



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Anthony W. Ochoa Middle School	01611926056956	April 17, 2025	June 25, 2025

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 Anthony W. Ochoa Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Schoolwide Program
 The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

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

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Plan Description

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

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

Schoolwide Program

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Anthony Ochoa Middle School developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma-informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These four goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

Educational Partner Involvement

How, when, and with whom did Anthony W. Ochoa 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

We have consulted with students, staff, families and a number of committees including our, Site Based Decision Making Team (SBDM), School Site Council (SSC), English Language Advisory Committee (ELAC), SpEd Dept. African American Student Achievement Initiative (AASAI) and our Local Curriculum Council (LCC). With respect to the site's Local Curriculum Council and Site Based Decision Making committees, we meet and receive input regularly throughout the school year. This is achieved by conducting periodic surveys with our community, students, staff, during faculty/staff meetings and families and incorporating their input and feedback into the updated SPSA, i.e., California Parent Surveys, Student, Staff, California Healthy Kids (CHKS) and School surveys "Dreams for Ochoa".

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The California Dashboard reflects significant growth in mathematics, with students increasing 13.8 points and exceeding the school's established goal. Overall mathematics performance is in the Yellow category; however, multilingual learners (MLLs), Hispanic students, long-term English learners (LTELs), and students with disabilities remain in the Orange performance level. English Language Arts (ELA) performance is in the Orange category overall, with Hispanic students and LTELs performing in the Red category. Chronic Absenteeism has improved to the Yellow performance level, although MLLs, LTELs, and students with disabilities remain in the Orange category. Through the implementation of targeted supports, intervention strategies, and attendance improvement efforts, the school anticipates continued growth across all performance areas in the coming year.

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

N/A

Other Needs

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

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Anthony W. Ochoa 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	0.27%	0.25%	0.28%	1	1	1
African American	6.40%	4.94%	5.80%	24	20	21
Asian	9.33%	7.65%	9.94%	35	31	36
Filipino	13.33%	14.07%	12.43%	50	57	45
Hispanic/Latino	57.33%	60.49%	59.39%	215	245	215
Pacific Islander	5.87%	3.70%	2.21%	22	15	8
White	3.73%	2.96%	3.04%	14	12	11
Multiple/No Response	3.47%	5.68%	6.63%	13	23	24
Total Enrollment				375	405	362

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	193	197	187
Grade 8	182	208	206
Total Enrollment	375	405	393

Conclusions based on this data:

- Each year we have experienced an average annual enrollment decline of approximately 8%, its demographic composition has remained consistent. Latino students represent approximately 59% of the student population, followed by Filipino students at 12.4%, while African American students comprise less than 10% of enrollment. Enrollment declines were exacerbated by uncertainty surrounding a potential school closure in the years following the COVID-19 pandemic.

To address these challenges, the school implemented targeted recruitment, community outreach, and family engagement initiatives designed to strengthen community confidence and increase enrollment. These efforts resulted in enrollment exceeding projections by nearly 50 students during the 2024–25 school year (415 actual enrollment compared to 369 projected). Building on this success, the school will continue to prioritize recruitment and engagement strategies to sustain enrollment and strengthen its connection to the community.
- We continue to evaluate our course offerings, and programs at our site to make our site more competitive with neighboring public, private and charter schools in the area.

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	64	79	87	24.1%	17.1%	22.7%
Fluent English Proficient (FEP)	137	135	105	32.4%	36.5%	29.0%
Reclassified Fluent English Proficient (RFEP)	22	19	15	17.2%	13.2%	17.4%

Conclusions based on this data:

1. In spite of concerns around declining enrollments over the past few years, our MLL students continue to represent more than 20% of our student population. California dashboard shows 144 multi-lingual learners have increased their outcomes by 20points in 2025, yet we continue to fall below the state average. Our long-term mlls (65) increased their overall score by 28.1 points. The preliminary data for the 2025-26 school year indicates fifteen students have reclassified as english language proficient.
2. We will work to continue to support our Multilingual Learners (MLLs) through english language development, high interest electives and culturally responsive reading materials such as e-books, audiobooks, and dual language applications. Tutoring support, and focused ELD interventions in small groups with our EL Specialist will be offered this year with the addition of our new .5 FTE EL Spec.
3. As required, our district office funds the .50 EL Specialist position; staff will attend professional development, that focuses on SDAIE strategies. Additionally, we offer a Summit K12 and parenting support workshops for the parents of MLLs and recently reclassified MLLs to encourage a learning partnership that includes families, students and staff. The site has purchased Rime Magic and the District provides instructional resources such as Summit K12 to support english language development for students and up to four family members.

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 7	187	199	189	183	190	183	183	190	183	97.9	95.5	96.8
Grade 8	213	180	202	204	171	195	203	170	195	95.8	95	96.5
All Grades	400	379	391	387	361	378	386	360	378	96.8	95.3	96.7

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 7	2507.	2505.	2500.	8.74	8.42	7.65	28.42	24.74	27.32	22.40	30.00	22.95	40.44	36.84	42.08
Grade 8	2536.	2508.	2510.	9.36	8.24	7.69	28.57	20.00	24.10	34.48	31.18	26.67	27.59	40.59	41.54
All Grades	N/A	N/A	N/A	9.07	8.33	7.67	28.50	22.50	25.66	28.76	30.56	24.87	33.68	38.61	41.80

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 7	14.29	6.35	7.69	52.75	62.43	56.59	32.97	31.22	35.71	
Grade 8	14.29	8.24	9.79	53.20	51.18	51.03	32.51	40.59	39.18	
All Grades	14.29	7.24	8.78	52.99	57.10	53.72	32.73	35.65	37.50	

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 7	13.81	13.76	13.11	50.28	48.68	50.82	35.91	37.57	36.07
Grade 8	11.33	7.65	7.22	60.10	51.18	51.55	28.57	41.18	41.24
All Grades	12.50	10.86	10.08	55.47	49.86	51.19	32.03	39.28	38.73

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 7	8.79	12.11	10.93	69.78	63.16	63.39	21.43	24.74	25.68
Grade 8	11.82	5.29	10.82	70.44	75.88	67.01	17.73	18.82	22.16
All Grades	10.39	8.89	10.88	70.13	69.17	65.25	19.48	21.94	23.87

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 7	13.11	14.21	14.21	58.47	57.89	61.20	28.42	27.89	24.59
Grade 8	14.78	14.12	14.43	68.97	62.94	57.73	16.26	22.94	27.84
All Grades	13.99	14.17	14.32	63.99	60.28	59.42	22.02	25.56	26.26

Conclusions based on this data:

1. The smarter balanced/CAASPP ELA data indicates an increase in the number of students who met or exceeded standards from the year prior. A review of composite areas: shows students performed their highest in the following areas listening and research & inquiry. Areas of improvement are reading and writing showing just over 60% of students scoring near or above standard.
2. Our multi-tiered system of supports include identifying focal students early in the school year and providing enrichment in the appropriate areas, as needed; this includes but is not limited to english language development and other ELA focused strategies like silent sustained reading and morphology. Additionally, our LTELs and RFEP students will benefit from progress monitoring as part of our district's multi-lingual strategic plan.
3. Additionally, each year focal students are identified and provided regular academic check in's, progress monitoring and other supports are put in place to help students to be more successful in this area. Student publications such as yearbook, school newsletters, choir, leadership, AVID and Puente electives help to develop reading, writing, speaking skills for students.

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.

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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 7	187	199	189	180	190	183	180	190	183	96.3	95.5	96.8
Grade 8	213	180	202	204	172	198	204	172	197	95.8	95.6	98
All Grades	400	379	391	384	362	381	384	362	380	96.0	95.5	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2488.	2490.	2496.	8.89	7.37	13.66	18.33	18.95	11.48	27.22	27.89	26.23	45.56	45.79	48.63
Grade 8	2487.	2488.	2512.	8.33	9.88	13.20	10.29	13.37	13.71	26.96	18.02	23.35	54.41	58.72	49.75
Grade 11															
All Grades	N/A	N/A	N/A	8.59	8.56	13.42	14.06	16.30	12.63	27.08	23.20	24.74	50.26	51.93	49.21

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 7	11.67	12.63	13.66	39.44	42.63	37.16	48.89	44.74	49.18
Grade 8	9.31	9.30	15.23	41.67	38.37	39.59	49.02	52.33	45.18
Grade 11									
All Grades	10.42	11.05	14.47	40.63	40.61	38.42	48.96	48.34	47.11

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 7	7.22	6.84	9.84	48.33	48.95	46.45	44.44	44.21	43.72
Grade 8	9.31	7.56	11.17	43.63	48.84	48.73	47.06	43.60	40.10
All Grades	8.33	7.18	10.53	45.83	48.90	47.63	45.83	43.92	41.84

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 7	8.89	7.37	13.11	65.00	65.26	55.74	26.11	27.37	31.15
Grade 8	5.39	9.30	9.14	62.25	58.14	58.88	32.35	32.56	31.98
All Grades	7.03	8.29	11.05	63.54	61.88	57.37	29.43	29.83	31.58

Conclusions based on this data:

- Ochoa has realized growth in this area, increasing all student outcomes by 13.8 points in 2025. However, we continue to be 72points below standard. Many student groups are in the orange category (ells, hispanic, LTELs and students with disabilities). In the blue are Asian and Filipino student populations. The CAASPP for mathematics requires students to demonstrate mastery in three areas, concepts & procedures, problem solving & data analysis, and communicating reasoning. There have been gains in all areas, mathematical concepts and procedures and problem solving & modeling/data analysis.
- Our multi-tiered system of supports include identifying focal students in early August/September each year. Identifying and removing barriers to their learning and offering needed supports. Students have access to tutoring support, executive functioning skills, real-world applications for math skills and strategies such as architecture, financial literacy, STEM classes, and cross-curricular project-based instruction that includes opportunities focused on building mathematics skills.
- Each year focal students are identified and provided regular academic check in's, progress monitoring and other interventions are put in place to minimize predicable outcomes. Students will be provided with real-world applications for Math skills and strategies through a onsite tutoring supports, math focused elective offerings such as Financial Literacy, STEM and Computer Applications.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1550.3	1545.7	1523.1	1560.1	1546.7	1521.2	1540.0	1544.2	1524.4	46	39	39
8	1546.4	1546.0	1536.7	1556.2	1557.3	1532.3	1536.2	1534.4	1540.5	40	28	33
All Grades										86	67	72

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
7	30.43	21.05	12.82	32.61	42.11	33.33	26.09	34.21	33.33	10.87	2.63	20.51	46	38	39
8	22.50	11.11	9.68	37.50	44.44	45.16	25.00	40.74	38.71	15.00	3.70	6.45	40	27	31
All Grades	26.74	16.92	11.43	34.88	43.08	38.57	25.58	36.92	35.71	12.79	3.08	14.29	86	65	70

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
7	45.65	36.84	33.33	43.48	47.37	25.64	8.70	15.79	23.08	2.17	0.00	17.95	46	38	39
8	37.50	25.93	19.35	42.50	62.96	54.84	10.00	7.41	19.35	10.00	3.70	6.45	40	27	31
All Grades	41.86	32.31	27.14	43.02	53.85	38.57	9.30	12.31	21.43	5.81	1.54	12.86	86	65	70

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
7	19.57	7.89	0.00	17.39	18.42	23.08	39.13	57.89	48.72	23.91	15.79	28.21	46	38	39
8	10.00	3.70	3.23	20.00	18.52	25.81	37.50	48.15	48.39	32.50	29.63	22.58	40	27	31
All Grades	15.12	6.15	1.43	18.60	18.46	24.29	38.37	53.85	48.57	27.91	21.54	25.71	86	65	70

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
7	4.35	15.79	15.38	73.91	68.42	56.41	21.74	15.79	28.21	46	38	39
8	15.00	7.41	19.35	55.00	77.78	70.97	30.00	14.81	9.68	40	27	31
All Grades	9.30	12.31	17.14	65.12	72.31	62.86	25.58	15.38	20.00	86	65	70

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
7	80.43	73.68	48.72	17.39	26.32	33.33	2.17	0.00	17.95	46	38	39
8	82.50	74.07	58.06	10.00	22.22	32.26	7.50	3.70	9.68	40	27	31
All Grades	81.40	73.85	52.86	13.95	24.62	32.86	4.65	1.54	14.29	86	65	70

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
7	17.39	7.89	10.26	39.13	55.26	30.77	43.48	36.84	58.97	46	38	39
8	10.00	7.41	6.45	37.50	40.74	38.71	52.50	51.85	54.84	40	27	31
All Grades	13.95	7.69	8.57	38.37	49.23	34.29	47.67	43.08	57.14	86	65	70

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
7	19.57	10.53	10.26	67.39	89.47	74.36	13.04	0.00	15.38	46	38	39
8	2.50	3.70	0.00	82.50	88.89	96.77	15.00	7.41	3.23	40	27	31
All Grades	11.63	7.69	5.71	74.42	89.23	84.29	13.95	3.08	10.00	86	65	70

Conclusions based on this data:

- Our ELPAC results show our 7th grade students 3.9pts shy of the target 1527 and our 8th graders 9.7pts above target on the summative ELPAC.
Of the four domains areas of strength are: speaking, writing, and listening.
- Even though our MLLs did not have full and consistent access to individual language supports due to staffing, they were successful due to the integrated supports provided in their ELA classes, English Language Development and their ability to build language skills in high interest elective classes (AVID, PUENTE, Financial Literacy, Choir, Band, Orchestra, Guitar, Leadership). Over the past three years, we have needed to rely upon our district MLL team and supports from external partnerships. Our teachers continue to integrate SDAIE strategies in all content areas, use of REALIA, as well as increased opportunities for reading informational text and project-based learning. We look forward to being staffed with a .50 EL Specialist position in 2026-27.

There will continue to be a focus on trust and relationship building with staff, culturally responsive teaching and pedagogy, the integration and use of technology for academic purposes, and curriculum and instruction to support

critical thinking skills and to ensure students are acquiring not only language proficiency, (Speaking, Listening, Reading, and Writing) but the 21st century skills that will help them to thrive in this global economy.

3. Our district provides a part-time English Language Specialist based on our MLL enrollment. The role is to meet with students offering support individually, small group and via classroom push in. Students will benefit when there are more focused and consistent language supports, via one on one and or small group instruction (pull out/push in), as well as the opportunity to attend elective classes to support areas of high interest, which promote academic language acquisition.

School and Student Performance Data

Student Population

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
405	77.8%	19.5%	0.2%
Total Number of Students enrolled in Anthony W. Ochoa 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	79	19.5%
Foster Youth	1	0.2%
Homeless	10	2.5%
Socioeconomically Disadvantaged	315	77.8%
Students with Disabilities	75	18.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	4.9%
American Indian	1	0.2%
Asian	31	7.7%
Filipino	57	14.1%
Hispanic	245	60.5%
Two or More Races	23	5.7%
Pacific Islander	15	3.7%
White	12	3%

Conclusions based on this data:

1. Although there have been significant changes in our enrollment numbers, our demographic and special population data breakdown are relatively consistent. In 2024-25 we began to create learning partnerships with our feeder

patterns (elementary schools) and our families. We increased family and community involvement, by offering parent workshops, literacy and technology classes as well as broadened our elective offerings so as to improve student engagement. We host drop in sessions, Coffee with the Principal at our feeder Elementary schools, hosted school tours, community-based open houses where we introduced incoming families and friends to other community and school resources.

In 2024 we were named a Community School and we will continue to maintain those partnerships and create new ones that support positive student enrollment and outcomes.

2. Hispanic, Filipino, and Asian groups are our highest represented demographic, it is imperative that we spend time learning about the cultures of all students, creating a safe and inclusive learning environment for all students that includes culturally and linguistically responsive instruction.

School and Student Performance Data

Overall Performance

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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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Yellow
Mathematics Yellow		
English Learner Progress Red		

Conclusions based on this data:

1. This past year our overall dashboard indicator for English Language Arts is in the Orange, falling 3 pts. Our multilingual learners progress had a significant decline, without the support of an English Language Specialist for the entire year. Through focused and consistent supports, we have started to realize significant gains in our Math scores. This has been achieved by reducing rates of chronic truancy and creating safe and inclusive learning environments for students that acknowledge their assets and integrates culturally and linguistically responsive instruction. We have implemented various SEL programs, a wellness center and student groups to support good

decision-making, healthy relationships, as well as restorative counseling sessions for students to aid in conflict resolution.

2. Chronic absenteeism has decreased by 2.5% through the education of students and families. As attendance meetings are held each month, we have an obligation to continue to educate both students families about the direct correlation between absenteeism and student academic success.
3. We can begin to improve our suspension rates are headed in the right direction; we are continuing to take a more restorative approach to discipline and maintain a positive school climate and culture. Providing more proactive opportunities to educate students and families about trends in behavior. Educating students on the steps toward pro-social conflict resolution; providing space for student meditations before conflicts arise. Inviting families to participate in those mediations to establish collaborative partnerships within the school community and more interactive Parent Day workshops, Coffee with the Principal (parents), and Kickbacks with the Principal (students) to educate and empower families.

School and Student Performance Data

Academic Performance English Language Arts

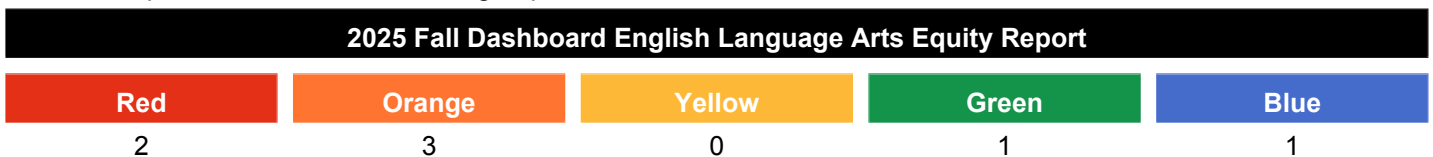
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
<p>Orange</p> <p>53.6 points below standard</p> <p>Declined 3 points</p> <p>376 Students</p>	<p>Orange</p> <p>91.9 points below standard</p> <p>Increased 3.1 points</p> <p>142 Students</p>	<p>Red</p> <p>109.1 points below standard</p> <p>Maintained 0.9 points</p> <p>66 Students</p>
Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>No Performance Color</p> <p>160.8 points below standard</p> <p>Increased 40.6 points</p> <p>11 Students</p>	<p>Orange</p> <p>62.2 points below standard</p> <p>Declined 5.9 points</p> <p>306 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>133.9 points below standard</p> <p>Increased 14 points</p> <p>70 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>90.1 points below standard</p> <p>Maintained 2.7 points</p> <p>18 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>13.5 points above standard</p> <p>Increased 21.2 points</p> <p>30 Students</p>	<p>Filipino</p>  <p>Green</p> <p>28.8 points above standard</p> <p>Increased 4.8 points</p> <p>52 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>78 points below standard</p> <p>Declined 3.5 points</p> <p>228 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>40.1 points below standard</p> <p>Increased 32.6 points</p> <p>22 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>89.6 points below standard</p> <p>Declined 49.4 points</p> <p>15 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>74.8 points below standard</p> <p>Declined 49.5 points</p> <p>12 Students</p>

Conclusions based on this data:

1. There was a small decline in our overall student outcomes, with specific groups such as MLLs, McKinny Vento, Asian, Filipino and Students with Disabilities showing growth.
2. We will continue to focus on progress monitoring of focal students, reading comprehension, writing and language acquisition with the use of culturally responsive, fictional novels with high interest topics, cross curricular instructional opportunities for students and daily reading strategies across content areas to promote student academic engagement.

School and Student Performance Data

Academic Performance Mathematics

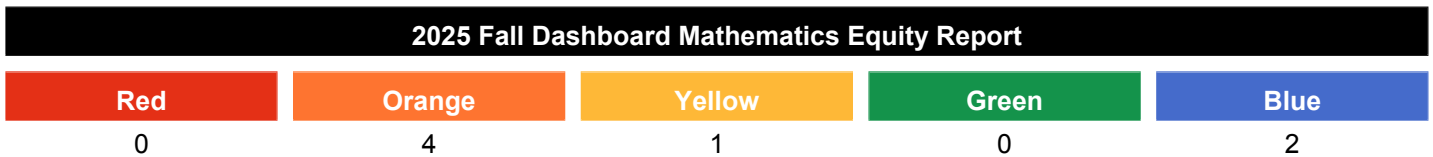
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>72.3 points below standard</p> <p>Increased 13.8 points</p> <p>379 Students</p>	<p>English Learners</p> <p>Orange</p> <p>111.4 points below standard</p> <p>Increased 20.1 points</p> <p>144 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>130.8 points below standard</p> <p>Increased 28.1 points</p> <p>65 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>143.2 points below standard</p> <p>Increased 69.6 points</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>81.6 points below standard</p> <p>Increased 11.3 points</p> <p>309 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>156.6 points below standard</p> <p>Increased 25.9 points</p> <p>69 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>113.6 points below standard</p> <p>Increased 41.6 points</p> <p>18 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>23.2 points above standard</p> <p>Increased 52.5 points</p> <p>30 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>4.9 points above standard</p> <p>Increased 17.4 points</p> <p>53 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>97.7 points below standard</p> <p>Increased 12.5 points</p> <p>229 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>55 points below standard</p> <p>Increased 12.7 points</p> <p>22 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>138.4 points below standard</p> <p>Declined 28.3 points</p> <p>15 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>69.4 points below standard</p> <p>Maintained -0.5 points</p> <p>12 Students</p>

Conclusions based on this data:

1. This past year we realized gains of over 13.8 points in mathematics. While most subgroups realized increases some as much as 41pts, just a few have either maintained or declined slightly. We offer several advanced level math classes (Geometry, Algebra 7, Algebra 8, Compression), the focus continues to be on the acquisition of basic math applications and math reasoning. Again, we will continue our focus on culturally responsive and linguistic teaching and pedagogy and demonstrate real world applications for the skill of mathematics.
2. We have invested in tutoring support and several web-based applications (IXL, GimKit, DESMOS) to further develop skills mastery and diagnostics of students. We will invest in teacher professional development to ensure students are able to engage academically and see the relevance and need for mathematical skills in their everyday lives. Focal student monitoring continues as a way to proactively identify needs for intervention.

School and Student Performance Data

Academic Performance Science

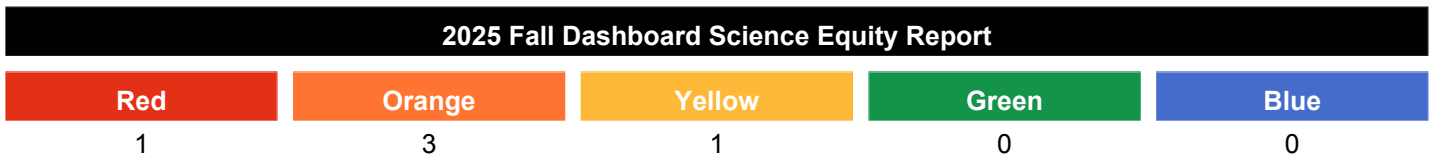
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>46 science points</p> <p>Increased 2.4 points</p> <p>197 Students</p>	<p>English Learners</p> <p>Orange</p> <p>37.4 science points</p> <p>Maintained 1.2 points</p> <p>68 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>31.2 science points</p> <p>Maintained -1.6 points</p> <p>31 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>43.9 science points</p> <p>Maintained 1.6 points</p> <p>157 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>35.2 science points</p> <p>Increased 8 points</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>65.8 science points</p> <p>Increased 15.1 points</p> <p>16 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>56 science points</p> <p>Increased 2.6 points</p> <p>29 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>41.8 science points</p> <p>Maintained 0.3 points</p> <p>121 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>40.3 science points</p> <p>Maintained -0.6 points</p> <p>11 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>

Conclusions based on this data:

1. Eighth graders take the CAST or CAASPP for Science each year. In 2025 overall scores increased with all subgroups maintaining or increasing outcomes. This can be attributed to project/challenge based learning opportunities students are engaging in each day. In 2025 our Science department brought the CELI, Climate Empowerment Initiative Program to Ochoa. Through this program students participate in standards-based, cross curricular science instruction that includes the CELI Garden Projects at Ochoa.

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 35.7 making progress. Number Students: 70 Students	Long-Term English Learner Progress  Red 27.5 making progress. 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 18.6%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 40%	Maintained ELPI Level 4 1.4%	Progressed At Least One ELPI Level 34.3%

Conclusions based on this data:

- Over the past two years our MLLs have been without the support of an on site EL Specialist and have been monitored as part of our focal student monitoring process. In spite of this, the California dashboard reports our ELL/MLLs have increased by twenty points. MLLs still fall 111 pts below standard. Additionally, our LTELs continue to make progress, increasing twenty-eight points, and exceeding the state average of four points.
- We will continue to focus on trust and relationship building between students and staff, culturally responsive teaching and pedagogy as a way to continue to build connectedness; Students will acquire language proficiency in the four domains (Speaking, Listening, Reading, and Writing).
- In 2026 Students will receive push in and individualized monthly monitoring and weekly push-in support from the .5FTE/ EI Specialist. Regular student success team meetings and individual student monitoring will support their reading, writing, speaking, and listening needs throughout the school year. In 2026 the EL Spec position will be between two sites and funded by the district office.

School and Student Performance Data

Academic Performance College/Career Report

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

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

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:

1. N/A- No data to report.
2. We have and will continue to invest in college and career readiness programs such as AVID & Puente at Ochoa. They give students a greater opportunity for success as they enter and go through high school and eventually onto higher education or the workforce. Each program will have an allocation of \$3000 to support purchases for multicultural books, student and parent orientations, college and career related field trips, parent meetings, student tutoring supports, organizational skills development, career-focused speaker series, and community-building activities.
3. The goal is to continue to grow these programs by increasing the number of sections offered. We will provide opportunities for all staff to become AVID trained so that the reading, writing, critical thinking and focused note taking strategies are integrated school-wide. To promote a college-going culture, we have incorporated a virtual college tour

series and career-focused speaker series to engage students in the college and career readiness programs. Additionally, each year our school counselors support visits to college campuses and host a college and career day where students can learn and explore career possibilities.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>21% Chronically Absent</p> <p>Declined 3.9</p> <p>410 Students</p>	<p>English Learners</p> <p> Orange</p> <p>24% Chronically Absent</p> <p>Declined 4.6</p> <p>100 Students</p>	<p>Long-Term English Learners</p> <p> Orange</p> <p>25% Chronically Absent</p> <p>Declined 5.1</p> <p>72 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>64.3% Chronically Absent</p> <p>Maintained 0</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>22.3% Chronically Absent</p> <p>Declined 3.9</p> <p>336 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>28.2% Chronically Absent</p> <p>Declined 10</p> <p>78 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>28.6% Chronically Absent</p> <p>Declined 7.4</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Green</p> <p>6.5% Chronically Absent</p> <p>Declined 1.4</p> <p>31 Students</p>	<p>Filipino</p>  <p>Green</p> <p>8.8% Chronically Absent</p> <p>Declined 4.4</p> <p>57 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>22.6% Chronically Absent</p> <p>Declined 5.3</p> <p>248 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>20% Chronically Absent</p> <p>Declined 3.5</p> <p>25 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>53.3% Chronically Absent</p> <p>Increased 14.2</p> <p>15 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>25% Chronically Absent</p> <p>Declined 1.7</p> <p>12 Students</p>

Conclusions based on this data:

- In 2025, chronic absenteeism declined by over 3.9% and 5% the year prior. There are however, specific demographics that continue to struggle with issues of truancy. Improvements for specific populations, can be attributed to the following:

 - Adding a focal student team that provides weekly academic check-ins
 - Providing incentives, and awards as positive reinforcement for improved attendance
 - Continuing to educate students and families via weekly communications, parent workshops etc of the correlation between student outcomes and attendance. parent/student conferences.
 - Attendance contracts
 - Student focal monitoring with focus on specific populations
- Starting with the 2026-27 school year, we will implement an attendance recovery plan to ensure students are able to recoup lost learning time up to the required minimums as providing by CDE. We will continue working diligently with our Child Welfare & Attendance (CWA) office, HPN Positive Attendance Care Team (PACT) and HPD to improve in this area; relying on their support with well-child visits as needed. We have also added technology within the departments to allow for hybrid instruction when students must be absent for COVID-related concerns and other short-term absences.
- We will continue to implement various incentives throughout the year to support positive attendance outcomes. Personal outreach by Attendance, AP, Community Schools Spec. and Family Engagement Spec., Incentives will include and are not limited to: donated prizes from various community partners such as gift certificates, postcard mailings, gift cards, prizes, and other incentives for milestone attendance improvements.

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.



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

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

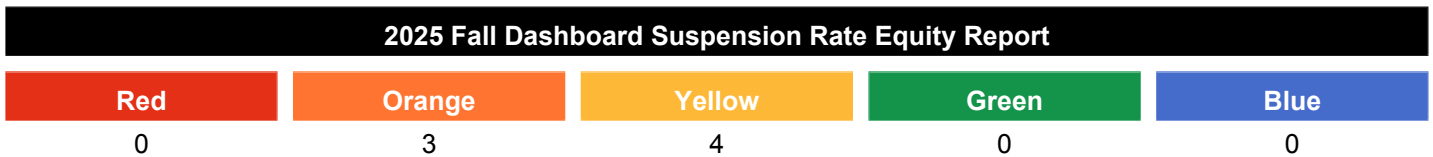
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
<p>All Students</p> <p>Yellow</p> <p>10.2% suspended at least one day</p> <p>Declined 2%</p> <p>421 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>11.7% suspended at least one day</p> <p>Declined 4.3%</p> <p>103 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>12.3% suspended at least one day</p> <p>Declined 5.5%</p> <p>73 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>21.4% suspended at least one day</p> <p>Increased 2.7%</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>11% suspended at least one day</p> <p>Declined 1.6%</p> <p>344 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>13.6% suspended at least one day</p> <p>Declined 5.9%</p> <p>81 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>14.3% suspended at least one day</p> <p>Declined 21.7%</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Yellow</p> <p>8.8% suspended at least one day</p> <p>Declined 4%</p> <p>34 Students</p>	<p>Filipino</p>  <p>Yellow</p> <p>3.4% suspended at least one day</p> <p>Maintained -0.2%</p> <p>59 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>11.5% suspended at least one day</p> <p>Increased 0.9%</p> <p>252 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>20% suspended at least one day</p> <p>Increased 14.4%</p> <p>25 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 13%</p> <p>16 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>7.7% suspended at least one day</p> <p>Declined 19%</p> <p>13 Students</p>

Conclusions based on this data:

1. In 2025 our suspension rate decreased 2% to 10.2%, though a few subgroups have had slight increases. Each year we take a proactive approach to issues of discipline by providing conflict management strategies and restorative conversations with students and families; school-climate assemblies, and parent education through weekly parent and student letters, monthly coffee with the principal, quarterly parent days etc. we have reduced the number of repeat suspensions consistently each school year. our California Healthy Kids Survey. (CHKS) shows that we consistently out pace the state average and our California Parent Survey data has regular positive gains in this area around student belonging and connectedness.
2. Middle school students make mistakes; it's the repeated instances that drive the numbers up. As a result of our restorative practices the rate of recidivism decreases. We will continue to proactively educate students and families about EdCode and expectations for culture and climate to ensure the number of repeat offenses continues to decline. Empowering students to make better choices.
3. Our suspension rate is being addressed in the following ways:
 - Implementation of Restorative Practices and Positive Behavioral Interventions, alternative means to suspension, and expulsion for students such as a climate room supervisor to support student learning around discipline; Our climate room uses the Advantage Press Discipline Management System as a way to help students learn through their discipline; Creation of a wellness space for students/staff who may need time to regroup
 - The administrative staff changed our lens through which we think of discipline and shared this new focus with staff, students, and families. We began in Aug/Sept by taking a more proactive approach to discipline; having each teacher teach to a specific behavioral expectation based on the locations within our school site.
 - For the past few years, we have had a staff-wide book study on Culturally Responsive Teaching and the Brain; we continue to integrate the concepts of trust and relationship building throughout all of our teacher/staff professional development opportunities.

-Each year our staff completes a book study about culture and climate; Culturize, by J. Casas, CRT & The Brain, Grading for Equity, The Teacher 50 to name a few we share these focus areas with staff and families at orientations and family meetings at various times throughout the school year.

-Implementation and integration of restorative circles with students and families providing students with reflective assignments as a tool for learning about making better choices, and student conflict management via mediated conversations (staff, students, admin)

-Advanced counseling interventions where appropriate; such as substance safety and awareness programs with Youth and Family Services and Fred Finch

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.

Deeper Learning -- Language and Literacy

Deeper Learning -- Develop Language and Literacy across content areas. All students will receive culturally responsive literacy instruction that is tailored to their needs, as measured on State (CAASPP ELA) and local assessments. All students will increase performance on CAASPP ELA by 10% annually.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

21st Century Success in ELA : All students will master the Common Core Standards in ELA or demonstrate growth towards mastery.

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.

Current data indicates that students are performing more than 50 points below standard in this area, demonstrating a significant need for targeted instructional intervention and support. Student groups most impacted include multilingual learners (MLLs), long-term English learners (LTELs), socioeconomically disadvantaged students, and students with disabilities, all of whom fall within the Red to Orange performance bands. Conversely, Asian and Filipino student groups are exceeding standards in this area. Due to declining enrollment, seven additional student groups are not reported because subgroup populations fall below the state reporting threshold of 10 students.

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
Classroom Observations (formal/informal)	Monthly focal student review data	Increase project based and collaborative instruction by 10% from prior year. Use of high interest content in a collaborative and project based instructional formats to better engage students.
CAASPP & ELPAC testing	53pts Below standard	Improve student outcomes in ELA from the prior year; 10% increase in number of students in the Met and Exceeded categories.
HMH Growth Measure; Adaptive Benchmark Assessment (ELA)	Quarterly Growth Measure review	Student improved outcomes in ELA
Improved quarterly grades	Qtr 1-4 grade review	Quarterly grades will progressively improve by quarter 4.
Professional Development, Staff Mtg, PLC, Collaboration Mtg Agendas & Minutes	Cycles of inquiry	Increased student engagement through project based learning opportunities and engaging instruction

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Ochoa Middle School will provide teachers with literacy-focused professional learning and regularly scheduled collaboration time to strengthen instructional practices and improve student outcomes in English Language Arts. Through collaborative data analysis, review of student work, and ongoing progress monitoring, teachers will identify instructional next steps and implement targeted, equitable interventions and enrichment opportunities during the school day. Special attention will be given to the needs of student groups requiring additional support and acceleration, including multilingual learners (MLLs), long-term English learners (LTELs), students with disabilities, and GATE students, with a continued focus on ensuring equitable access and achievement for all students.</p> <p>AVID Excel for MLLs</p>	<p>All students will benefit from this strategy particularly subgroups with predictable outcomes.</p>	<p>4,000 Title I 4000-4999: Books And Supplies Updated , high interest reading materials for SSR; culturally relevant novels; Scholastics magazines. Other supplemental literacy focused edtech applications; flocabulary, nearpod, CANVA, etc</p> <p>None Specified 5000-5999: Services And Other Operating Expenditures</p> <p>3000.00 Title I 1000-1999: Certificated Personnel Salaries Professional development through conferences and other resources for teachers that support literacy across all content areas; ; PIQE, Parent literacy workshops trainings; Deeper learning Conf. Through their PLCs, teachers will participate in PD around project based/challenge based learning and participate in cycles of inquiry. Teachers are afforded release time for observation of other teacher leaders to improve and grow their practice.</p> <p>2,000 Title I 1000-1999: Certificated Personnel Salaries Tutoring support & attendance recovery programs; Ochoa staff and outside tutoring partners</p>
1.2	<p>Provide professional development (by Admin and ILT) that strengthens learning partnerships, increases student engagement, and supports equitable instructional practices. Staff will continue to participate in ongoing professional learning opportunities designed to meet the needs of our diverse student population. Emphasis will be placed on the implementation of district Anti-Bias/Anti-Racism (AB/AR) policies and culturally responsive teaching practices to foster inclusive</p>	<p>all students</p>	<p>3000. Title I: Schoolwide Program 5000-5999: Services And Other Operating Expenditures Supplies, books and other professional learning materials</p>

	and supportive learning environments. To deepen this work, staff will engage in an annual professional book study focused on equity, inclusion, and culturally responsive practices. *AVID Excel for ELD *ELPAC Academies		
1.3	Teachers will participate in Professional Learning Communities (PLCs), Instructional Leadership Teams (ILTs), and other collaborative structures to design rigorous, engaging, standards-aligned units and lessons aligned to the California Common Core State Standards. Through ongoing collaboration, teachers will analyze student work within and across departments to monitor student progress, calibrate expectations, and ensure students are meeting grade-level standards. Teachers will also engage in the sharing of best practices, peer observation, and reflective dialogue focused on instructional effectiveness, student engagement, and improved student outcomes.	all students; with a focus on subgroups falling below standard.	

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.

This year students have opportunities to improve in this area with ELD course offerings, consistent and focused SSR across departments, creating podcasts in the English classes and elective offerings like choir and afterschool theater club, debate and poetry clubs.

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

With these initiatives, students continue to approach standard.

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.

Students will continue in these focus areas to improve their literacy skills development, use of AVID program strategies like Socratic seminars that support all areas of literacy and critical thinking. We will continue to provide culturally responsive content in our libraries and encourage regular visits school-wide. *Note* This year we will be reduced to a part-time (.50 FTE) Library Media Tech as a result of the district budget solutions plan.

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.

Deeper Learning -- Mathematics

Deeper Learning -- Mathematics: All students will receive differentiated mathematics instructions and support through an equity lens, as measured on State (CAASPP Math) and local assessments. All students will increase performance on CAASPP Math by 10% annually.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students master the Common Core State Standards as demonstrated on the CAASPP California Assessment of Student Performance and Progress

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.

While students realized an overall increase of 13.8 points, they continue to underperform in this area. Populations of concern are MLLs, LTELs, Students with disabilities, and socially and economically disadvantaged students. This year, more deliberate and focused test review and skills building can account for this increase.

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
Classroom observations (formal/informal)	Observations of classroom instruction at the start of the year	Increased collaborative math learning opportunities
Improved outcomes on standardized tests (CAASPP)	Current CAASPP/Math outcomes	2024 CAASPP math outcomes will improve by 10 pts from the year prior (62 pts or less from standard)
Improved mathematics grades with each quarter.	Quarter 1-4 grades	Improved grades as evidenced by progress monitoring.
Quarterly benchmark assessments for Math (MDTP)	Baseline data at the start of the year	Improved outcomes due to collaborative instruction at year end.
Professional Development, Staff Mtg, PLC, Collaboration Mtg Agendas & Minutes	Comparative analysis of math grades during the year; baseline levels of student engagement	Increased use of project based learning and interactive student practice to improve 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
2.1	Ochoa Middle School will provide teachers with focused collaboration time to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it. This year we will focus on vertical articulation for all students; Using EdTech and	All students	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures

	PD/collaboration to create opportunities to build their knowledge of mathematics concepts and procedures and math reasoning skills.		Teacher Professional development and collaboration that supports vertical articulation, project based math instruction opportunities for students and supplemental math based resources 2,000 Title I 4000-4999: Books And Supplies Materials related to math instruction including ed tech applications, manipulatives, and books etc. Math supports such as lunchtime, after school tutoring by staff and outside tutoring contractors; math academy LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Other supplemental mathematics focused edtech and applications such as Gimkit, Kahoot, and Blooket and others
2.2	Through their PLCs, teachers will participate in PD around project based/challenge based learning and participate in cycles of inquiry. Teachers are afforded release time for observation of other teacher leaders to improve and grow their practice.	All students	

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.

Students have received individual focal supports as well as tutoring and progress monitoring as interventions in this area. While there have been improvements however there are a couple of student groups that might benefit from additional support; students with disabilities, and our multilingual learners.

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

Students continue to be slightly below standard here .

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.

Students continue to work on skill building and reasoning abilities with various district and site specific applications such as IXL, DESMOs, and the math adoption

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.

Deeper Learning -- English Language Development

Deeper Learning -- English Language Development: Multilingual students will receive instruction that increases their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by one or more proficiency (1-2-3-4) levels annually.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students will improve by one or more proficiency level on the ELPAC test annually.

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.

Student performance data indicates that the majority of students are performing within the Near Standard range across all assessed domains, demonstrating developing proficiency in literacy skills. Reading performance shows that 57.10% of students are Near Standard, while 35.65% are Below Standard and 7.24% are Above Standard, indicating a continued need for targeted reading intervention and literacy support. Writing remains an area of concern, with 39.28% of students performing Below Standard and only 10.86% exceeding standards. Listening represents a relative area of strength, with 69.17% of students performing Near Standard and only 21.94% Below Standard. In Research/Inquiry, 60.28% of students are performing Near Standard and 14.17% Above Standard, suggesting students are developing foundational inquiry and presentation skills.

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
Progress Monitoring	Monthly grade monitoring for MLL and RFEP students	Final quarter grades for ELL and RFEP students
HMH Growth Measures Assessment (ELA for MLLs & LTELs)	HMH Baseline measures 2025	End of year HMH growth measures will show positive progress
Annual Reclassification Rates	Number of students identified as RFEP (2025)	Percentage of RFEPs increases 10% annually.
Professional Development, Staff Mtg, PLC, Collaboration Mtg agendas and minutes	Students will begin to acquire language skills through focused progress monitoring	Increases student outcomes in ELA and Math
ELPAC Outcomes in each domain (Levels 1-4)	ELPAC outcomes from prior year.	Increase ELPI levels by 1 or more annually

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	<p>Implement Structured Literacy and Writing Across the Curriculum</p> <p>Teachers will implement evidence-based literacy strategies across all content areas with an emphasis on close reading, academic vocabulary development, structured writing routines, and discourse-based instruction. Professional development and collaboration time will support teachers in utilizing scaffolded instructional practices, formative assessment, and differentiated supports for multilingual learners (MLLs), long-term English learners (LTELs), socioeconomically disadvantaged students, and students with disabilities. Teachers will regularly analyze student work and assessment data to identify students requiring targeted intervention and enrichment opportunities during the school day.</p>	Our Multilingual Learners (MLLs, LTELs, and RFEP) will benefit from focused small groups	<p>1329.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development for staff to support the needs of ELLs and RFEPs; Tutoring ; and language support academy</p> <p>LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries ELPAC Academies; Technology courses for EL families, to build agency and life-skills that will enable families to learn to better support the needs of their students. Learning partnerships: PIQE, Adult School etc, Familia Adelante, Bully Proof</p>
3.2	<p>Strengthen Tiered Intervention and Targeted Small-Group Instruction Through MTSS</p> <p>The school will strengthen its Multi-Tiered System of Supports (MTSS) by providing targeted small-group intervention during the instructional day focused on reading comprehension, academic writing, and language development. Students identified through assessment data as performing below standard will receive additional instructional support utilizing research-based intervention programs, progress monitoring, and strategic intervention cycles. Teachers, intervention staff, and support teams will collaborate regularly to monitor student growth and adjust supports to ensure equitable access and improved outcomes for all student groups.</p>		
3.3	<p>Continue student engagement, by providing high-interest electives and enrichment opportunities that naturally integrate reading, writing, speaking, listening, and inquiry skills with the use of Elective offerings:</p> <p>Language Labs Journalism and Digital Media Podcasting and Broadcasting AVID or College and Career Readiness Debate and Public Speaking Creative Writing and Storytelling Leadership and Student Government Drama and Performing Arts</p>	all MLLs	

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.

This year our multilingual learners achieved an overall performance level of "3" on the ELPAC (English Language Proficiency Assessment for California). Increasing their ELPI by 1 level.

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

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

For the past three years, students have not had consistent access to integrated instructional support from the site English Language Specialist due to a staffing vacancy. The school looks forward to restoring these critical supports through the addition of a district-funded 0.50 FTE English Language Specialist position, which will strengthen designated and integrated ELD services across the campus. In addition, the implementation of two grade-level specific ELD classes will provide targeted language development and academic support for students requiring additional assistance in English language acquisition and literacy development.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Deeper Learning -- Visual and Performing Arts (VAPA)

Deeper Learning -- Visual and Performing Arts: Ochoa Middle School will promote arts education, through an equity lens, by ensuring that all students have access to VAPA-related activities each year, either through standalone VAPA course offerings (e.g. Art, Theatre, Music) or through school-wide activities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase student enrollment in the VAPA program by 10% annually; through the arts, students learn self expression required when accessing the English Language. The VAPA programs supports the development of reading, listening, speaking, and writing skills.

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.

This year, we graduated many of our 8th graders, enrolled in the VAPA Program. So our VAPA program's success is dependent upon continued education, marketing and recruitment of students from the elementary level to maintain continued growth.

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
VAPA Enrollment (all programs)	2025-26 VAPA program enrollment	Increased enrollment and participation in the VAPA programs by 5% annually.
Recruitment efforts and advertisements	2024-25 VAPA program enrollment one hundred-fifteen students	Increased enrollment and participation in the VAPA programs by 5% annually. (tentative 184 students)
Department and district collaboration meeting agendas and minutes	Prior year's VAPA program enrollment one hundred-fifteen students	Increased enrollment and participation in the VAPA programs by 5% annually. (tentative 184 students)

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Ochoa Middle School will promote arts integration by offering VAPA course offerings, hosting performances, showcasing student work (2+), providing teachers with arts integration professional development, offering additional sections, and offering after school enrichment, etc. Increase enrollment and experiences in and with the visual and performing arts so that all students	VAPA enrolled students	500.00 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Art Galleries, School Performances, Family Nights (by dept) 3000.00

	are eligible to select a VAPA elective course that will provide exposure to the arts.		Title I 4000-4999: Books And Supplies Annual program offerings, ed tech to support collaboration, and related supplies. 500.00 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Marketing campaign to support the continuous growth of VAPA programs.
4.2	The VAPA Programs require various performances, where student skills are assessed and developed such as Chabot's invitational and Ohlone's end of year invitational performances.	Enrolled VAPA Students	

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.

This year we realized an increase in the number of students electing to enroll in the VAPA programs: Vapa offerings include Art, Intro to Architecture Chorus, Guitar/Piano, Band and Orchestra.

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

Currently our newest sections of the will be funded through Prop 28 grant funds to support new VAPA Programing

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.

Most sections of the VAPA programs will be funded through Prop 28 grant funds

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Relationship-Centered Schools -- School Climate and Social Emotional Learning

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

All students will have access to a safe and welcoming school environment. Ochoa will promote a focus on the whole child by ensuring that all students have access to MTSS that includes SEL related supports annually, either through stand alone SEL curriculum or culture/climate initiatives. All students and families will report a 10% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS), Panorama and other student/family surveys. The school will use survey data to measure student growth in SEL based on the SEL-related strategies the site implements.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase district survey outcomes by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school.

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.

The CHKS is a survey completed by 7th grade students each year. In 2025-26 there have been positive changes in the following areas school connectedness (+14), parent connectedness (+32) and school appearance (+26), exceeding the state average in most areas. 7th graders report a decrease in bullying and harassment however this continues to be an area of improvement.

At Ochoa, the role of Family Engagement and Equity Specialist is crucial to supporting students and families when there are external barriers to their learning. Students and families who need resources and have concerns around things such as food insecurity, housing insecurity, language barriers, and so much more require the support of this role. Our SSC has committed to supporting the additional 20 hours for this position, provided funding does not avail itself through another source. When there are issues with the family, it often occupies students too, which creates a barrier for their learning. Family support varies, but includes our Ochoa Closet, Adopt A Family initiatives, and Spirit N Giving fundraisers. We want our students to thrive so we work to support the needs of the whole child.

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
District Survey-Panorama (staff, parents, students)	prior year survey results	improved positive outcomes by 5%
School Mid Year & Year End Survey (Students & Staff) School Climate & Student Connectedness	prior year survey results	improved positive outcomes by 5% annually
California Healthy Kids Survey Data	prior year CHK Survey results	5% increase from 2025-26 survey data

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
5.1	Ochoa Middle School will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices. We will continue with our PBIS/Restorative Programs to encourage positive behavioral outcomes. Additionally staff book studies to support professional development.	All students	3,000 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies SEL Supports: Ed tech, Character Strong, PBIS and restorative practices. School currency, drug and alcohol awareness program and positive interventions/store None Specified None Specified LCFF 1000-1999: Certificated Personnel Salaries SEL Counselor or Youth Intervention Specialist position;
5.2	Workshops & PDs: PIQE Parent Workshops, Familia Adelante, Coffee with the Principal and quarterly parent days support this initiative and 2 Annual SEL Days, and Community events to support positive climate and culture	all students	
5.3	Our SSC wishes to continue with the level of support currently offered by the FES position in the retention of our Family Engagement & Equity Specialist position, twenty hours, provided there are no additional/other funding sources for the position. Funding toward twenty hours of family engagement. Therefore, twenty hrs for this position, if not funded by another source, will be divided equally between LCFF, Title I, and Community Schools grant for the coming year.		15000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 15000 Title I 2000-2999: Classified Personnel Salaries

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.

We continue to build relationship centered practices with all stakeholders. This has had positive outcomes in student reporting they feel safe at school and families and staff report positive climate and culture for learning.

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

We will continue with partnerships above as well as work to develop new partnerships that will improve family/student/staff connectedness.

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.

As a result of budget solutions planning, will need to now rely on site LCFF and Title 1 funding and community schools grant funds to support these initiatives. There has been a reduction of resources through the community schools grant, that are projected to decline in 2026-27 and 2027-28 school years in spite of the increased need for support in this area.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Relationship-Centered Schools -- Parent Engagement

Relationship-Centered Schools -- Parent Engagement: Ochoa Middle School will increase the number of parents participating in school activities, including parent advocacy groups (SSC, SBDM, AASAI) and Coffee with the Principal and Qtrly Parent days, by 10% annually.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Creating relationship centered schools

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.

Ochoa has grown significantly in this area as a result of the work of the family engagement specialist. This 2024-25 CHKS reports parent connectedness/engagement increased by 32pts, exceeding state outcomes. The 2024-25 California Parent Survey 53% of parents strongly agree they are encouraged to be active partners and 48% agree.

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
Surveys; Panorama, LCAP; Site-Level	2024 -25Outcomes	Positive outcomes (i.e. students feeling supported; positive climate/culture indicators)
Parent Participation and engagement	Parent Mtg Attendance: SSC; SBDM; Coffee with Principal; AASAI, ELAC; Qtrly Parent Days and other school events	Increased parent engagement
Family & Community Engagement Rubric	in 2024 we were in the Emerging to Developing category	As we close 2026 we are in the Developing to Thriving categories on the Family & Community Engagement Rubric (F&CE) Rubric.

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
6.1	Ochoa Middle School will continue to provide additional options and opportunities for parents to participate in school activities by offering more flexible timing and mediums for meetings, interpretation for parents, and more emphasis on parent-requested topics of discussion. The goal is to create a learning partnership with the family that allows for input from all community stakeholders.	All students/community	3,000 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures

			Parent workshops, promotion, and training tools (books, ed tech applications etc) 1,500 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Parent workshops, promotion, and training tools (books, ed tech applications etc) and related materials LCFF Supplemental and Concentration Funds 0000: Unrestricted Equipment and supplies for the parent center, Ochoa Closet to support parental involvement.
6.2	Invitations for parents to attend annual conferences such as AAREA, CAASA etc	All families	4500 Title 1: Parent Allocation 5000-5999: Services And Other Operating Expenditures

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.

Ochoa is working to develop the Parent Leaders/Partnership program; we have worked to engage students/families in our feeder pattern and beyond so as to begin building and recruiting our community of learners in advance of their arrival. This is achieved using various surveys and opportunities for input from parents and all other stakeholders. Technology such as Padlet, Panorama, Google Meets, Meeting Owl programs and other sources of technology support two-way communication opportunities with the community.

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

6th grade families are invited to various parent meetings with PIQE, Coffee with the Principal, Familia Adelante, ScreenAgers Series: Raising Kids in the Digital Age.

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.

Ochoa has recently been named a Community School. The associated funding will help us better support the needs of students and families as well as build parental involvement, through our new buddy program. In 2025-26 we hosted our first of a series of parent workshops about digital literacy and other social emotional supports.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Ochoa Middle School will decrease chronic absenteeism by 5% for the 2026-27 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Improved student attendance and engagement. Our goal for attendance rate is 98% or above. We are currently holding at 95%

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 to create learning partnerships with our families and engage the community by providing resources for families and students that remove barriers to learning. Additionally, through consistent partnership with CWA and the HPN Positive Attendance Care Team (PACT).

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
Monthly attendance reports	Monthly reports from prior years	98% attendance rate
Chronic Absenteeism rate	Prior year's rate (21%)	16% chronic absenteeism rate

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
7.1	<p>Ochoa Middle School staff (Teachers, Attendance Clerk, FES, AP, Counselors) will continue focal monitoring; collaborate with the district's Child Welfare and Attendance division weekly, to reduce barriers to attendance, including early intervention and COST services.</p> <p>Host parent conferences and workshops to educate families about attendance goals and the impact positive attendance has on academic outcomes.</p> <ul style="list-style-type: none"> -Focal student team that provides regular academic check-ins -Providing incentives, and awards as positive reinforcement for improved attendance -Continuing to educate students and families via weekly communications, parent workshops etc of 	All students identified as chronically truant	<p>2000. Title I Part A: Parent Involvement 0000: Unrestricted</p> <p>1500. Title I 2000-2999: Classified Personnel Salaries Parent education through various monthly meetings; Coffee, Truancy Support Meetings etc. 700 LCFF Supplemental and Concentration Funds 0000: Unrestricted</p>

	<p>the correlation between student outcomes and attendance. parent/student conferences.</p> <ul style="list-style-type: none"> -light refreshments for parent meetings and workshops -Attendance contracts -Student focal monitoring with focus on specific populations 		Attendance related educational materials and supplies. Incentives, rewards, and positive behavioral program
7.2	<p>We will continue working diligently with our Child Welfare & Attendance (CWA) office, HPN Positive Attendance Care Team (PACT) and HPD to improve in this area; relying on their support with well-child visits as needed. We have also added technology within the departments to allow for hybrid instruction when students must be absent. This is a way to recoup lost instructional time.</p> <ul style="list-style-type: none"> -site wide campaign requiring posters and bulletins -quarterly awards ceremonies and related activities to incentivize students -school-wide attendance promotion campaign 	All truant students	LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Incentives & Awards

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.

In 2025, chronic absenteeism is recorded as 21%; this is a decline by 3.9% from 2024 and 5% the year prior. There are however, specific student populations that continue to struggle with issues of truancy. Ochoa will continue to educate students and families proactively and often about the impact of positive attendance on academic outcomes.

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

We will continue to remove and or minimize barriers to student attendance/learning; offering AC transit bus cards, and other transportation resources.

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.

Ochoa was named a Hayward Community School in 2023, which funds the role of the Community School's Specialist (1FTE) and a portion of the Family Engagement Specialist Role (.5 FTE or 20 hrs).

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

Technology Development (Students, Staff, and Families)

Deeper Learning-Students will have an opportunity to learn with various technology focused programs and applications to support instructional proficiency and time management; and as a way to develop their skills in a 21st century learning environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Deeper Learning-Integration of technology for learning

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.

Professional development for staff will include literacy-based instruction, SDAIE strategies to support the integrated ELD model, building learning partnerships with families, CPR Training and more. Student engagement and 21st learning skills are supported by integrating educational technology to encourage academic engagement. Our Community has agreed that students will continue to use the following EdTech resources to support this goal such as: All Clever based Apps, Padlet, Brainpop, Scholastics Magazine (Science/ ELA), Gimkit, Kahoot, Canva, ClassroomScreen, NewsELA, IXL and Language Lab Tech tools.

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
Student and staff capacity and technology acumen.	Pre assessment and self inventory of students/teachers	Post assessment and self inventory of students/teachers
Professional development agendas and training presentations.	Pre assessment and self inventory of students/teachers	Post assessment and self inventory of students/teachers

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
8.1	Students and staff will work to integrate more ed technology in their instruction and learning for their specific content areas. Ex: staff are using their Newline Monitors and related web based technology to facilitate student engagement and learning.	All students and chronically absent students improved attendance outcomes.	
8.2	Staff professional development to support the use of integrated technology for education tools & costs associated with EdTech	All Students	5,000 Title I 5000-5999: Services And Other Operating Expenditures 5000.00

8.3	Site-wide school climate and culture initiatives	All students	
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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.

Ochoa purchased a MAC computer lab in Nov. 2022 with CSI funding. This lab supports technology growth and development for students ,staff and families; it supports ELA Skill building, Language acquisition and school climate and culture. Students are able to develop their research skills, speaking and listening skills by creating podcasts, STEM, and use this space as a language lab with the addition of various applications like IXL and Rosetta Stone Language Learning program. We continue to identify new ways to integrate technology into student learning experiences. Each year we add programs to support increased technology, in 2025-26 students will now have access to the adobe creative suite, this is a free ed tech platform offered by our district EIT.

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

This purchase and technology integration was made possible with CSI grant funding. We will continue to find ways to integrate the use of tech and 21st century skills in daily instruction for students using other funds as these are no longer available to us.

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.

Now with site funding, we will do our best to support integration of new ed technology to improve their research skills, public speaking skills. and increase their awareness of technology focused career pathways This supports our english language development, for our MLLs and LTELs.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

Science: Improve science outcomes on CAASPP and increase S.T.E.A.M opportunities

Deeper Learning -- Science (8th grade): All students will receive Science instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Science) and local assessments. All students will increase performance on CAASPP Science by 10% annually.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All 8th grade students are required to demonstrate mastery of the Next Generation Science Standards as demonstrated on the CAST; California Science Test (CAASPP for Science).

Identified Need

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

There was a slight increase in 2025, 2.4% in outcomes for our 8th grade students assessed in CAASPP science score/CAST. As a district we are working to adopt a new NGSS aligned science curriculum after many years. Additionally, our site has experienced a significant amount of attrition in the science department. We are doing our best to maintain stability here, however reduced enrollments have required a reduction in staff here.

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
Quarter grades CAASPP test results (8th grade)	2025 CAASP scores	Students will increase scores on the CAST by 5-7%

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
9.1	new NGSS science curriculum adoption & supplemental instructional resources.	8th graders	3,500 Title I 5800: Professional/Consulting Services And Operating Expenditures
9.2	STEM & STEAM related programs and or clubs	all students	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures

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.

Ochoa's 8th graders increased their scores from the previous year by 2.4%. This is positive growth however, we continue to review science curriculum, clubs and extra curriculars that will best support student outcomes. With the new Science adoption from 2025, we anticipate continued growth.

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

We plan to utilize our site funds to offer more project-based and challenge focused learning opportunities. Additionally with the support of funding through the Climate & Environmental Learning Initiative (CELI) Grant, student will have opportunities for more cross-curricular learning opportunities as they did this year. ie. site wide garden to table projects and cross curricular lessons about climate and sustainability.

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.

We will need to revisit the funding allotted for these projects as the CELI club funding has not yet been shared with our site.

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 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.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$74,029.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

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	\$40,329.00
Title I Part A: Parent Involvement	\$5,000.00

Subtotal of additional federal funds included for this school: \$45,329.00

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 (\$)
LCFF - Supplemental	\$15,000.00
LCFF Supplemental and Concentration Funds	\$6,200.00
Title 1: Parent Allocation	\$4,500.00
Title I: Schoolwide Program	\$3,000.00

Subtotal of state or local funds included for this school: \$28,700.00

Total of federal, state, and/or local funds for this school: \$74,029.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	\$21,398.00	21,398.00
Title I	\$52,829.00	12,500.00
Unrestricted	\$12,315.00	12,315.00
Other		

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	15,000.00
LCFF Supplemental and Concentration Funds	6,200.00
Title 1: Parent Allocation	4,500.00
Title I	40,329.00
Title I Part A: Parent Involvement	5,000.00
Title I: Schoolwide Program	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,700.00
0001-0999: Unrestricted: Locally Defined	1,500.00
1000-1999: Certificated Personnel Salaries	5,000.00
2000-2999: Classified Personnel Salaries	31,500.00
4000-4999: Books And Supplies	12,000.00
5000-5999: Services And Other Operating Expenditures	13,500.00
5800: Professional/Consulting Services And Operating Expenditures	7,829.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

2000-2999: Classified Personnel Salaries	LCFF - Supplemental	15,000.00
0000: Unrestricted	LCFF Supplemental and Concentration Funds	700.00
0001-0999: Unrestricted: Locally Defined	LCFF Supplemental and Concentration Funds	1,500.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	3,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	1,000.00
5000-5999: Services And Other Operating Expenditures	Title 1: Parent Allocation	4,500.00
1000-1999: Certificated Personnel Salaries	Title I	5,000.00
2000-2999: Classified Personnel Salaries	Title I	16,500.00
4000-4999: Books And Supplies	Title I	9,000.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,829.00
0000: Unrestricted	Title I Part A: Parent Involvement	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	3,000.00
5000-5999: Services And Other Operating Expenditures	Title I: Schoolwide Program	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,000.00
Goal 2	2,000.00
Goal 3	1,329.00
Goal 4	4,000.00
Goal 5	33,000.00
Goal 6	9,000.00
Goal 7	4,200.00
Goal 8	5,000.00
Goal 9	3,500.00

School Site Council Membership

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

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

Name of Members	Role
Sarah Carpenter	Classroom Teacher
Emmaline Tibon	Parent or Community Member
Sonia Hiester	Other School Staff
Adrian Estacio	Classroom Teacher
Paulette Frichettevong	Parent or Community Member
Blanca Gamino-Valverde (non-voting ELAC)	Parent or Community Member
Makilia Rowe-Andrews	Principal
Kenia Cerros (non voting DELAC)	Parent or Community Member
Sumeet Naidu	Classroom Teacher
Isabella Figeroua	Secondary Student

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

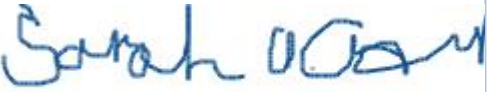

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Other: Family Engagement Specialist, Teachers, Parents, Admin, ELAC REP, DELAC VP

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

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

This SPSA was adopted by the SSC at a public meeting on 6/3/2026.

Attested:

	Principal, Makilia Rowe-Andrews on 6/3/2026
	SSC Chairperson, Sonia Hiestler on 6/3/2026
	ELAC Representative, Blanca Vanessa Gamino-Michaca on 06/03/2026

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/>

Updated by the California Department of Education, October 2023