



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Unidos Middle School	28 66266 6113302	May 12, 2026	June 25, 2026

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

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

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

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

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

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
Student Population.....	15
Overall Performance	16
Academic Performance.....	17
Academic Engagement	25
Conditions & Climate.....	28
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	36
Goal 3.....	40
Goal 4.....	44
Budget Summary	47
Budget Summary	47
Other Federal, State, and Local Funds	47
Budgeted Funds and Expenditures in this Plan	48
Funds Budgeted to the School by Funding Source.....	48
Expenditures by Funding Source	48
Expenditures by Budget Reference	48
Expenditures by Budget Reference and Funding Source	48
Expenditures by Goal.....	49
School Site Council Membership	50
Recommendations and Assurances	51
Instructions.....	52
Appendix A: Plan Requirements	59
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	62

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

Schoolwide Program

Unidos Middle School was launched in the 2022-2023 school year with a focus on Spanish language development, Artful Learning Integration and AVID schoolwide. In addition, this unique program celebrates languages and cultures and aims at building social cultural competence in all students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The draft SPSA was codeveloped by the principal, parent groups, site leadership team, staff, and students. The draft is shared with the staff, English Learner Advisory Committee and the School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at SSC meetings.

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.

There is an equitable distribution of site funds, personnel, and resources.

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.

During the 2024 CAASPP testing, our students scored 20.8 points below standard and declined 10.7 points, in addition, our students scored 70.1 points below standard and maintained -1.5 in the area of math, also 37% of our MLLs made progress and declined 4.9%. Lastly our suspension rate was also in the orange and declined by 5.8%

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.

No sub groups falls in this category

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Unidos 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
African American	0.50%	0.67%	0.34%	3	4	2
Asian	0.50%	0.33%	0.34%	3	2	2
Filipino	0.17%	%	%	1		
Hispanic/Latino	73.46%	75.46%	74.58%	440	452	443
White	23.04%	22.04%	22.90%	138	132	136
Multiple/No Response	2.34%	1.50%	1.85%	14	9	11
Total Enrollment				599	599	594

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	203		200
Grade 7	203		200
Grade 8	193		194
Total Enrollment	599		594

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	131	101	104		21.9%	17.5%
Fluent English Proficient (FEP)	204	220	209		34.1%	35.2%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	203	202	203	203	201	201	203	201	201	100.0	99.5	99
Grade 7	201	202	199	200	202	199	200	202	199	99.5	100	100
Grade 8	188	190	194	184	189	193	184	189	193	97.9	99.5	99.5
All Grades	592	594	596	587	592	593	587	592	593	99.2	99.7	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2516.	2501.	2510.	15.76	11.44	13.93	25.62	26.37	30.85	32.51	28.86	27.86	26.11	33.33	27.36
Grade 7	2543.	2537.	2559.	15.00	14.36	18.09	32.50	30.20	35.68	27.00	28.22	26.13	25.50	27.23	20.10
Grade 8	2560.	2550.	2591.	15.22	12.17	25.91	30.43	33.86	36.27	29.89	25.93	22.28	24.46	28.04	15.54
All Grades	N/A	N/A	N/A	15.33	12.67	19.22	29.47	30.07	34.23	29.81	27.70	25.46	25.38	29.56	21.08

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	16.26	11.94	14.93	55.17	52.74	52.74	28.57	35.32	32.34
Grade 7	15.50	12.38	14.57	62.00	61.39	62.81	22.50	26.24	22.61
Grade 8	13.59	11.64	22.80	58.15	55.56	56.48	28.26	32.80	20.73
All Grades	15.16	11.99	17.37	58.43	56.59	57.34	26.41	31.42	25.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	18.72	12.94	13.43	51.23	55.22	57.71	30.05	31.84	28.86
Grade 7	23.00	24.75	25.63	50.00	52.48	60.30	27.00	22.77	14.07
Grade 8	21.20	21.69	25.91	56.52	53.44	56.48	22.28	24.87	17.62
All Grades	20.95	19.76	21.59	52.47	53.72	58.18	26.58	26.52	20.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.82	11.94	13.93	74.38	68.66	70.15	13.79	19.40	15.92
Grade 7	12.00	10.89	17.09	74.00	73.76	69.85	14.00	15.35	13.07
Grade 8	16.30	10.05	17.62	70.11	78.84	72.02	13.59	11.11	10.36
All Grades	13.29	10.98	16.19	72.91	73.65	70.66	13.80	15.37	13.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	14.29	12.44	10.45	73.40	62.19	73.63	12.32	25.37	15.92
Grade 7	18.00	16.34	16.58	65.50	65.35	67.34	16.50	18.32	16.08
Grade 8	21.74	17.46	23.32	65.22	65.61	67.36	13.04	16.93	9.33
All Grades	17.89	15.37	16.69	68.14	64.36	69.48	13.97	20.27	13.83

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	203	202	203	200	200	201	200	200	201	98.5	99	99
Grade 7	201	202	199	200	202	199	200	202	198	99.5	100	100
Grade 8	188	190	194	184	189	193	184	189	193	97.9	99.5	99.5
All Grades	592	594	596	584	591	593	584	591	592	98.6	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2489.	2477.	2481.	10.50	10.00	7.96	16.00	13.50	18.41	31.00	27.00	31.34	42.50	49.50	42.29
Grade 7	2498.	2522.	2509.	10.50	17.82	10.61	13.00	15.35	21.21	32.50	27.72	27.27	44.00	39.11	40.91
Grade 8	2510.	2493.	2528.	12.50	7.94	14.51	15.22	12.17	15.54	22.83	28.57	25.39	49.46	51.32	44.56
Grade 11															
All Grades	N/A	N/A	N/A	11.13	12.01	10.98	14.73	13.71	18.41	28.94	27.75	28.04	45.21	46.53	42.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	9.50	10.00	7.96	44.00	34.50	42.79	46.50	55.50	49.25
Grade 7	6.50	16.34	9.60	50.00	42.57	47.47	43.50	41.09	42.93
Grade 8	15.76	5.29	8.81	39.13	40.21	53.89	45.11	54.50	37.31
Grade 11									
All Grades	10.45	10.66	8.78	44.52	39.09	47.97	45.03	50.25	43.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.00	8.00	10.45	52.00	51.50	52.24	40.00	40.50	37.31
Grade 7	11.50	15.35	14.65	53.50	57.43	50.00	35.00	27.23	35.35
Grade 8	9.78	11.11	16.06	56.52	51.32	54.92	33.70	37.57	29.02
All Grades	9.76	11.51	13.68	53.94	53.47	52.36	36.30	35.03	33.95

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.50	11.00	9.45	55.50	55.50	55.72	33.00	33.50	34.83
Grade 7	7.00	14.36	9.09	65.00	65.84	65.66	28.00	19.80	25.25
Grade 8	8.70	7.94	14.51	56.52	61.90	59.07	34.78	30.16	26.42
All Grades	9.08	11.17	10.98	59.08	61.08	60.14	31.85	27.75	28.89

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1537.6	1521.9	1517.5	1543.9	1526.2	1515.7	1530.8	1517.1	1518.9	44	32	28
7	1546.5	1559.0	1540.9	1545.7	1565.5	1547.1	1546.7	1551.9	1534.3	41	33	27
8	1581.4	1564.3	1573.0	1589.1	1578.7	1580.3	1573.2	1549.3	1565.1	34	36	22
All Grades										119	101	77

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	20.93	9.38	3.57	44.19	40.63	50.00	30.23	43.75	39.29	4.65	6.25	7.14	43	32	28
7	26.83	27.27	11.11	41.46	45.45	59.26	26.83	27.27	22.22	4.88	0.00	7.41	41	33	27
8	42.42	22.22	40.91	30.30	58.33	40.91	24.24	13.89	13.64	3.03	5.56	4.55	33	36	22
All Grades	29.06	19.80	16.88	39.32	48.51	50.65	27.35	27.72	25.97	4.27	3.96	6.49	117	101	77

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	48.84	28.13	28.57	44.19	53.13	53.57	6.98	15.63	10.71	0.00	3.13	7.14	43	32	28
7	41.46	51.52	40.74	43.90	36.36	44.44	9.76	12.12	11.11	4.88	0.00	3.70	41	33	27
8	45.45	50.00	59.09	30.30	38.89	31.82	21.21	5.56	9.09	3.03	5.56	0.00	33	36	22
All Grades	45.30	43.56	41.56	40.17	42.57	44.16	11.97	10.89	10.39	2.56	2.97	3.90	117	101	77

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	4.65	3.13	0.00	27.91	9.38	25.00	53.49	56.25	50.00	13.95	31.25	25.00	43	32	28
7	2.44	18.18	0.00	43.90	33.33	25.93	46.34	30.30	51.85	7.32	18.18	22.22	41	33	27
8	21.21	0.00	13.64	42.42	36.11	31.82	24.24	44.44	50.00	12.12	19.44	4.55	33	36	22
All Grades	8.55	6.93	3.90	37.61	26.73	27.27	42.74	43.56	50.65	11.11	22.77	18.18	117	101	77

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	13.95	15.63	14.29	76.74	46.88	71.43	9.30	37.50	14.29	43	32	28
7	2.50	15.15	14.81	80.00	66.67	70.37	17.50	18.18	14.81	40	33	27
8	27.27	22.22	40.91	54.55	69.44	54.55	18.18	8.33	4.55	33	36	22
All Grades	13.79	17.82	22.08	71.55	61.39	66.23	14.66	20.79	11.69	116	101	77

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	79.07	75.00	50.00	20.93	21.88	42.86	0.00	3.13	7.14	43	32	28
7	85.37	84.85	81.48	7.32	15.15	14.81	7.32	0.00	3.70	41	33	27
8	66.67	80.56	86.36	30.30	11.11	13.64	3.03	8.33	0.00	33	36	22
All Grades	77.78	80.20	71.43	18.80	15.84	24.68	3.42	3.96	3.90	117	101	77

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	4.65	3.13	0.00	41.86	25.00	42.86	53.49	71.88	57.14	43	32	28
7	9.76	27.27	7.41	56.10	27.27	51.85	34.15	45.45	40.74	41	33	27
8	30.30	5.56	31.82	48.48	50.00	40.91	21.21	44.44	27.27	33	36	22
All Grades	13.68	11.88	11.69	48.72	34.65	45.45	37.61	53.47	42.86	117	101	77

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	11.63	18.75	3.57	86.05	78.13	92.86	2.33	3.13	3.57	43	32	28
7	19.51	24.24	3.70	75.61	75.76	92.59	4.88	0.00	3.70	41	33	27
8	15.15	8.33	9.09	78.79	86.11	86.36	6.06	5.56	4.55	33	36	22
All Grades	15.38	16.83	5.19	80.34	80.20	90.91	4.27	2.97	3.90	117	101	77

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
599	61.4%	16.9%	0.0%
Total Number of Students enrolled in Unidos 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	101	16.9%
Foster Youth	0	0.0%
Homeless	7	1.2%
Socioeconomically Disadvantaged	368	61.4%
Students with Disabilities	57	9.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7%
American Indian	0	0.0%
Asian	2	0.3%
Filipino	0	0.0%
Hispanic	452	75.5%
Two or More Races	9	1.5%
Pacific Islander	0	0.0%
White	132	22%

School and Student Performance Data

Overall Performance

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

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

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



2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance English Language Arts

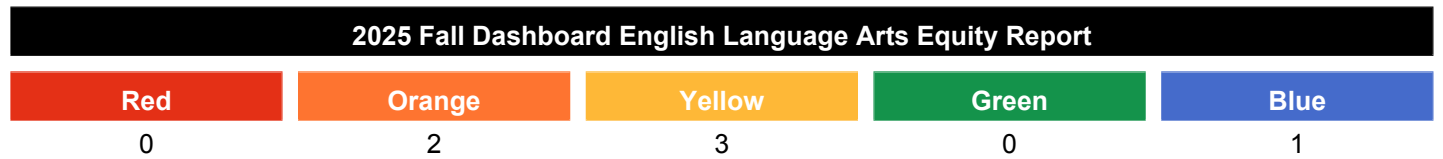
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 3.6 points above standard Increased 24.4 points 590 Students	English Learners  Yellow 41.5 points below standard Increased 20.2 points 242 Students	Long-Term English Learners  Orange 83.1 points below standard Increased 17.6 points 68 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Yellow 19.6 points below standard Increased 31.6 points 363 Students

Students with Disabilities  Orange 79.1 points below standard Increased 16.1 points 60 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Yellow 16.8 points below standard Increased 26.1 points 444 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 65.6 points above standard Increased 22.3 points 132 Students

School and Student Performance Data

Academic Performance Mathematics

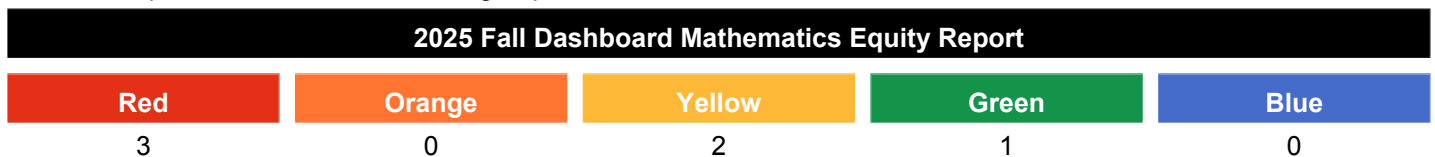
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 62.6 points below standard Increased 7.5 points 590 Students	English Learners Red 114.7 points below standard Maintained 0.4 points 242 Students	Long-Term English Learners Red 162.1 points below standard Maintained 2.1 points 68 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged Yellow 89.6 points below standard Increased 13 points 363 Students

Students with Disabilities  Red 133.1 points below standard Maintained 2.1 points 60 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Yellow 85.8 points below standard Increased 10.2 points 444 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  Green 5.9 points above standard Maintained 2.9 points 132 Students

School and Student Performance Data

Academic Performance Science

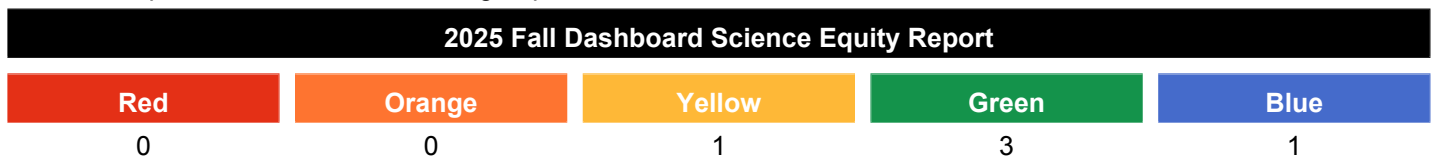
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Green 57.3 science points Increased 4.6 points 192 Students	English Learners Green 46.6 science points Increased 4.9 points 84 Students	Long-Term English Learners Yellow 42.2 science points Increased 8.8 points 31 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged Green 53.2 science points Increased 6.6 points 119 Students

Students with Disabilities  No Performance Color 45.7 science points Increased 3.1 points 18 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 52.6 science points Increased 5.2 points 150 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 73.8 science points Increased 7.4 points 39 Students

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 Green
44.2 making progress.	56.6 making progress.
Number Students: 77 Students	Number Students: 53 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.6%	27.3%	0%	44.2%

School and Student Performance Data

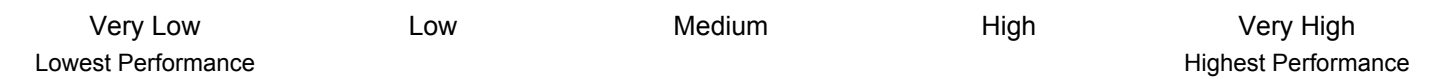
Academic Performance College/Career Report

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

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

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

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



This section provides number of student groups in each level.



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

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

11.5% Chronically Absent

Declined 2.4

602 Students

English Learners



Yellow

12.9% Chronically Absent

Declined 3.2

101 Students

Long-Term English Learners



Yellow

11.8% Chronically Absent

Declined 6.7

68 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Socioeconomically Disadvantaged



Yellow

15.1% Chronically Absent

Declined 1.3

371 Students

Students with Disabilities  Orange 20.6% Chronically Absent Declined 7.9 63 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 11.9% Chronically Absent Declined 2.8 452 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  Green 8.9% Chronically Absent Declined 1.3 135 Students

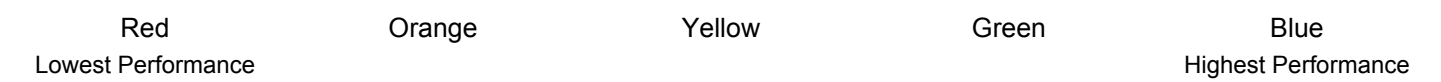
School and Student Performance Data

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.”



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

School and Student Performance Data

Conditions & Climate Suspension Rate

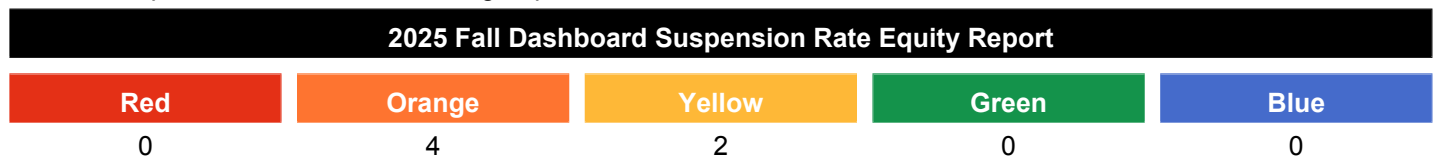
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 6% suspended at least one day Increased 1% 603 Students	English Learners  Orange 10.8% suspended at least one day Increased 2.4% 102 Students	Long-Term English Learners  Orange 10.1% suspended at least one day Increased 1.4% 69 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Yellow 6.5% suspended at least one day Maintained 0% 372 Students

Students with Disabilities  Yellow 11.1% suspended at least one day Declined 7.3% 63 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 5.7% suspended at least one day Increased 0.5% 453 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 6.7% suspended at least one day Increased 1.6% 135 Students

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.

All student groups will increase achievement in ELA and math as measured by Star Renaissance and CAASPP performance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

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.

CAASPP and local STAR data indicates that while ELA performance has shown growth, mathematics performance remains below standard and significant achievement gaps persist among student groups, particularly English Learners (MLLs), Students with Disabilities (SPED), LTELs, and Socioeconomically Disadvantaged students.

The following subgroups have been identified as performing below standard in ELA: LTELs and Students with Disabilities

STAR and CAASPP data show a high percentage of students performing below proficiency in both ELA and Math, indicating the need for:

Strong Tier 1 instruction across all content areas
Consistent implementation of writing strategies across disciplines
Alignment of PLCs, data cycles, FLEX, and MTSS systems
Increased access to AVID strategies and college/career readiness opportunities
Targeted intervention and progress monitoring for SPED and 504 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
STAR Reading/Math	Math Current Performance (Spring 2025 CAASPP) 29.3% met/exceeded (174 students) 28.1% nearly met (167 students) Prior Year Comparison Spring 2024: 25.72% Spring 2025: 29.39% Change: +3.67 percentage points 2026 Goal Target: 38.7% met/exceeded Students needed to move: 56 students Target total at standard: 230 students STAR Math Data Fall 2025: 27.09% (-11.57 from goal) December 2025: 26.40% Growth: -0.69 (decline) Below goal by -12.3 Science Current Performance (Spring 2025 CAASPP) 40.2% met/exceeded (78 students) 51.0% nearly met (99 students) Prior Year Comparison Spring 2024: 30.69% Spring 2025: 40.41% Change: +9.72 percentage points 2026 Goal Target: 57.2% met/exceeded Students needed to move: 33 students Target total at standard: 111 students	All MLLs will Increase meeting/exceeding by 10% by Spring 2027 Bootcamp PLC-continuous improvement through data cycles and use formative, summative assessments FLEX-interventions for students who need additional support Align PLC's, Interventions, FLEX, and MTSS Push in/Pull out interventions/rosters
CAASPP ELA / Math/ 8th Grade Science	2026 CAASPP Results	Increase percentage of students meeting/exceeding by 10% by Spring 2027 Bootcamp PLC-continuous improvement through data cycles and use formative, summative assessments FLEX-interventions for students who need additional support Align PLC's, Interventions, FLEX, and MTSS Push in/Pull out interventions/rosters

Artful Learning Units	Three artful learning units per department	Every department develop and strengthen 3 Artful Learning Units using Artful learning model
Identify and integrate AVID school wide strategies	AVID strategies have been identified and have inconsistently been integrated across departments	100% of students demonstrate use of AVID strategies. Learning Walks: Peer to Peer / Leadership Team Focus students using school wide AVID strategies AVID strategies (WICOR) observed in classrooms during learning walks Student use of organizational tools (binders, notes, planners/agendas) Implement schoolwide Google Classroom + agenda system for assignment clarity
6th - 8th Grade College/Career Project	2026-2027 Baseline Year	CCGI and follow the scope and sequence will be used to support CCMR, Daily Agendas Student presentations will be implemented across content.
Writing Across Content Areas	STAR Reading Fall 2026 Current Performance (Spring 2025 CAASPP) 53.4% met/exceeded standards (317 students) 24.4% nearly met (151 students) Prior Year Comparison Spring 2024: 42.74% Spring 2025: 53.45% Change: +10.71 percentage points 2026 Goal Target: 61.8% met/exceeded Students needed to move: 50 students Target total at standard: 367 students STAR Reading Data Fall 2025: 50.28% (-11.56 from goal) December 2025: 54.26% Growth: +3.98 Still below goal by -7.58	100% of teachers implement weekly writing by June 2027. Staff meetings, leadership, department agendas, PLC agendas Agendas show department and site level collaboration on the following: CER, WICOR, or other language-function tools.
10% Increase access and achievement for SPED/504 students	2026 CAASPP Results	Implement structured FLEX intervention aligned to MTSS (Tier 1–3) Evidence of FLEX roster alignment based on current student data and identified needs Documentation of MTSS tier movement and intervention decisions Analysis of D/F rates, including instructional responses and progress monitoring Improve instructional clarity (modeling, guided practice, feedback)

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	UMS PLCs will continue to strengthen their focus on continuous improvement through data cycles using Aeries Analytics, STAR reports, CAASPP, IABs, and common formative/summative assessments. Instructional systems will be aligned across PLCs, interventions, FLEX, and MTSS to ensure targeted support for all students. Instructional focus includes: Implementation of a common, vertically aligned instructional framework Use of CER, WICOR, RACE, and other academic language strategies Weekly writing integration across all content areas Staff collaboration through PLCs, department meetings, and leadership teams Intervention systems include: FLEX time for Tier 2 and Tier 3 support Push-in and pull-out intervention models Data-driven student grouping and roster alignment Ongoing monitoring of student progress and instructional response Provide (substitutes) to facilitate PLC at large during instructional days to support our Sped Population monitoring enrichment and intervention campus wide process Providing (substitutes) to facilitate PLCs during instructional days to support students academic growth by targeting interventions , assessment development and pacing of viable curriculum	ALL	13,300 0003 - Supplemental 1000-1999: Certificated Personnel Salaries 6500 – Special Education 1000-1999: Certificated Personnel Salaries 6500 – Special Education 4000-4999: Books And Supplies
1.2	Implement and monitor schoolwide AVID strategies (WICOR) to support student organization, engagement, and academic success, while integrating Artful Learning to deepen student learning and engagement. AVID Professional Development to support our school wide AVID and AVID Class Actions include: Explicit instruction in AVID strategies (Agendas, Student Planners to support school wide WICOR and college readiness, Focus Notes Paper, Focused Note-Taking, CER, test-taking, collaboration, public speaking) Implementation of Artful Learning units across content areas with writing and performance tasks Learning walks to monitor AVID and Artful Learning implementation Student use of organizational systems (binders, planners, Google Classroom)	ALL	6770 - Prop 28 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies 4,000 0003 - Supplemental 4000-4999: Books And Supplies 5,000 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Expansion of AVID program (add 1 section)		
1.3	The school will implement a structured MTSS framework aligned with FLEX interventions to support all students, with a focus on SPED and 504 populations. Professional Develop targeting data analysis focusing on reteach and retake strategies Actions include: FLEX intervention aligned to Tier 1–3 supports Data-driven student grouping and roster alignment Language and Literacy support for students Monitoring MTSS tier movement Analysis of D/F rates and progress monitoring Improved instructional clarity (modeling, guided practice, feedback) through the collaboration of TOSA and PLC Leadership Provide (substitutes) to facilitate PLC at large during instructional days to support our Sped Population monitoring enrichment and intervention campus wide process Providing (substitutes) to facilitate PLCs during instructional days to support students academic growth by targeting interventions , assessment development and pacing of viable curriculum	Special Education, MLLs, 504	6500 – Special Education 4000-4999: Books And Supplies 0003 - Supplemental 5800: Professional/Consulting Services And 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.

Unidos Middle School is completing its fourth year of strengthening systems aligned to PLCs, structured data cycles, FLEX, and MTSS. Staff consistently use multiple data sources, including Aeries Analytics, STAR, CAASPP, and common formative assessments, to identify student needs and guide instruction.

We are proud of the progress made in increasing student proficiency in ELA, Math, and Science. PLC teams are more consistently engaging in data-driven planning, reteaching, and progress monitoring, resulting in stronger alignment between core instruction and interventions. Additionally, alignment between grade-level PLCs and intervention supports, including FLEX, continues to improve, allowing for more targeted and timely support for students.

While these systems are showing positive results, our focus moving forward is to continue strengthening consistency across classrooms and refining our use of data to ensure all students continue to demonstrate growth and achievement.

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

There were no major differences between the intended implementation and the budgeted expenditures for this goal. Planned strategies, including PLC collaboration, intervention supports, and development of MTSS systems, were implemented as intended. Minor adjustments were made throughout the year to respond to student needs, particularly in refining intervention groupings and supports during FLEX; however, these adjustments remained aligned with the original plan and funding allocations.

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

The following are changes made to Goal 1: (Exit Tickets, smaller data points targeting priority standards) and the structured use of data to better identify and support student needs, with a specific focus on increasing achievement for our MLL students in ELA and Math (Strategy 1.1). Refining alignment between PLCs, FLEX, and MTSS to ensure targeted and timely interventions, particularly for MLLs and other students needing additional support.

We will also expand access to AVID by adding an AVID 8 class. (Strategy 1.2 & 1.3)

Artful Learning training, we will develop a sustainability plan to maintain and integrate these instructional practices across content areas.(Strategy 1.2)

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.

Multilingual learners will be provided integrated and designated ELD, along with schoolwide instructional strategies, to accelerate language acquisition, increase reclassification rates, and ensure students experience responsive and engaging learning that supports both language development and academic success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

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.

Unidos Middle School continues to strengthen implementation of integrated and designated ELD to support Multilingual Learners (MLLs) in developing academic language and accessing grade-level content. English Learner Progress data shows that 44.2% of English Learners are making progress on the ELPAC, indicating growth, while also highlighting the need to continue increasing language acquisition and reclassification rates. Long-Term English Learners are demonstrating progress, but continue to require targeted supports to accelerate language development and close achievement gaps, particularly in Mathematics where English Learners remain significantly below standard. PLC systems are in place and increasingly focused on student-centered, data-driven instruction; continued refinement is needed to ensure consistent integration of language objectives and ELD strategies across all classrooms. Writing across content areas and AVID strategies (WICOR) have been introduced schoolwide; the school will continue strengthening consistent implementation to support language development, academic discourse, and student engagement. The school is expanding opportunities for students to engage in responsive and engaging learning experiences, including AVID, Artful Learning, and access to a broad course of study such as Band and Orchestra. Continued alignment between PLCs, ELD instruction, and MTSS is needed to ensure MLL students receive targeted, data-driven supports that accelerate both language acquisition and academic achievement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC agendas are student centered and data driven	Continuation of PLC implementation	100% of grade levels PLC agendas show data cycle data and conversations
ELPAC Reclassification Rates and increase by ELPAC +10% reclassification Bootcamp 90% of MLL students demonstrate at least one level of growth on ELPAC Evidence of language objectives in lesson plans and learning walks	44.2% of students making progress in ELPAC- (17 students are LTELs)	90% of MLL students demonstrate at least one level of growth annually
PLC Data Cycles (Language Focus)/Integrated ELD Implementation	Continuation of PLC implementation	100% of PLCs implement data cycles including language objectives and ELD

		strategies and Evidence of language objectives and ELD strategies in 100% of classrooms (learning walks, lesson plans)
MLL Academic Performance (ELA/Math)	EL students 114.7 points below standard in Math, LTELs, 83.1 Below Standard in ELA (increased by 17.6 points)	Increase MLL achievement in ELA and Math as measured by CAASPP and STAR by 10% in ELA and Math, "Staff meetings, leadership, department agendas, PLC agendas Agendas show department and site level collaboration on the following: CER, WICOR, or other language-function tools. Implementation of Writing Evolution.
Student Use of Organizational Tools	Continuation of Implementation	100% of students utilize AVID organizational systems (agendas, notes, Google Classroom) Used of planners for all students. Increased evidence of student collaboration, discourse, and engagement strategies schoolwide
		Increased evidence of student collaboration, discourse, and engagement strategies schoolwide

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	Identify and implement schoolwide AVID strategies (WICOR) Conduct learning walks to monitor implementation and fidelity Provide ongoing professional development to support staff	All Focus on MLLs	0003 - Supplemental 4000-4999: Books And Supplies AVID Agendas and Folders
2.2	Provide integrated ELD instruction in all content areas Provide designated ELD supports for MLL students Utilize ELPAC and Ellevation data to monitor progress and guide instruction MLL Lead supports PLCs with data analysis and instructional strategies Provide targeted supports (ELPAC Bootcamp, interventions) Provide (substitutes) to facilitate PLC at large during instructional days to support our Sped Population monitoring enrichment and intervention campus wide process Providing (substitutes) to facilitate PLCs during instructional days to support students academic growth by targeting interventions , assessment development and pacing of viable curriculum	MLLs and SpED	0003 - Supplemental 4000-4999: Books And Supplies Books for MLLs 19 0003 - Supplemental 4000-4999: Books And Supplies Supplies for MLLs 6500 – Special Education 1000-1999: Certificated Personnel Salaries 0003 - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.3	All staff will participate in Artful Learning training in August and ongoing coaching to develop integrated units of study that align to content standards and support student engagement. Students and staff will have access to instructional materials and supplies to support the integration of AVID and Artful Learning strategies in the classroom. Student work from Artful Learning units of study will be curated and displayed schoolwide, including an Artful Learning one-pager that communicates standards, instructional process, and student learning outcomes. All grade levels/content areas will implement at least one Artful Learning unit per trimester to ensure consistent access to engaging, standards-based instruction. A consultant will provide professional development and coaching to support the design, implementation, and sustainability of Artful Learning units. An enrichment art teacher to support the artful learning needs of our students.	All	3299 6770 - Prop 28 5800: Professional/Consulting Services And Operating Expenditures Art Teachers/Enrichment Specialist 14,600 6770 - Prop 28 2000-2999: Classified Personnel Salaries
2.4	Offer Band and Orchestra courses/Teacher Provide opportunities for student performance and engagement Increase access to engaging, student-centered learning experiences Books and Supplies to support our students growth in band & strings.		71413 6770 - Prop 28 1000-1999: Certificated Personnel Salaries Band and Orchestra Teacher 60 6770 - Prop 28 4000-4999: Books And Supplies

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.

Unidos Middle School continues to strengthen implementation of integrated and designated ELD, PLC data cycles, and schoolwide AVID strategies to support responsive and engaging learning, particularly for Multilingual Learners (MLLs). Staff are increasingly using ELPAC and Ellevation data within PLCs to monitor student progress and guide instruction.

We have seen growth in English Learner outcomes, with 44.2% of students making progress on the ELPAC, an increase of 7.2% , and continued improvement in ELA achievement. AVID strategies and writing across content areas are becoming more consistent, supporting language development and student engagement.

While progress is evident, continued focus is needed to increase reclassification rates and ensure consistent implementation of language objectives and ELD strategies across all classrooms. Strengthening alignment between PLCs, ELD, and MTSS will remain a priority.

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

There were no major differences between the intended implementation and the budgeted expenditures. Planned strategies, including ELD instruction, AVID implementation, and PLC collaboration, were implemented as intended, with adjustments made to better meet the language needs of MLL students.

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.

Changes to Goal 2: With the incorporation of a MLL lead teacher, we will deepen the use of ELPAC and Ellevation data within PLCs and MTSS to provide more targeted support (this will be new for the following school year)

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Grow and strengthen family engagement in support of improvements in student achievement for all student groups.

MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

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.

Unidos Middle School continues to build systems that promote family engagement and communication, including ParentSquare, ELAC, School Site Council, and schoolwide events. While communication tools such as ParentSquare and Google Classroom are in place, there is a need for greater consistency across classrooms to ensure families have access to assignments, grades, and timely updates. ELAC structures are in place to support Multilingual Learner (MLL) families; however, participation and leadership opportunities need to be expanded, particularly for families of Long-Term English Learners (LTELs), to strengthen family voice and engagement in decision-making. The school provides family engagement opportunities (Back to School Night, Open House, Coffee with the Principal, conferences), and will continue to focus on increasing participation and accessibility for all families, including underrepresented groups. There is also a need to expand parent education opportunities (e.g., workshops on academics, literacy, social-emotional learning, and digital citizenship) to better support families in understanding how to support student success at home. Additionally, the school will strengthen family engagement by rotating staff leaders to present at key family events, such as Coffee with the Principal and workshops, with focused topics including Dual Language Immersion (DLI), accelerated math pathways, and literacy development (e.g., Literacy Night), to increase family awareness of academic opportunities and supports.

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
Two-Way Family Communication (ParentSquare, Events, Meetings)	Communication systems in place but inconsistent participation mail 1,087 (86%) Parents with emails 1,071 (84%) Opted to receive emails 1,071 (84%) Receiving emails 0 (0%) Failed emails Text 1,246 (98%) Parents with phones 1,221 (96%) Opted to receive texts 1,221 (96%) Receiving texts 0 (0%) Failed texts App 905 (71%) Parents with app 716 (56%) Receiving notifications	Increase family participation in communication platforms, conferences, and school events by 10%, as measured by ParentSquare engagement data, event attendance, and family survey results 2 parent workshops, designed for parents/families by parents in collaboration with our SSC, ELAC, UFC
Boot Camp for MLLs	5 sessions prior to ELPAC	5 sessions prior to ELPAC
Parent Meeting with LTELs	1 ELAC meeting designated for this topic-low attendance	1 ELAC meeting designated for this topic with high attendance
WEB	50 eight graders are trained to support incoming 6th graders	Train 50 eight graders for 6th grade summer orientation and other activities
Family Engagement Events (Back to School Night, Open House, Coffee with Principal, WEB Orientation)	Current participation data: Interactions 51%, Feature Used: 11 out 14 sections are being used in parent square.	Increase attendance and participation in family events by 10%, as measured by sign-in sheets and event data. Increase participation and engagement in SSC, ELAC, and Family Club, as evidenced by attendance logs and meeting participation. Rotate different staff leaders to present in key coffee with the principal meetings such as DLI learning, Math to focus on the opportunities for Accelerated Math and Literacy Night.
Google Classroom & ParentSquare Usage	Continuation of our Standard Base Gradings practices and AVID implementation	100% of teachers consistently use Google Classroom and ParentSquare for assignment and grade visibility. Decrease parent concerns about missing work and improve family survey responses regarding communication and access to student information
Student-Led Conferences	Approximately 95% of parents that were invited accepted and came to our SLC	Increase family participation and engagement in student-led conferences, including opportunities for classroom visits
DLI Event	September 2026 (10 families where present)	Collaboration with DLI families to strengthen students success and DLI pathway 6-12

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	Provide information sessions for parents of LTEL and MLL students focused on reclassification, ELPAC, and academic supports	LTELs / MLLS	253 0003 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Provide ELPAC Bootcamp sessions for LTEL/MLL students prior to testing Engage families through ELAC meetings focused on student progress and supports		4000-4999: Books And Supplies
3.2	Parent Trainings-supported by Parent Liaison, Provide 2–4 parent workshops annually (academics, literacy, SEL, digital citizenship) Utilize parent liaison to increase outreach and participation Utilize classified personal to support during after hours campus event to bridge parent communication and grow our community outreach. Collect attendance and feedback data to improve future workshops	All Students	0003 - Supplemental 5800: Professional/Consulting Services And Operating Expenditures 0003 - Supplemental 2000-2999: Classified Personnel Salaries
3.3	Strengthen student-led conferences and provide opportunities for families to visit classrooms Increase participation in events such as Back to School Night, Open House, Coffee with the Principal, and 6th grade orientation (WEB) Support of MLL leader to bridge ELAC families knowledge of supports and to provide 1:1 meeting with students and parents to create student facing goals for the year. Use advisory groups (ELAC, SSC, Family Club) to increase family voice and engagement	All Students with a focus on MLLs/SPED	500 0003 - Supplemental 1000-1999: Certificated Personnel Salaries 6500 – Special Education 4000-4999: Books And Supplies 0003 - Supplemental 4000-4999: Books And Supplies
3.4	Ensure consistent use of ParentSquare and Google Classroom across all classrooms Improve assignment and grade visibility for families Provide ongoing communication and updates to families through multiple platforms, postage and stamps	All Students	0003 - Supplemental 4000-4999: Books And Supplies

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.

Unidos Middle School continues to strengthen family engagement and communication systems through ParentSquare, ELAC, student-led conferences, and schoolwide events. While communication tools such as ParentSquare and Google Classroom are in place, there is a need for greater consistency across classrooms to ensure families have access to assignments, grades, and timely updates. Dashboard data indicates that parent engagement and school climate indicators are still not met, highlighting the need to continue strengthening these systems. Efforts to improve communication and increase participation in ELAC and family events are ongoing.

ELAC structures are in place to support Multilingual Learner (MLL) families; however, participation and leadership opportunities need to be expanded, particularly for families of Long-Term English Learners (LTELs), to strengthen family voice and engagement in decision-making.

This year, the school created an ELAC Family Club to further engage families and build stronger connections. In collaboration with the ELAC committee, the school also organized its first Reclassification Ceremony in the spring, where former students and high school graduates who have reclassified returned to celebrate and provide motivation and inspiration for current students and families.

The school will continue to build on this momentum by strengthening partnerships between ELAC and the Family Club and expanding opportunities for families to engage in workshops designed with and for parents.

Additionally, the school provides family engagement opportunities (Back to School Night, Open House, Coffee with the Principal, conferences) and will continue to focus on increasing participation and accessibility for all families, including underrepresented groups.

There is also a need to expand parent education opportunities (e.g., workshops on academics, literacy, social-emotional learning, and digital citizenship) to better support families in understanding how to support student success at home. To support this work, the school will rotate staff leaders to present at key family events, such as Coffee with the Principal and workshops, with focused topics including Dual Language Immersion (DLI), accelerated math pathways, and literacy development.

Moving forward, Unidos Middle School will continue to focus on increasing family participation, strengthening two-way communication, and expanding engagement opportunities, particularly for MLL and LTEL families.

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

Not Applicable

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.

Changes for Goal 3:

Parent Liaison and Principal will meet with all incoming non reclassified MLL students two prior to the start of the school year.

Strengthen family engagement systems with a focus on increasing participation in ELAC, parent workshops, and school events, particularly for MLL and LTEL families. The administration and parent liaison will increase outreach efforts and expand opportunities for family leadership and participation.

DLI Night/Event showcasing and collaborating our UMS 6-8 pathway as well as connecting and strengthening 6-12 pathway. (Strategy 3.3)

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.
Student attendance rate will be at or above 96%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

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.

Unidos Middle School continues to strengthen systems that support student well-being, engagement, and academic success, including MTSS, Wellness Team supports, and student leadership opportunities such as WEB and ASB. Data indicates that chronic absenteeism remains at 11.5% (Yellow), showing improvement but still requiring continued focus on increasing attendance and reducing chronic absenteeism across student groups.
The subgroup that was identified as being chronically absent were Students with Disabilities (20.6%)

While systems such as MTSS and Wellness supports are in place, there is a need to continue strengthening alignment between academic, behavioral, and social-emotional supports to ensure students receive timely and targeted interventions. Students have expressed a strong desire for increased opportunities for connection and engagement, including more rallies, activities, and structured opportunities during the school day. Programs such as WEB, ASB, and Unidos for Our Community provide important opportunities for leadership and belonging, but will continue to be expanded to increase student participation and impact. The school will also continue to strengthen partnerships with community organizations (e.g., Mentis, Aldea, NEWS, Care Solace) to support student mental health and well-being.

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
WEB Program Implementation	3 meetings throughout the school year	100% of 6th grade students participate in WEB orientation and ongoing check-ins; increase student sense of belonging as measured by survey data and participation in WEB activities
Bi-weekly attendance meetings	11.5% chronically absent (declined 2.4 points)	Reduce chronic absenteeism by an additional 10% and increase overall attendance rate toward 96%
Band and Orchestra (one section of each)	Offer before school program (3 days per week)	Offer band and orchestra, 5 days a week for a regular class period each
SDQ, CHKS, Partnerships, MTSS agendas	Refer students as needed as part of COST meetings	Maintain active Wellness Team with regular meeting agendas, counseling notes, and MTSS documentation; increase coordination of supports as evidenced by referral data, student support logs, and improved student well-being indicators (CHKS/SDQ).

		Improve student responses on CHKS/SDQ surveys related to safety, belonging, and well-being. Strengthen use of intervention tracking (Educlimber), monitor student progress, and document movement between MTSS tiers
Unidos for our community	Provided support to 3 different organizations	Provide support for 3 different organizations
ASB meetings, activities, rallies	ASB meet weekly and hold 2 rallies a year	Increase student participation in ASB activities, including rallies, events, and leadership opportunities, weekly meetings with ASB students.
Student Engagement Activities	Limited structured activities during breaks	Increase student participation in ASB through weekly meetings, elections, advisory representation, and increased schoolwide events (rallies, dances, Fun Fridays)
MTSS Implementation (Academic & Behavioral Supports)	MTSS meetings and interventions in place (have a specific date every Weds during grade-level meetings.	Implement regular MTSS and attendance meetings with documented agendas; increase evidence of student movement between tiers and improved academic/behavior outcomes

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	Implement WEB program to support 6th grade transition Provide orientation and ongoing check-ins led by WEB leaders Strengthen peer-to-peer connections and sense of belonging WEB Staff Leaders will facilitate training for our 8th grade WEB leaders prior to 6th grade orientation to support students SEL transition into middle school.	All Students	1500 0003 - Supplemental 1000-1999: Certificated Personnel Salaries 0003 - Supplemental 4000-4999: Books And Supplies
4.2	Provide organized games, rallies, and activities during breaks and lunches Expand ASB leadership opportunities and schoolwide events Increase student voice and participation in school culture Classified Personal supporting with ASB leadership meeting to continue fostering student voice and choice at UMS.	All Students	1,000 0003 - Supplemental 2000-2999: Classified Personnel Salaries 0003 - Supplemental 4000-4999: Books And Supplies
4.3	Maintain an active Wellness Team to support student needs Partner with community organizations (Mentis, Aldea, NEWS, Care Solace) Provide counseling, mental health services, and referrals	All Students	400 0003 - Supplemental 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Supplies needed to students in the Wellness center that promotes social and emotional strategies and growth .		
4.4	Implement regular MTSS and attendance meetings Monitor chronic absenteeism and behavior data Provide targeted interventions and track student progress	All Students	
4.5	Engage students in service learning and community projects Complete at least one fundraiser or service project per trimester Build student leadership and connection to community (student assembly speaker/consultant)	All Students	0003 - Supplemental 4000-4999: Books And Supplies 1000 0003 - Supplemental 5800: Professional/Consulting Services And 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.

Unidos Middle School continues to strengthen systems that support student well-being, engagement, and attendance, including MTSS, Wellness supports, WEB, and ASB. Overall attendance has improved, and chronic absenteeism has decreased to 11.5%, indicating progress, while still remaining an area of focus. Student leadership and engagement opportunities have expanded through ASB and schoolwide activities, creating a stronger presence of student voice on campus. However, students continue to express the need for more structured activities, rallies, and opportunities for connection throughout the school day. Wellness supports and community partnerships remain in place and continue to provide support for students, though continued alignment with MTSS and increased proactive supports are needed to address behavior and engagement, particularly given the current suspension rate. Moving forward, the school will continue to strengthen attendance systems, expand student engagement opportunities, and improve coordination of academic, behavioral, and social-emotional supports.

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

Not Applicable

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.

Changes for Goal 4: Increase the amount of rallies and lunchtime activities and ASB-led events, as per student feedback.

We will also build new Wellness Team supports and community partnerships to provide proactive and targeted support for students' social-emotional and mental health needs, providing SpEd subs and monthly grade-level meetings were wellness team and SpEd team will join.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$116,344.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$26,972.00
6770 - Prop 28	\$89,372.00

Subtotal of state or local funds included for this school: \$116,344.00

Total of federal, state, and/or local funds for this school: \$116,344.00

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
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	26,972.00
6770 - Prop 28	89,372.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	86,713.00
2000-2999: Classified Personnel Salaries	15,600.00
4000-4999: Books And Supplies	4,732.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	4,299.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	15,300.00
2000-2999: Classified Personnel Salaries	0003 - Supplemental	1,000.00
4000-4999: Books And Supplies	0003 - Supplemental	4,672.00
5000-5999: Services And Other Operating Expenditures	0003 - Supplemental	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	0003 - Supplemental	1,000.00
1000-1999: Certificated Personnel Salaries	6770 - Prop 28	71,413.00
2000-2999: Classified Personnel Salaries	6770 - Prop 28	14,600.00
4000-4999: Books And Supplies	6770 - Prop 28	60.00
5800: Professional/Consulting Services And Operating Expenditures	6770 - Prop 28	3,299.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
22,300.00
89,391.00
753.00
3,900.00

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
- 2 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Karily Dean Cruz	Principal
Mike Smith	Classroom Teacher
Andrew Harper	Classroom Teacher
Evelyn Vega	Classroom Teacher
Amy Berilla	Other School Staff
Robert Ruth	Other School Staff
Laura Cerruti	Parent or Community Member
Julia Savoia	Parent or Community Member
Jessica Pequeno	Parent or Community Member
Lauren Carpenter	Parent or Community Member
Leslie Godoy McCawley	Parent or Community Member
Cristie Tapia	Parent or Community Member
John Zaremba	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 12, 2026.

Attested:



Principal, Karily Dean Cruz on 5/12/2026

SSC Chairperson, Laura Cerruti on 5/12/2026

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