ELAC), the Instructional Leadership Team (ILT), and other staff and community members as well as students providing suggestions and/or feedback on plan elements. Targeted groups of students and parents were involved in providing input through their participation in empathy interviews. School Site Council regularly monitored programs prescribed in the SPSA.

District Office: the LEA supported the school during 3 improvement meetings on the following dates.

Day 1: The LEA provided training on 9/9/25

Day 2: The LEA provided training on 12/10/25

Day 3: The LEA provided provided training and feedback on 3/4/26

SSC Dates:

November 4, 2025

SSC meeting was called to order at 7:32 a.m. with quorum established, introductions provided, election results reviewed, and no public comments. The council participated in required SSC training, including a review of SPSA acronyms, key SPSA and SSC terms, and Robert's Rules of Order, and approved an agenda amendment to review bylaws prior to officer elections. The SSC reviewed current site bylaws and approved a proposed amendment adjusting membership composition, with final approval scheduled for a subsequent meeting. Officers were nominated and approved by consensus. The council reviewed and approved minutes from the May 20, 2025 SSC meeting, received an overview of the Uniform Complaint Procedure, and reviewed SPSA goals and actions. Members discussed the district and site Parent Involvement Policy and School-Family Compact, with approval scheduled for a future meeting, and reviewed current and potential parent engagement activities. The 2025–2026 School Safety Plan was presented, discussed, amended to clarify supervision at a campus gate before and after school, and approved by consensus.

November 18, 2025

SSC meeting was called to order at 7:38 a.m. with quorum established and no public comments. The council reviewed and approved the November 4, 2025 SSC meeting minutes by consensus. The SSC discussed and approved previously reviewed documents, including the Parent Involvement Policy, School-Family Compact, and amended SSC Bylaws. An ongoing needs assessment was conducted, during which SPSA goals and actions were reviewed, including targeted tutoring, staff release days, PLC conference participation, family engagement events, data days, and the role of the Data Team; the SSC noted that results from the first six-week targeted tutoring cycle would be reviewed at a future meeting. California Dashboard data were also reviewed, with discussion focused on student subgroups, areas of improvement, and areas of concern. No revisions to the SPSA were required at this time. Additional updates included confirmation that the School Safety Plan had been approved by the School Resource Officer and was pending Fire Marshal approval.

February 3, 2026

SSC meeting was called to order at 7:34 a.m. with quorum established and no public comments. The committee reviewed and approved the November 2025 SSC meeting minutes by consensus. During the ongoing needs assessment, the principal led a review of progress toward SPSA goals, discussed current data to assess progress and next steps, and identified areas for improvement, including special education instruction, additional PLC training, and improved tracking of tutoring. The SSC then reviewed proposed revisions to the SPSA related to the Family Engagement Goal 2, Action 1, specifically reallocating \$1,500 to better support PAWS Night based on prior attendance and the number of meals served, while still maintaining consultant funding. The revision was approved by consensus.

March 17, 2026

Time: 7:47 a.m.

Quorum: Established

Public Comment: None

Approval of Prior Minutes

The committee reviewed the February 3, 2026 SSC meeting minutes. A motion was made, seconded, and approved by consensus.

Annual Comprehensive Needs Assessment Review

The principal led a review of initiatives implemented during the current school year, highlighting effectiveness and potential adjustments for the following year. Key discussion areas included:

PLC Implementation:

The committee reviewed the impact of staff participation in the PLC at Work Conference and discussed plans to continue expanding PLC training opportunities for additional staff in future years. Upcoming on-campus PLC professional development days were noted.

Tutoring Programs:

Members discussed current tutoring efforts, including what has been effective, areas needing improvement, tracking methods, and considerations for strengthening implementation next year.

Professional Development Release Days:

Release days for ELA, math, social studies, science, special education, and ELD were reviewed. These days were deemed effective overall, with plans to continue the model with targeted modifications.

Future Focus Areas:

The committee discussed priorities for the upcoming year, including strengthening practices related to the Least Restrictive Environment (LRE) and continued development of PBIS.

April 21, 2026

SSC meeting called to order 7:37 am. SSC analyzed the 25-26 SPSA draft that they had worked on. SSC participated in crafting strategies. Review of budgeted expenditures and actual amount spent. Reviewed Data. The team evaluated and together analyzed the goals for the 25-26 SPSA. Principal shared feedback from ILT and ELAC, highlighting some agreed upon strategies for the upcoming school year. SSC assessed the 26-27 proposed SPSA and determined that the goals, strategies, and proposed expenditures fulfilled the ideas and implementation that the team has been working on all year.

ILT Dates:

8/20/25

Needs assessment/Who Are we? Activity

What's the best thing about DAB?

What needs improvement?

What are our barriers?

As department chairs and leaders, what "bridges" can we build to support our departments and the staff we serve?

Focus for the Year: McREL & PLC

McREL 14 Strategies Presentation Review of last year and planning for new year

9/17/25

McREL Teaching Strategies/Learning Phases- team planning for the rollout of staff training on McREL through staff meetings

Seven Stages of Professional Learning Teams- article and activity

Preliminary CAASPP data review

10/29/25

PLC Conference- Admin front-loaded staff, providing expectations, look-fors, and recommendations

Team discussed which big Ideas we are looking for to bring back to staff.

Team discussed the purpose improve our effectiveness and increase student learning outcomes

Safety Plan Review & suggestions

12/2/25

Thankfulness reflection

Review of official California Dashboard results

Planning of Phase 5: Practice & reflect Presentation

PLC Training- Planning: what do we want staff to know, how will we teach them, logistics

12/9/25

iPads- 1:1- discussion of what issues should be anticipated

The Big Book of Tools- book review and how to use it

PLC Training planning: What Big Ideas do we want teachers to know?

Which activities will we use to make the information stick?

What opportunities will we give our staff to truly process what we teach them?

2/6/26

Mission & Vision Statements-Team finalized the new Mission & Vision Statements that will drive PLCs at DAB

PLC Training: Team worked on the ILT created PLC Basics trainings

iReady Update: Team reviewed iReady data, analyzing areas of opportunity and discusses next steps.

CAASPP Testing: Strategize implementation of CAASPP testing and review

ELPAC

IEPs- Location, Work Samples, & iReady Scores

Behavior Listening Tour

2/11/26

Mission and Vision Statement- ILT reviewed staff feedback, survey results, and proposed statements to create final polished options for the staff to vote on and approve

PLC Training Planning strategizing

iReady Data update

CAASPP testing review and test prep

ELPAC

IEPs- best practices discussion for sped and gen ed teachers

Behavior Listening Tour share out

3/5/26

Reflective "What school are we?" activity

PLC Rubric revisit and assessment

School Needs open forum

3/11/26

Norms

PLC Staff Training Planning- ILT (those that attended the PLC at Work conference) put together a PLC training for the entire staff

Panther planer feedback

3/16/26

Norms

Root Cause Analysis: conducted regarding SWD needs and determined that further training is needed for staff to meet the needs and improve access to core curriculum.

PLC staff training

Data Analysis Team

Jan 28, 2026

Provide a concise overview of student performance trends, subgroup outcomes, instructional impacts, and priority action areas to inform leadership decision-making.

Key Academic Outcomes

ELA

CAASPP: Strong longitudinal growth from 2022–2024 across grade levels, with significant gains in proficiency.

SPED: Notable increases in ELA outcomes, aligned with the Sprinkle model, increased rigor over the cohort model, and read-aloud testing accommodations.

EL & LTEL: Performance remains low (SPED included in subgroup). Needs include calibrated ELD supports and individualized reclassification roadmaps for LTELs with targeted interventions.

Math

CAASPP: Limited longitudinal growth overall; current 8th grade showed declines from 6th to 7th grade.

Instructional Observations: Concerns that Amplify pacing slows standards coverage despite deeper contextual learning. Incomplete standards exposure may be impacting results.

Algebra Readiness: Algebra students demonstrate stronger number sense than peers.

SPED: Considerable gains, coinciding with the first year of the Sprinkle model and audio supports.

Data Need: Pull additional data for math support classes.

iReady Trends

Math

Last Year: Consistent growth from fall ? winter ? spring; strong correlation with CAASPP (movement across ~4–5 bands).

This Year: Drop from prior spring to fall (longitudinal). Possible summer slide or access/engagement factors.

Subgroups: ELs and LTELs showed improved performance overall, potentially linked to read-aloud accommodations.

Recent declines: ELs (~10%) and LTELs (~8%) from fall to winter.

Instructional Consideration: Use IABs as instructional tools (warm-ups/lessons) rather than tests; secure headphones for access.

ELA

Overall: Year-over-year growth for all students.

SPED: ELA performance lags math (high percentage in red for both).

ELs: Started and ended higher than last year with mid-year improvement.

LTELs: Higher starting point and stronger growth than last year.

Engagement: Consider incentives (grade-level competition or celebration events).

Student Engagement & Climate

Behavior

Suspensions: High rates.

Response: Expand use of Positive Behavior Interventions (PBI) as alternatives to suspension.

Attendance

Patterns: Low attendance on Mondays and Fridays.

Contributing Factors: Work obligations and inconsistent parental enforcement.

Strategies: Friday incentives/events; grade-level competitions tied to attendance (e.g., extra break time).

ELD & SPED: High chronic absenteeism. Action: Identify at-risk students for small-group forums and pep talks.

Priority Next Steps

Maintain ELA momentum; scale effective SPED and accommodation practices.

Address math pacing and standards coverage; analyze support-class data.

Implement LTEL reclassification roadmaps with targeted interventions.

Use iReady/IABs instructionally; ensure access (headphones).

Reduce suspensions through PBI and improve attendance with incentives and targeted outreach

ELAC Meeting:

September 24, 2025

ELAC meeting was called to order at 9:32 a.m. with no roll call required, no agenda changes, and no prior minutes to approve due to all members being new. The role of ELAC was explained as an advisory committee to the School Site Council, and parents were encouraged to participate in SSC if possible. Officer roles and responsibilities, including DELAC, were reviewed, and officer nominations were made for president, vice president, and DELAC representative, with ballots to be distributed including write-in options. The group was informed that three additional ELAC meetings would be held during the school year. Attendance expectations were reviewed, including the school's 96% attendance goal, procedures for reporting absences, clarification that partial-day attendance counts as present, and guidance on using the health office when students are ill. Parents were informed about supplemental services for English Learners, including ELD classes, bilingual paraeducators, and tutoring opportunities. Parents asked questions regarding ELPAC scores, Infinite Campus, and Canvas.

November 19, 2025

ELAC meeting was called to order at 9:35 a.m., with noted absences of some officers. The agenda was reviewed and approved, and minutes from the prior meeting were approved as presented. The roles and legal responsibilities of ELAC officers were reviewed, along with an overview of Robert's Rules of Order. The process for identifying English Learners and administering the Initial and Summative ELPAC assessments was explained, including scoring and preparation. The approved School Safety Plan was presented and its purpose discussed. Access to and use of Infinite Campus and Canvas were reviewed. Parents raised questions specific to their students, which were addressed.

January 28, 2026

ELAC meeting was called to order at 9:33 a.m. with roll call conducted. The agenda was reviewed and approved, and minutes from the previous meeting were approved by consensus. Information was shared regarding the CalKIDS Scholarship Program, including eligibility, step-by-step guidance for accessing the program, and distribution of the website link to parents. An overview of ELPAC was provided, emphasizing the importance of practicing the four domains—listening, reading, writing, and speaking—with practice resources and website access shared with families. No questions or concerns were raised by parents

March 18, 2026

ELAC meeting was convened with roll call conducted and the agenda reviewed and approved. A DELAC update was shared, followed by a school report that included information on student promotion, school safety, and end-of-year activities. The committee discussed available extra-curricular opportunities, as well as topics related to student mental health and social-emotional learning supports. An overview of CAASPP was provided, including its purpose and relevance to student achievement. The meeting concluded with an opportunity for questions and concerns from parents and members.

April 23, 2026

ELAC meeting was called to order with roll call conducted and the agenda reviewed and approved. A DELAC report was shared, followed by a review and discussion of the School Plan for Student Achievement (SPSA) SLAC reviewed the draft of the SPSA, complete with their suggestions. Updates were provided on the conclusion of ELPAC testing and the upcoming start of CAASPP testing, including general timelines and expectations. Information was shared regarding Online Registration (OLR) and its purpose in preparing for the upcoming school year. The meeting concluded with an opportunity for questions and concerns from parents and members.

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.

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.A: ELA and Goal 1.B: Math

Goal 1.A: ELA- 2026 CAASPP

All Students: -32.3 points Distance from Standard (DFS) (Yellow)

Students with Disabilities: -96.4 points DFS (Orange)

LTELs: -121.9 points DFS (Red)

English Learners -80.2 points DFS (ORANGE)

SED -42.1 points DFS (ORANGE)

Black/African American -42.4 points DFS (ORANGE)

Goal 1.B: Math- 2026 CAASPP

All Students: -90.5 points DFS (Yellow)

Students with Disabilities: -159.7 points DFS (Orange)

LTELs: -159.5 points DFS (Red)

English Learners -128.2 points DFS (ORANGE)

SED (-102 points DFS (ORANGE)

Black/African American -114.2 points DFS (ORANGE)

Hispanic -102.2 points DFS (ORANGE)

Goal 1.C: English Learner Progress Indicator (ELPI)

According to the California Dashboard, LTEL students experienced a decline of 5.8%, resulting in 58.8% of students making progress in English Language Acquisition (Yellow). This indicates a need for improved instructional practices to better support English Learners' language development.

ELA - English Learners (-80.2 dfs ORANGE), SED (-42.1 dfs ORANGE), Black/African American (-42.4 dfs ORANGE). Math - English Learners (-128.2 dfs ORANGE), LTELs (-159.5 dfs RED), SED (-102 dfs ORANGE), Black/African American (-114.2 dfs ORANGE), Hispanic (-102.2 dfs ORANGE). Chronic Absenteeism - Foster Youth (50% VH), SED (25.6% VH), SWD (31.3% VH), White (27.3% VH).

A root cause analysis identified a need for additional, targeted professional development for ELA, ELD, special education, and math teachers. Specifically, there is a need to strengthen instructional practices related to the Least Restrictive Environment (LRE), integrated ELD supports, and the consistent implementation of McREL high-leverage instructional strategies. Addressing these areas will improve instructional access and academic outcomes for all students, with a particular focus on Students with Disabilities (SWD) and Long-Term English Learners (LTELs).

Root Causes Identified:

- Subject matter and curriculum are not consistently made relevant or engaging for students.
- Instructional practices lack consistency across classrooms and departments.
- Teachers have had limited access to ongoing, evidence-based instructional training.
- Student engagement is low due to limited relevance and rigor in instructional practices.
- Students enter courses with significant skill gaps, requiring stronger differentiation and scaffolding.
- Inconsistency in instructional approaches among math teachers impacts continuity of learning.

STRATEGIES:

- 2 PLC Release days for math, ELA, Science, & Social Studies teachers (including SDC teachers)
- Learning Walks PDSA cycle substitute coverage/release days

Goal 2.1

School Climate (Suspension rate):

STRENGTHS

SWD suspension rate decreased by 4.7% to 8%

LTEL suspension rate decreased by 5% to 6.3%

Pupil Engagement (Chronic Absenteeism)

All Student absenteeism decreased by 1.4% to 23.8%

LTEL absenteeism declined 18.2% to 23.4%

SED absenteeism decreased 3.5% to 25.6%

SWD absenteeism 2.7% to 31.3%

Hispanic Student absenteeism declined from 3.5% to 22.3%

WEAKNESSES

School Climate (Suspension Rate)

Suspension rate for All Students was up .0.8%

Homeless Youth Susp. rate up 6.5%

Multiple Races Susp. Rate up 3%

Pupil Engagement (Chronic Absenteeism)

Homeless Youth Chron. Abs. Increased 4.9%

Multiple Races Chron. Abs. up 13.5%

School Climate:

There was a 0.8% increase in suspensions to 6.7% for All Students

Pupil Engagement:

Multiple race students chronic absenteeism has increased by 13.5%

Empathy Interviews

Root Cause:

-Absenteeism- Parents not seeing the value of school. Empathy interviews show that many parents believe their child has the same access to school and curriculum at home on a computer through CANVAS.

-Suspensions- Root cause analysis and data from discipline files and targeted PLUS forums show that interpersonal student conflicts that evolve into a physical conflict are the leading reason students are suspended.

Educational Environment: Building Staff Capacity

Goal 3A: The Instructional Leadership Team (ILT) will attend the PLC at Work Institute and provide professional development for the DAB staff to enhance our capacity to effectively PLC, resulting in improved student learning outcomes.

Goal 3B: All SpEd teachers and half of the math and ELA departments will attend 3 days of Least Restrictive Environment training to improve outcomes for SWD and EL students.

Goal 3C: Provide three days of release time for the Data Team to analyze data and collaborate with SSC and ILT on SPSA development

Goal 3D: All ELA and Math teachers will attend 3 days of district led professional development in McREL instructional strategies

Goal 3E: ELD teacher/coordinator will receive 6 days of professional development in ELD methodologies

Goal 3F: All new teachers will attend a new teacher bootcamp and midyear reset trainings

PLC

STRENGTHS:

Increase in amount of PLC days per month by 33% in 2026-27.

10 Staff members attended the PLC Conference during the 2025-26 school year

Site-based Half Day PLC staff training was held for ALL certificated staff.

PAWS Parent & Community Night held- over 350 participants

McREL instructional strategies professional development days

WEAKNESSES:

PLC survey at the beginning of the year showed that most departments scored themselves as 1's or 2's on the PLC rubric.

Prior to a March/April site level PLC training, approximately half of observed PLT's were not following the PLC format, instead engaging in department meeting type conversations.

Root Causes:

- Lack of teacher training
- Lack of understanding & training in PLCs
- Lack of student engagement in the subject matter/relevance
- Students have low skillsets coming into the class

Strategies:

- Send 11 ore certificated staff to PLC at Work Institute
- Fund Data Team to collect, analyze, and summarize data for use by admin, ILT, and SSC
- 3 McREL Instructional days for ELA and Math departments
- Provide site PLC training for whole staff

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for David A. Brown 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	0.09%	0.10%	0.10%	1	1	1
African American	4.71%	4.17%	4.79%	50	43	50
Asian	1.41%	1.46%	1.92%	15	15	20
Filipino	1.79%	2.23%	1.92%	19	23	20
Hispanic/Latino	68.08%	66.99%	66.92%	723	690	698
Pacific Islander	0.38%	0.68%	0.67%	4	7	7
White	18.64%	19.03%	18.50%	198	196	193
Multiple/No Response	4.90%	5.24%	5.18%	52	54	54
Total Enrollment				1062	1030	1043

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	359	328	377
Grade 7	357	336	324
Grade 8	346	366	342
Total Enrollment	1,062	1,030	1,043

Conclusions based on this data:

1. See Comprehensive Needs Assessment
2. See Comprehensive Needs Assessment
3. See Comprehensive Needs Assessment

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	104	99	105	9.7%	9.8%	10.1%
Fluent English Proficient (FEP)	247	223	193	25.1%	23.3%	18.5%

Conclusions based on this data:

1. See Comprehensive Needs Assessment
2. See Comprehensive Needs Assessment

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	335	341	317	331	331	314	331	331	313	98.8	97.1	99.1
Grade 7	322	354	321	313	345	314	313	345	314	97.2	97.5	97.8
Grade 8	316	332	362	312	329	354	312	329	354	98.7	99.1	97.8
All Grades	973	1027	1000	956	1005	982	956	1005	981	98.3	97.9	98.2

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	2486.	2483.	2485.	6.04	6.65	8.31	26.89	25.38	23.64	26.89	29.31	29.39	40.18	38.67	38.66
Grade 7	2516.	2508.	2508.	7.67	7.83	7.64	28.43	30.72	29.62	34.19	26.09	24.20	29.71	35.36	38.54
Grade 8	2545.	2537.	2549.	8.97	7.60	12.99	33.33	37.69	29.66	32.05	26.44	29.66	25.64	28.27	27.68
All Grades	N/A	N/A	N/A	7.53	7.36	9.79	29.50	31.24	27.73	30.96	27.26	27.83	32.01	34.13	34.66

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	9.06	8.16	9.27	56.19	54.98	53.04	34.74	36.86	37.70
Grade 7	11.18	10.43	10.22	62.30	59.13	56.87	26.52	30.43	32.91
Grade 8	14.10	12.16	14.12	60.58	58.05	59.32	25.32	29.79	26.55
All Grades	11.40	10.25	11.33	59.62	57.41	56.53	28.97	32.34	32.14

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	4.23	3.63	6.07	54.68	57.40	52.40	41.09	38.97	41.53
Grade 7	9.27	12.17	12.78	58.79	53.62	53.99	31.95	34.20	33.23
Grade 8	14.10	11.55	18.08	55.45	58.36	54.24	30.45	30.09	27.68
All Grades	9.10	9.15	12.55	56.28	56.42	53.57	34.62	34.43	33.88

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	7.25	10.57	9.27	75.53	68.88	69.01	17.22	20.54	21.73
Grade 7	12.46	7.54	8.31	68.69	76.52	68.37	18.85	15.94	23.32
Grade 8	9.94	9.12	9.32	76.92	72.04	74.01	13.14	18.84	16.67
All Grades	9.83	9.05	8.98	73.74	72.54	70.61	16.42	18.41	20.41

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	9.37	11.48	13.10	68.28	64.95	65.18	22.36	23.56	21.73
Grade 7	13.74	13.91	12.46	66.45	62.32	62.62	19.81	23.77	24.92
Grade 8	16.35	14.89	17.51	68.27	70.21	64.12	15.38	14.89	18.36
All Grades	13.08	13.43	14.49	67.68	65.77	63.98	19.25	20.80	21.53

Conclusions based on this data:

1. Last year there was a focus on increased instruction on listening skills, this year the focus is improving student's computer skills. PLC should also focus on this area and determine strategies and lessons to increase student's skills in this area
2. Writing is another area of need. Teachers should utilize rubrics and ensure that writing meets the rigor needed for exceeding standards. Writing is focus of PLC across the core disciplines.
3. All students below standard should participate in intervention programs that include additional reading classes and after school tutoring. Writing across curriculum needed.

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	335	341	317	330	331	316	330	331	316	98.5	97.1	99.7
Grade 7	323	354	321	313	345	316	313	345	316	96.9	97.5	98.4
Grade 8	316	332	362	311	327	356	311	327	356	98.4	98.5	98.3
All Grades	974	1027	1000	954	1003	988	954	1003	988	97.9	97.7	98.8

* 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	2455.	2447.	2462.	4.24	4.23	5.38	11.52	8.76	12.34	28.48	27.79	29.11	55.76	59.21	53.16
Grade 7	2478.	2480.	2475.	6.07	6.38	5.70	12.14	13.91	10.44	32.27	28.99	32.28	49.52	50.72	51.58
Grade 8	2485.	2474.	2488.	6.43	4.59	7.30	9.65	10.09	10.67	24.76	23.85	24.44	59.16	61.47	57.58
Grade 11															
All Grades	N/A	N/A	N/A	5.56	5.08	6.17	11.11	10.97	11.13	28.51	26.92	28.44	54.82	57.03	54.25

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	4.24	3.93	6.33	36.67	36.86	35.44	59.09	59.21	58.23
Grade 7	3.85	8.12	5.38	46.15	41.16	39.87	50.00	50.72	54.75
Grade 8	5.14	3.67	7.02	38.91	38.23	38.48	55.95	58.10	54.49
Grade 11									
All Grades	4.41	5.28	6.28	40.50	38.78	37.96	55.09	55.93	55.77

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	3.64	3.63	4.75	45.76	40.18	48.10	50.61	56.19	47.15
Grade 7	5.11	6.38	5.70	53.67	49.86	48.73	41.21	43.77	45.57
Grade 8	6.43	7.03	6.74	55.63	50.46	55.90	37.94	42.51	37.36
All Grades	5.03	5.68	5.77	51.57	46.86	51.11	43.40	47.46	43.12

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	5.76	3.93	4.11	56.67	58.01	53.16	37.58	38.07	42.72
Grade 7	7.03	5.80	3.80	62.30	67.25	61.08	30.67	26.96	35.13
Grade 8	4.50	1.83	6.18	56.27	64.53	60.11	39.23	33.64	33.71
All Grades	5.77	3.89	4.76	58.39	63.31	58.20	35.85	32.80	37.04

Conclusions based on this data:

1. See Needs Assessment
2. See Needs Assessment
3. See Needs Assessment

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	1524.9	1512.5	1523.7	1518.3	1507.3	1514.1	1531.3	1517.1	1533.0	44	38	36
7	1524.2	1534.3	1519.2	1514.0	1534.9	1513.7	1534.0	1533.1	1524.1	26	47	34
8	1584.7	1524.7	1539.1	1590.9	1517.8	1527.9	1577.8	1531.1	1549.7	30	20	27
All Grades										100	105	97

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	6.82	23.68	16.67	61.36	28.95	44.44	20.45	23.68	27.78	11.36	23.68	11.11	44	38	36
7	30.77	23.40	17.65	11.54	36.17	32.35	30.77	19.15	29.41	26.92	21.28	20.59	26	47	34
8	53.33	15.00	14.81	30.00	20.00	40.74	3.33	40.00	29.63	13.33	25.00	14.81	30	20	27
All Grades	27.00	21.90	16.49	39.00	30.48	39.18	18.00	24.76	28.87	16.00	22.86	15.46	100	105	97

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	43.18	28.95	30.56	36.36	34.21	47.22	9.09	18.42	11.11	11.36	18.42	11.11	44	38	36
7	30.77	44.68	32.35	38.46	27.66	38.24	7.69	8.51	11.76	23.08	19.15	17.65	26	47	34
8	60.00	15.00	33.33	20.00	45.00	40.74	6.67	20.00	11.11	13.33	20.00	14.81	30	20	27
All Grades	45.00	33.33	31.96	32.00	33.33	42.27	8.00	14.29	11.34	15.00	19.05	14.43	100	105	97

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	2.27	5.26	13.89	22.73	23.68	13.89	63.64	42.11	58.33	11.36	28.95	13.89	44	38	36
7	11.54	6.38	8.82	23.08	27.66	17.65	26.92	40.43	38.24	38.46	25.53	35.29	26	47	34
8	23.33	0.00	22.22	56.67	25.00	14.81	6.67	35.00	37.04	13.33	40.00	25.93	30	20	27
All Grades	11.00	4.76	14.43	33.00	25.71	15.46	37.00	40.00	45.36	19.00	29.52	24.74	100	105	97

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	9.09	23.68	25.00	79.55	47.37	63.89	11.36	28.95	11.11	44	38	36
7	11.54	23.40	29.41	53.85	51.06	41.18	34.62	25.53	29.41	26	47	34
8	33.33	20.00	25.93	53.33	45.00	62.96	13.33	35.00	11.11	30	20	27
All Grades	17.00	22.86	26.80	65.00	48.57	55.67	18.00	28.57	17.53	100	105	97

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	77.27	52.63	44.44	13.64	28.95	33.33	9.09	18.42	22.22	44	38	36
7	61.54	63.83	61.76	15.38	17.02	23.53	23.08	19.15	14.71	26	47	34
8	83.33	55.00	48.15	3.33	20.00	37.04	13.33	25.00	14.81	30	20	27
All Grades	75.00	58.10	51.55	11.00	21.90	30.93	14.00	20.00	17.53	100	105	97

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	2.27	7.89	13.89	40.91	26.32	33.33	56.82	65.79	52.78	44	38	36
7	11.54	12.77	11.76	30.77	34.04	23.53	57.69	53.19	64.71	26	47	34
8	30.00	5.00	22.22	53.33	35.00	33.33	16.67	60.00	44.44	30	20	27
All Grades	13.00	9.52	15.46	42.00	31.43	29.90	45.00	59.05	54.64	100	105	97

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	40.91	7.89	25.00	50.00	78.95	63.89	9.09	13.16	11.11	44	38	36
7	38.46	17.02	5.88	50.00	65.96	82.35	11.54	17.02	11.76	26	47	34
8	46.67	5.00	7.41	46.67	90.00	85.19	6.67	5.00	7.41	30	20	27
All Grades	42.00	11.43	13.40	49.00	75.24	76.29	9.00	13.33	10.31	100	105	97

Conclusions based on this data:

1. See Needs Assessment
2. See Needs Assessment
3. See Needs Assessment

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
1030	79.5%	9.6%	0.9%
Total Number of Students enrolled in David A. Brown 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	99	9.6%
Foster Youth	9	0.9%
Homeless	66	6.4%
Socioeconomically Disadvantaged	819	79.5%
Students with Disabilities	177	17.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	4.2%
American Indian	1	0.1%
Asian	15	1.5%
Filipino	23	2.2%
Hispanic	690	67%
Two or More Races	54	5.2%
Pacific Islander	7	0.7%
White	196	19%

Conclusions based on this data:

- Over 6% of our school population are either homeless or in foster care- the AES will monitor theses students for emotional/financial needs

2. Between ELL, SWD, African American, and Homeless students, nearly 30% of DAB's population is in high need.

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  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  Green		

Conclusions based on this data:

- English Language Learners showed yellow in English ELPI level. Both ELA and Math showed "yellow" in academic progress.
- Chronic Absenteeism has decreased, slightly. Suspension rate is rated as "high" overall.
- DAB is no longer in ATSI

School and Student Performance Data

Academic Performance English Language Arts

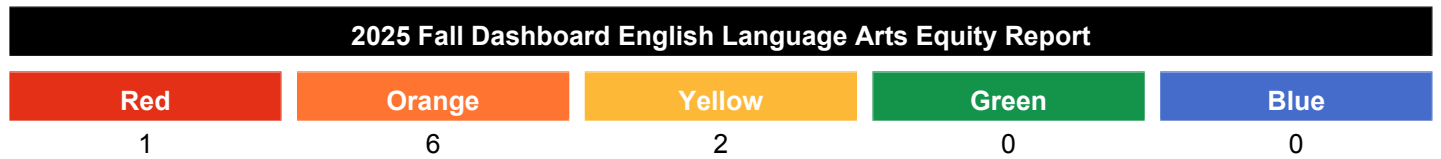
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section 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  Yellow 32.3 points below standard Increased 4.1 points 947 Students	English Learners  Orange 80.2 points below standard Increased 5.1 points 178 Students	Long-Term English Learners  Red 121.9 points below standard Declined 17.9 points 56 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless  Orange 68.9 points below standard Declined 15.3 points 56 Students	Socioeconomically Disadvantaged  Orange 42.1 points below standard Maintained 1 points 748 Students

Students with Disabilities  Orange 96.4 points below standard Increased 26.1 points 161 Students	African American  Orange 42.4 points below standard Declined 3.3 points 40 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 40.5 points above standard Declined 5.5 points 15 Students	Filipino  No Performance Color 38.3 points above standard Increased 15.1 points 22 Students	Hispanic  Orange 43 points below standard Maintained 1.4 points 631 Students
Two or More Races  Yellow 3.8 points below standard Maintained -0.9 points 51 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Yellow 14.5 points below standard Increased 14.1 points 180 Students

Conclusions based on this data:

1. Overall DAB students scored 32.3 points below standard in ELA.
2. Students with Disabilities continue to improve with a 26 point increase. to 96.4 points below standard and ELD students score increased 5.1 point to 80.2 below standard,.

School and Student Performance Data

Academic Performance Mathematics

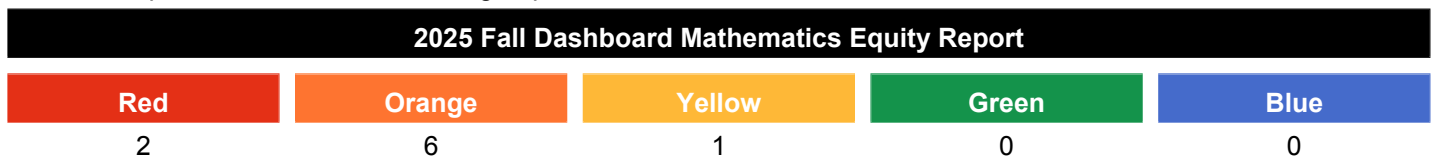
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



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 90.5 points below standard Increased 6.4 points 951 Students	English Learners  Orange 128.2 points below standard Increased 12.5 points 181 Students	Long-Term English Learners  Red 159.5 points below standard Declined 3.6 points 56 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless  Red 130.9 points below standard Declined 21.4 points 57 Students	Socioeconomically Disadvantaged  Orange 102 points below standard Increased 3.7 points 752 Students

Students with Disabilities  Orange 159.7 points below standard Increased 17.6 points 162 Students	African American  Orange 114.2 points below standard Increased 9.4 points 40 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 2.7 points above standard Declined 3.7 points 15 Students	Filipino  No Performance Color 13.2 points below standard Increased 4 points 22 Students	Hispanic  Orange 102.2 points below standard Increased 3.8 points 635 Students
Two or More Races  Orange 58.3 points below standard Declined 12.7 points 51 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Yellow 68.8 points below standard Increased 18.1 points 180 Students

Conclusions based on this data:

1. The overall score of DAB students was a 6.4 to 90.5 points below standard
2. DAB needs to focus on Students with disabilities 159.7 points below standard and ELD students scoring 146.1 points below standard.
3. Focus on professional development for math instruction strategies and implementation of curriculum.

School and Student Performance Data

Academic Performance Science

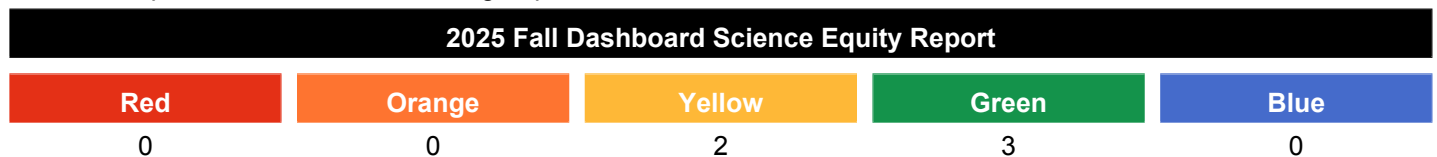
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



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  Green 48 science points Increased 4.7 points 339 Students	English Learners  Yellow 38.2 science points Increased 5.1 points 58 Students	Long-Term English Learners  No Performance Color 32 science points Increased 3.8 points 22 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 43.5 science points Maintained 1.9 points 23 Students	Socioeconomically Disadvantaged  Green 45.6 science points Increased 4 points 267 Students

Students with Disabilities  Yellow 37.8 science points Increased 2.7 points 51 Students	African American  No Performance Color 39.8 science points Maintained -0.8 points 14 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Green 45.7 science points Increased 3.8 points 227 Students
Two or More Races  No Performance Color 59.2 science points Increased 6.7 points 23 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 51.8 science points Increased 6.7 points 59 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.

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."

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
 Green	 Yellow
58.6 making progress.	58.8 making progress.
Number Students: 87 Students	Number Students: 51 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
10.3%	31%	0%	58.6%

Conclusions based on this data:

1. ELD students showed excellent progress with 58.6% of students showing growth, progressing at least one ELPI level.
2. Continue to provide ongoing PD for ELD teacher/coordinator
3. Continue to implement integrated ELD strategies.

School and Student Performance Data

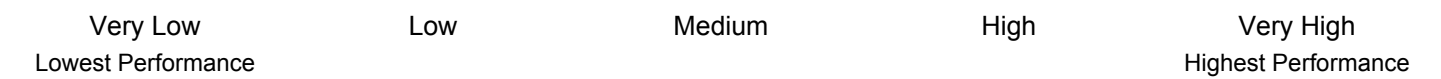
Academic Performance College/Career Report

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."

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

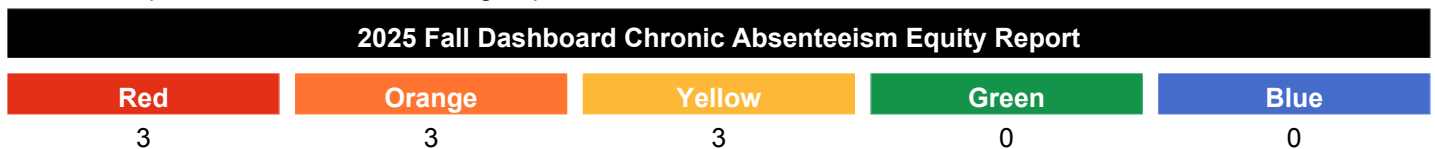
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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 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  Orange 23.8% Chronically Absent Declined 1.4 1082 Students	English Learners  Yellow 19.6% Chronically Absent Declined 10.5 112 Students	Long-Term English Learners  Orange 23.4% Chronically Absent Declined 18.2 64 Students
Foster Youth  No Performance Color 50% Chronically Absent Increased 3.8 14 Students	Homeless  Red 35.2% Chronically Absent Increased 4.9 71 Students	Socioeconomically Disadvantaged  Yellow 25.6% Chronically Absent Declined 3.5 864 Students

Students with Disabilities  Orange 31.3% Chronically Absent Declined 2.7 195 Students	African American  Orange 22.7% Chronically Absent Declined 0.8 44 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 22.2% Chronically Absent Increased 4.6 18 Students	Filipino  No Performance Color 13% Chronically Absent Increased 8 23 Students	Hispanic  Yellow 22.3% Chronically Absent Declined 3.5 722 Students
Two or More Races  Red 31.7% Chronically Absent Increased 13.5 60 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Red 27.3% Chronically Absent Maintained 0 205 Students

Conclusions based on this data:

1. All students reChronic Absentee rate decreased by 1.4% to 23.8%
2. LTEL students chronic absentee rate dropped 18.2% to 23.4%
3. Homeless students absentee rate increased 4.9% to 35.2%

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.

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.”

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

School and Student Performance Data

Conditions & Climate Suspension Rate

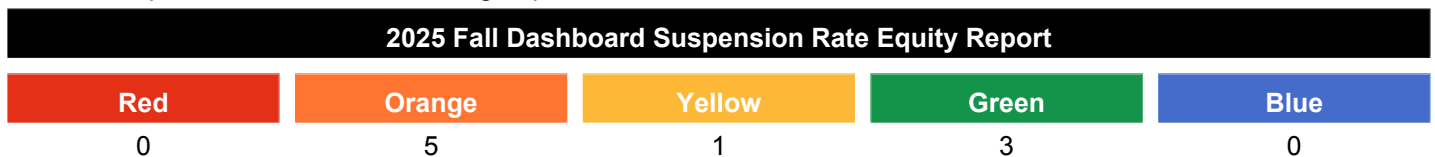
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



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	English Learners	Long-Term English Learners
Orange 6.7% suspended at least one day Increased 0.8% 1103 Students	Green 6.9% suspended at least one day Declined 1.6% 116 Students	Green 6.3% suspended at least one day Declined 5% 64 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 6.7% suspended at least one day Declined 0.5% 15 Students	Orange 11.3% suspended at least one day Increased 6.5% 80 Students	Orange 7.4% suspended at least one day Increased 0.5% 883 Students

Students with Disabilities  Green 8% suspended at least one day Declined 4.7% 200 Students	African American  Orange 6.8% suspended at least one day Increased 1.3% 44 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 4.8% suspended at least one day Increased 4.8% 21 Students	Filipino  No Performance Color 4.3% suspended at least one day Increased 4.3% 23 Students	Hispanic  Orange 7.2% suspended at least one day Increased 0.7% 735 Students
Two or More Races  Orange 8.3% suspended at least one day Increased 3% 60 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Yellow 5.2% suspended at least one day Maintained -0.1% 210 Students

Conclusions based on this data:

1. Students with Disabilities suspension rate fell by 4.7% to 8%
2. All student suspension rate increased .8% to 6.7%
3. AES will continue to support families and students as well as create structured incentive programs to increase attendance.

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
Jeremy Cassara	X				
Maggie Bosna		X			
Melissa. Gamez		X			
Stacey Jo Loughran		X			
Paul Brown		X			
Cameron Wales			X		
Amanda Corey				X	
Barnet Heredia				X	
Amber March				X	
Gavin Bumstead					X
Liam Parker					X
Natalie Teran					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.

Academics: ELA, Math, and ELPI

David A. Brown Middle School (DAB) is dedicated to providing professional development in First Best Instruction (McREL strategies) to its teachers in Math, English Language Arts, and EL. In depth professional development will result in teachers utilizing data to drive instruction as well as evidence based instructional strategies which will be observable and improve Math, ELA, and ELPI scores by June 2027.

Goal 1A: ELA & Math-

ELA:

1.1.A: All Students (yellow) will decrease the distance from standard in ELA from -32.3 to -29.3 points DFS as measured by CAASPP by June 2027.

1.2.A: Students with Disabilities (orange) will decrease their distance from standard from -96.4 to -93.4 points DFS as measured by CAASPP by June 2027.

1.3.A: LTELs (red) will decrease their distance from standard from -121.9 to -118.9 points DFS as measured by CAASPP by June 2027.

Math:

1.5.A: All Students (yellow) will decrease the distance from standard from -90.5 to -87.5 points DFS in Math as measured by CAASPP by June 2027.

1.6.A: Students with Disabilities (orange) will decrease their distance from standard from -159.7 to -156.7 points DFS as measured by CAASPP by June 2027.

1.7.A: LTELs (red) will decrease their distance from standard from -159.5 to -156.5 points DFS as measured by CAASPP by June 2027.

Goal 1B: ELPI-

EL students are currently scoring in the green 58.6% in showing growth toward english proficiency. LTEL students scored in the yellow at 58.8% after a 5.8% decrease.

1.1.B: English Learners will decrease the distance from standard in ELA (red) from -80.3 to -77.3 points DFS as measured by CAASPP by June 2027.

1.2.B: English Learners will decrease the distance from standard from -128.2 to -125 points DFS in Math (orange) as measured by CAASPP by June 2027.

1.3.B Long-Term English Learners will decrease the distance from standard in ELA (red) from -121.9 to -115 points DFS as measured by CAASPP by June 2027.

1.4.B Long-Term English Learners will decrease the distance from standard in Math (orange) from -159.5 to 155 points DFS as measured by CAASPP by June 2027.

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.A: ELA and Goal 1.B: Math

Based on the California Dashboard, Students with Disabilities (SWD) and Long-Term English Learners (LTELs) have consistently underperformed in both ELA and math when compared to their peers.

In ELA, areas of need are evident across multiple student groups, including:

All Students: -32.3 points Distance from Standard (DFS) (Yellow)

Students with Disabilities: -96.4 points DFS (Orange)

LTELs: -121.9 points DFS (Red)

English Learners -80.2 points DFS (Orange)

SED -42.1 points DFS (Orange)

Black/African American -42.4 points DFS (Orange)

Similar areas of need are present in math, including:

All Students: -90.5 points DFS (Yellow)

Students with Disabilities: -159.7 points DFS (Orange)

LTELs: -159.5 points DFS (Red)

English Learners -128.2 Points DFS (Orange)

LTELs -159.5 pints DFS (Red)

SED -102 points DFS (Orange)

Black/African American -114.2 points DFS (Orange)

Hispanic -102.2 Points DFS (ORANGE)

A root cause analysis identified the need for additional professional development for ELA, ELD, special education, and math teachers. Specifically, there is a need to strengthen instruction in the Least Restrictive Environment (LRE), integrated ELD practices, and McREL high-leverage instructional strategies to improve access and outcomes for all students, particularly SWD and LTELs.

Actions:

PLC release days for ELA, math, social studies, and science

PDSA cycle learning walks and observation days for ELA and math teachers

Goal 1.C: English Learner Progress Indicator (ELPI)

According to the California Dashboard, LTEL students experienced a decline of 5.8%, resulting in 58.8% of students making progress in English Language Acquisition (Yellow). This indicates a need for improved instructional practices to better support English Learners' language development.

Actions:

Professional development for teachers focused on effective PLC practices to improve instruction and progress monitoring for English Learners

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
Math/DFS/CAASPP- All (2025)	-90.5 Points DFS in Math (Yellow)	+3 Points to -87.5 points DFS as measures by CAASPP by June 2027
ELA/DFS/CAASPP-All Students (2026)	-32.3 Points DFS in ELA (Yellow)	+ 3 Points to -29.3 points DFS as measures by CAASPP by June 2027
ELA/DFS/CAASPP- SWD (2025)	-96.4 Points DFS in ELA (Orange)	+3 Points to -93.4 points DFS as measures by CAASPP by June 2027
Math/DFS/CAASPP-SWD (2025)	-159.7 Points DFS in Math (Orange)	+3 Points to -156.7 points DFS as measures by CAASPP by June 2027
ELA/DFS/CAASPP- LTEL	-121.9 Points DFS in ELA (Red)	+3 Points to -118.9 points DFS as measures by CAASPP by June 2027
Math/DFS/CAASPP-LTEL	-159.5 Points DFS in Math (Red)	+3 Points to -156.5 points DFS as measures by CAASPP by June 2027

ELA/DFS/CAASPP- EL	-80.2 Points DFS in ELA (Orange)	+ 3 Points to -77.2 points DFS as measures by CAASPP by June 2027
Math/DFS/CAASPP- EL	-128.2 Points DFS in Math (Orange)	+ 3 Points to -125.2 points DFS as measures by CAASPP by 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
1.1	Provide 2 full-day PLC release days for 8 ELA teachers (7 ELA 1 ELD & 1 SDC) and 9 math teachers (8 math & 1 SDC), 5 Social Studies, and 4 Science teachers to analyze data, identify essential standards, align curriculum, adjust pacing, and plan. Gen. Ed. Substitute \$213.71/day x 24 Teachers = \$5,129.04 per day x 2 release days = \$10,258.08 SDC Substitute \$238.13/day x 2 teachers = \$476.26 per day x 2 release days = \$952.52 \$10,258.08 x \$952.52 = \$11,210.60	All	11,250 Title I 1130: Certificated Sub
1.2	PDSA cycle Learning Walks/observation days for Math and ELA teachers. \$213.71/ day Gen. Ed. substitute x 30 days (15 for ELA & 15 for math) = \$6,411.30	SWD, EL, All	6,436.34 Title I 1130: Certificated Sub

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.

Analysis of 2025–26 SPSA Strategies

1.1: English and math teachers participated in eight release days (four days per content area) for LEUSD professional development focused on McREL teaching strategies and Best First Instruction. Classroom observations indicate that strategies learned during these trainings are being implemented consistently. Additionally, year-over-year data show a decrease in students scoring three or more grade levels below in ELA (4%) and math on i-Ready.

1.2: The English Learner teacher/coordinator was provided six release days for LEUSD professional development focused on EL and McREL teaching strategies aligned to Best First Instruction. As a result, there was a 22% decrease in the number of EL students scoring three or more years below grade level in ELA, along with a 6% increase in EL students performing at grade level.

1.3: Targeted tutoring in math and ELA was provided outside of the regular school day, with a focus on EL, LTEL, and SWD students. The program was implemented later than anticipated (late October) and experienced limited consistent student attendance. Despite these challenges, participating students demonstrated a 2–3% increase in i-Ready scores in both ELA and math.

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

Strategy 1.1: Most allocated funds were expended, as all eight McREL release days were held. there was 16,000 allocated to this strategy. The unused \$2,464.84 resulted from teacher absences or non-attendance on scheduled training days.

Strategy 1.2: The ELD Coordinator utilized all of her scheduled release days. Of the \$1,300 allocated, only \$109.95 was left.

Strategy 1.3: Our targeted intervention started later than anticipated with a late October start. Of the \$11,000 allocated \$6,383.57 has been spent with

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.

McREL-based professional development will continue with a reduced number of days, for a total of six (three ELA and three math). In addition, two full-day PLC sessions are scheduled. The ELD Coordinator position will continue to be supported through six professional development release days funded by district support.

Due to logistical challenges and difficulty securing consistent student participation, morning intervention proved difficult to sustain. However, EXCEL has indicated that funding is available to support both before- and after-school intervention programs.

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.

Student/Family Engagement: Suspension and Attendance

Student/Family Engagement: David A. Brown Middle School will improve student wellbeing, through a reduced number of suspensions and attendance rates as well as increase parent engagement.

Goal 2A: School Climate/Suspension

2.1.A DAB will decrease the number of All Students (orange) suspended at least once will decrease by 2% to 4.7% as measured by the California Dashboard by June 2027.

2.2.A: The suspension rate for SWD ((orange) will decrease at least 2% from 8% to no more than 6% as measured by the California Dashboard by June 2027.

2.3.A: The suspension rate for LTEL students (green) will decrease at least 1.3% from 6.3% to no more than 5% as measured by the California Dashboard by June 2027.

Goal 2B: Chronic Absenteeism

2.1.B: The Chronic Absentee rate for All Students (orange) will decrease by at least 3.8% from 23.8% to no more than 20% as measured by the California Dashboard by June 2027.

2.2.B: The Chronic Absentee rate for LTEL (orange) students will decrease by at least 3.4% from 23.4% to no more than 20% as measured by the California Dashboard by June 2027.

2.3.B: The Chronic Absentee rate for SWD (orange) will decrease by at least 6.3% from 31.3% to no more than 25% as measured by the California dashboard by June 2027.

2.4.B: The Chronic Absentee rate for English Learners (yellow) will decrease by 2.6% from 19.6% to no more than 17% as measured by the California Dashboard by June 2027.

2.5.B: The Chronic Absentee rate for Foster Youth (Red) will decrease by 20% from 50% to no more than 20% as measured by the California Dashboard by June 2027

2.6.B: The Chronic Absentee rate for SED (Red) will decrease by 5.6% from 25.6% to no more than 20% as measured by the California Dashboard by June 2027

2.7.B: The Chronic Absentee rate for SWD (Red) will decrease by 6.1% from 31.1% to no more than 25% as measured by the California Dashboard by June 2027

2.8.B: The Chronic Absentee rate for White (Red) will decrease by 5.3% from 27.3% to no more than 22% as measured by the California Dashboard by June 2027

Goal 2C: Parent Engagement

2.1C: DAB's parent engagement nights (PAWs Parent resource Night, DAB Title I Middle School Launch, etc.) will increase from parent participation from a collective 390 to 450, as measured by sign-in sheets, and meals registration forms.

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.

There is a need for DAB's Long Term Language Learners (LTEL) to to have decreased suspension and lower chronic absenteeism rates.

Goal 2.A: School Climate / Suspension Rate

There has been a slight increase of 0.8% in suspensions for All Students, resulting in 6.7% of students being suspended at least one day. Additionally, suspensions among Homeless youth increased by 6.5%, bringing the total to 11.3%. Analysis of PLUS survey data (school culture, safety, and connectedness), empathy interviews with students and parents regarding barriers to attendance, a root cause analysis, and a review of discipline and suspension data conducted by the Instructional Leadership Team and the Middle School Principals' PLC revealed a consistent theme. The team determined there is a need for improved interpersonal skills related to student-to-student conflict, clearer and more explicitly taught behavioral expectations, and direct instruction in basic kindness, empathy, and social skills. In response, the following actions have been implemented:

Character Strong lessons (26) have been delivered in all sixth-grade social studies classes to support students in interpersonal communication, conflict resolution, and decision-making.

A Kindness Initiative was launched last year and was successful in reducing undesired behaviors. This year the initiative went from staff led to the PLUS program and was not as well publicized and operated as an underground recognition forum. There was no discernible behavioral benefit as was reported the year prior.

Two expectation assemblies are scheduled annually—one at the beginning of the school year and one at the semester—to clearly and explicitly define acceptable and unacceptable behaviors.

Goal 2.B: Chronic Absenteeism

While there has been a slight improvement in chronic absenteeism for All Students, decreasing from 25.2% (2024 CA Dashboard) to 23.8% (2025 CA Dashboard), additional improvement is needed.

Data from Attendance Task Force phone calls, student surveys, and empathy interviews indicate that students identified as chronically absent most frequently cited illness, anxiety, and a perception that missing school is acceptable as reasons for their attendance challenges. When asked about returning to school after an absence, students were evenly split between feeling comfortable returning, missing friends and school, and experiencing anxiety related to missed work. Notably, 95% of students reported that there was nothing the school could do to improve their attendance.

Conversations with parents of chronically absent students revealed that many families were unaware of available school and district resources or the potential long-term impacts of chronic absenteeism. It was also noted that parents of English Learner students were less familiar with independent study options compared to the broader parent population. In response, the following strategies have been implemented:

AES-led monthly schoolwide perfect attendance incentives, including music, prizes, and treats during a portion of sixth period for students with perfect attendance.

SART meetings to address attendance concerns.

Schoolwide attendance messaging, including posters and home communications.

RAWEE informational messages and flyers distributed through ParentSquare highlighting the importance of attendance and its academic and social impact.

Goal 2.C: Parent Engagement

Through feedback gathered from ELAC, empathy interviews, the DAB Title I Middle School Launch, and ongoing parent conversations, it was identified that many families are unaware of the resources and supports available to them.

To address this need:

David A. Brown Middle School hosted its first DAB Panther Launch, a family engagement event designed primarily for sixth-grade and newly enrolled families. The event functioned as a "parent boot camp," providing essential information on school safety, accessing grades, expectations, and an introduction to the "DAB Way."

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
School Climate Dashboard	Indicator/California		6.7% of All Students were suspended at least once (orange)	Decrease of at least 1.7% to no more than 5% of All Students suspended
School Climate Dashboard	Indicator/California		8% of SWD were suspended at least once (green)	Decrease of at least 3% to no more than 5% of SWD suspended
School Climate Dashboard	Indicator/California		6.9% of LTEL students were suspended at least once (green)	Decrease of 1.9% to no more than 5% of LTEL students suspended
Pupil Engagement Dashboard	Indicator/California		23.8% of All Students were chronically absent (orange)	Decrease of 2.8% to no more than 21% of All Students will be chronically absent
Pupil Engagement Dashboard	Indicator/California		24.4 % of LTEL students were chronically absent (orange)	Decrease of 2.4% to no more than 22% of LTEL students will be chronically absent
Pupil Engagement Dashboard	Indicator/California		31.3% of SWD were chronically absent (orange)	Decrease of at least 6.3% to no more than 25% of SWD will be chronically absent
Pupil Engagement Dashboard	Indicator/California		19.6% of English Learners were chronically absent (yellow)	Decrease of 1.6% to no more than 18% of EL students will be chronically absent
Sign in sheets from parent engagement events			390 family members participated in parent/family engagement nights	At least 450 family members will attend parent/family engagement events

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	Provide extra duty pay for certificated and classified employees, snacks, materials, and other resources for Parent Engagement and resource nights (DAB Title I Middle School Launch, Math Night, PAWS, AVID Night, etc.) Community engagement events provide resources for parents, resulting in students being better supported and strengthened community/school connectedness. 11 Classified staff @ \$30 an hour extra duty for 6 hours x 33 hours= \$1980 8 Certificated staff @ \$77 an hour for 3 hours x 12 = \$1,848	All Students	2,000 Title I Part A: Parent Involvement 2X40: Classified Extra Duty 2,000 Title I Part A: Parent Involvement 1140: Certificated Extra Duty 1,500 Title I Part A: Parent Involvement 4000-4999: Books And Supplies 500 Title I Part A: Parent Involvement 4000-4999: Books And Supplies
2.2			
2.3			

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 2.1: Title I funds were used to support parent engagement and resource nights through extra duty pay for certificated and classified staff, as well as funding for snacks, materials, and related resources. Events supported included the DAB Title I Middle School Launch, Math Night, PAWS Night, and AVID Night. PAWS Night was particularly successful, with over 330 attendees, comparable to attendance from the previous year. New components added to the event increased its impact, including a CalKIDS Scholarship information table, which supported families in accessing up to \$20,000 in scholarship funds for eligible students. Additionally, the event featured more student performances than in prior years, further strengthening student engagement and family connection to the school community.

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

Strategy 2.1: There was \$6,000 allocated to PAWs Parent Resource Night with \$950 remaining. it is believed that not all timesheets from staff that worked the event have been turned in at this time.

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.

Strategy 2.1: The PAWS parent resources and engagement event had it's best turn out. There were also more offerings and community/educational partners providing information and resources. Moving forward, there will also be more of a focus on connecting with the families of incoming sixth grade students. It will be our goal to front load new parents and students as well as begin got acculturate them to DAB.

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.

Educational Environment: Building Staff Capacity

Goal 3A: The Instructional Leadership Team (ILT) will attend the PLC at Work Institute and provide professional development for the DAB staff to enhance our capacity to effectively PLC, resulting in improved student learning outcomes.

Goal 3B: All SpEd teachers and half of the math and ELA departments will attend 3 days of Least Restrictive Environment training to improve outcomes for SWD and EL students.

Goal 3C: Provide three days of release time for the Data Team to analyze data and collaborate with SSC and ILT on SPSA development

Goal 3D: All ELA and Math teachers will attend 3 days of district led professional development in McREL instructional strategies

Goal 3E: ELD teacher/coordinator will receive 6 days of professional development in ELD methodologies

Goal 3F: All new teachers will attend a new teacher bootcamp and midyear reset trainings

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 3A:

The Guiding Coalition, ILT, and SSC decided, after reviewing data provided by the the Data Team, presented with the results of the PLC rubric review by all departments, and the survey results from the site PLC training demonstrate a need for more in-depth PLC training of certificated staff with the goal of having the entire staff having attended the PLC at Work conference over the next four years.

- Send 11 staff (10 teaches & 1 admin) to the PLC at Work Conference

Goal 3B:

Based on the California Dashboard and poor SWD scores in ELA (-96.4 points DFS) and math (-159.7 points DFS) as well as low iReady scored it was determined by the ILT and SSC that there is a need for additional training in the Least Restrictive Environment to enhance instruction, IEPs, goals, and learning outcomes for SWD. There is a need for the entire Special education department as well as five math and five ELA teachers to be formally trained.

There is a need for ELA (-32.3 points DFS) and Math (90.5 points DFS) teachers to have time to analyze data to familiarize themselves with new students and recalibrate midyear based on results of iReady benchmarks to drive their instruction to maximize student learning.

- It was identified that student outcomes would improve if teachers were analyzing data and using it to drive their instruction

- Providing teachers with release time to engage in data analysis

- Sheltered time for teachers to collaborate, align curriculum, adjust pacing, and plan

Goal 3C:

There is an ongoing need for the Data Team to analyze data so that it can be synthesized and shared in a manageable manner with SSC, ILT, and with staff.

- The Data Team provides information to SSC, ELAC, and ILT which drive SPSA goals

- The Data Team not only analyzes data, but will also collect data: surveys and empathy interviews.

Goal 3D:

Based on the California Dashboard, All Students, Students with Disabilities (SWD) and Long-Term English Learners (LTELs) have consistently underperformed in both ELA and math when compared to the state average.

In ELA, areas of need are evident across multiple student groups, including:

All Students: -32.3 points Distance from Standard (DFS) (Yellow)

Students with Disabilities: -96.4 points DFS (Orange)

LTELs: -121.9 points DFS (Red)

Similar areas of need are present in math, including:

All Students: -90.5 points DFS (Yellow)

Students with Disabilities: -159.7 points DFS (Orange)

LTELs: -159.5 points DFS (Red)

- Three days professional development led by the district in McREL instructional strategies for all ELA and Math teachers.

Goal 3E:

EL and LTEL students underperform compared to their English speaking/writing peers.

LTELs: -121.9 points DFS (Red) in ELA

LTELs: -159.5 points DFS (Red) in Math

ELs -80.2 points DFS (orange) in ELA

ELs -128.2 points DFS (orange) in Math

- 6 days of ELD instruction professional development are scheduled for the ELD teacher/coordinator to help them in their new role.

Goal 3F:

New teachers to DAB often do not have the background or training that the rest of the staff has had, putting new teachers at a disadvantage.

- New teacher bootcamp and midyear reboot training will support new teachers and provide a basic understanding of the initiatives that DAB has trained

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
PLC at Work Conference: 11 staff 1 admin & 10 teachers will attend (2nd cohort)-	One administrator and 10 Math and ELA teachers will attend the PLC at Work Conference and will fully implement and engage in the PLC process in their PLTs. Most recent PLC surveys identify DAB at 2-3's on the PLC rubric	Improved student learning outcomes and teachers scoring 4/4 on PLC rubrics.
Least Restrictive Environment Training: 19 teachers will attend	Two cohorts of SpEd, math, and ELA teachers (19 total) will attend a three day training on LRE,	Improved learning outcomes for students on IEPs as well as improved compliance
Three Data Team Days will be held: evidenced by a sign in sheet	The Data Team will collect, analyze, and synthesize multiple data sources—including attendance, behavior, CAASPP, i-Ready benchmarks, PLUS surveys, local surveys of staff, students, and parents, and empathy interview data—into a clear, accessible data summary. This summary will be shared with SSC, ILT, ELAC, and staff to identify trends and current realities, and will be used by the ILT to guide instructional and structural decisions aimed at improving school culture and student academic performance. The data summary will also inform ELAC and SSC feedback and decision-making, resulting in the development of a more effective SPSA.	Better data, analysis, and collaboration around the data will lead to an improved SPSA and ultimately, improved learner outcomes.
McREL Instructional PD days for ELA & Math	All ELA and Math teachers will attend three days of a district led McREL training 12/18 math and ELA teachers are currently utilizing McREL strategies on a regular basis, as measured by observation.	18/18 math and ELA teachers will use McREL strategies on a regular basis, as measured by observation.
ELD Teacher/Coordinator ELD PD	ELD teacher/coordinator will attend 6 days of professional development and support in ELD. ELD teacher has not been observed employing McREL strategies on a regular basis.	ELD teacher will use McREL strategies on a regular basis, as measured by observation and Improved student outcomes for EL students
New Teacher Bootcamp and Midyear Reboot Training/Support	All new teachers will attend New Teacher Bootcamp and the Midyear Reboot to help acculturate them to DAB and provide basic training in PLC, McREL, and Classroom management.	Improved classroom instruction, better collaboration in PLTs, and improved student engagement.

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	The Instructional Leadership Team (ILT) (10 teachers, 1 admin) will attend the PLC at Work Institute PLC training. Attendees will fully implement	All	24,000 Title I 5200: Conferences

	PLC and will participate providing ongoing staff development in PLCs. Substitute Gen. Ed= \$642 (3 days) x 9 Teachers = \$5,778 Substitute 1 SpEd= \$717 (3 days) Substitute total= \$6,495 Hotel \$300/night x 3 nights= \$900 x 11 staff= \$9,900 Meals for three days \$195 x 11 staff= \$2,145 Parking \$90 x 11 staff= \$990 Milage \$92.68 x 11 staff= \$1,019.48 Conference Fee \$769 per person x 11 staff= \$8,459 Total= \$28,366.48		7,000 Title I 1130: Certificated Sub
3.2	Least Restrictive Environment Training (Two Cohorts through RCOE & SELPA) for Special Education (9), AES (1), ELA (5), and Math Teachers (5). SDC Substitutes @ \$238.13/day x 9 = \$2,143.17 per day x 3 days = \$6,429.51 Gen. Ed Substitutes @ 213.71/day x 10= 2,137.10 per day x 3 days = \$6,411.30 \$6,429.51 x \$6,411.30 = \$12,840.81	SWD, EL, All	13,000 Title I 1130: Certificated Sub
3.3	Three days of release time provided for the Data Team (4 teachers needing subs) to analyze data, conduct surveys and empathy interviews, and collaborate on SPSA development. Gen. Ed. Substitute \$213.71/day x 3 Teachers = \$641.13 per day x 3 release days = \$1,923.39 SDC Substitute \$238.13/day x 1 teacher x 3 release days = \$714.39 \$714.39 = \$1,923.39 = 2,637.78	All	2,800 Title I 1130: Certificated Sub
3.4	English and Math teachers will be provided 3 days each for LEUSD staff development on McREL teaching strategies focused on Best First Instruction. The release days will be for 16 general education ELA, ELD, and Math teachers and 2 SDC teachers. The implementation of these strategies will be evident in walk-throughs, benchmark, and CAASPP assessments. Gen. Ed. Substitute \$213.71/day x 16 Teachers = \$3,419.36 per day x 3 release days = \$10,258.08 SDC Substitute \$238.13/day x 2 teachers = \$476.26 per day x 3 release days = \$1,428.78 \$10,258.08 + \$1,428.78 =	SWD, LTEL, EL, All	12,000 Title I 1130: Certificated Sub
3.5	English Learner Teacher/Coordinator will be provided 6 release days for LEUSD staff development on EL and McREL teaching strategies focusing on ELD Coordination and Best First Instruction. The implementation of these strategies will be evident in walk-throughs, benchmark, ELPI, and CAASPP assessments. Gen. Ed. Substitute \$213.71/day x 6 days = \$1,282.26	EL & LTEL	1,300 Title I 1130: Certificated Sub
3.6	New Teacher "Bootcamp & PLC Introduction" Day prior to the beginning of school. Training for new teachers on the basics of PLC, McREL instructional strategies, classroom management, and the DAB	All	3,500 Title I 1140: Certificated Extra Duty

way. New teacher "Midyear Reboot" a midyear training to support new teachers with midyear adjustments and strategies. Bootcamp: \$77/hr. x 6 hours = \$462 x 7 Teachers = \$3,234 Midyear Reboot: Gen Ed Substitute \$213.71 x 5 Gen Ed Teachers = \$1,068.55 SDC Substitutes \$238.13 x 2 SpEd Teachers = \$476.26	1,600 Title I 1130: Certificated Sub
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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.

Strategy 3.1: The Instructional Leadership Team (ILT), consisting of ten teachers and one administrator, was scheduled to attend the PLC at Work Institute training. Ten of the eleven planned participants attended the conference. The impact of the training is evident in PLC minutes, the identification of essential standards by most PLTs, and the highly successful PLC training subsequently facilitated by staff who attended the conference, as reflected in exit survey results.

Strategy 3.2: Two data analysis days were provided for ELA and math teachers to analyze student data, align curriculum, adjust pacing, and plan instruction. While the data analysis days were held as scheduled, only a portion of the time was dedicated to data analysis. For math teachers, much of the time was used for training and collaborative work related to the implementation of the new curriculum.

Strategy 3.3: Two days of release time were provided for the Data Team to analyze data, conduct surveys and empathy interviews, and collaborate on the development of the SPSA. To date, one data release day has been held, with the second scheduled to occur after the close of the third benchmark window. Information collected and analyzed during the first Data Team meeting was used to inform School Site Council and ILT discussions and directly guided the development of SPSA goals and strategies.

Strategy 3.4: The Social Studies and Science departments were each provided two days for department PLCs focused on data analysis, alignment, and instructional planning. Both departments utilized their two PLC release days. Evidence of implementation includes agreed-upon essential standards, PLC meeting notes, and increased instructional alignment within each department.

Strategy 3.5: Each teacher was provided a half-day release for on-site PLC training facilitated by the ILT. Based on exit survey feedback, the PLC training received an average rating of 4.75 out of 5 stars.

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

3.1: Of the \$24,000 in conference & hotel funds, \$2,090 went unspent due to a teacher being unable to attend the scheduled conference.

3.2: \$7,552 of an allocated \$8,000 was spent on Data analysis days.

3.3: Only \$213.71 has been utilized following the first Data Team meeting. Only one teacher required a substitute- the AES did not require a sub and the SPED teachers were not able to secure subs. Additionally, another meeting will take place once the last set of benchmarks have concluded.

3.4: Approximately half of the allocated funds (\$3,846) for Social Studies and Science PLC release days was spent. Not all funds were utilized because several multiple subject science and social studies teachers also serve as math and/or ELA teachers and had already been out of the classroom for ten or more days due to other required trainings. Additionally, it was determined that multiple-subject teachers would focus their Professional Learning Team (PLT) work on either math or ELA.

3.5: The budget was more than fully spent, leaving us \$226 over budget for the three days of PLC training for the entire certificated staff, which had perfect attendance.

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.

3.1: This strategy will continue as written, with the long-term goal of having the entire certificated staff trained in PLC practices through participation in the PLC at Work conference.

3.2: The Data Analysis release days will transition into PLT release days for ELA, math, science, and social studies. As a result, Strategy 3.4 will be incorporated into Strategy 3.2 moving forward.

3.3: The Data Analysis Team will continue in order to provide data, analysis, and recommendations to the School Site Council.

3.4: Strategy 3.4 will be combined with Strategy 3.2.

3.5: The half-day, site-based PLC training was successful in establishing a baseline understanding of PLC practices. As a result, this strategy will be discontinued.

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	\$88,886.34
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$88,886.34
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	\$82,886.34
Title I Part A: Parent Involvement	\$6,000.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$88,886.34

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: \$88,886.34

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	82,886.34
Title I Part A: Parent Involvement	6,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	55,386.34
1140: Certificated Extra Duty	5,500.00
2X40: Classified Extra Duty	2,000.00
4000-4999: Books And Supplies	2,000.00
5200: Conferences	24,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I	55,386.34
1140: Certificated Extra Duty	Title I	3,500.00
5200: Conferences	Title I	24,000.00
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	2,000.00
2X40: Classified Extra Duty	Title I Part A: Parent Involvement	2,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
17,686.34
6,000.00
65,200.00

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	
Other: School Site Council	
[Enter name of consulted group or committee]	[Signature of authorized person]
Cami Wales, Chairperson School Site Council	
Jeremy Cassara, Principal	

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 12, 2026.

Attested:

Jeremy Cassara

Typed name of school principal

Signature of school principal

Date

Cami Wales, Chairperson

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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