

Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Christa McAuliffe Middle School	39685850102657	N/A	6/16/2026

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 Christa McAuliffe Middle School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Christa McAuliffe 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 ATSI plan is presented to both the ELAC committee and Parent Workshop committee for approval during one of their monthly meetings.

Christa McAuliffe is not a Title I school and does not require a School Site Council.

Resource Inequities

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

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

Based on a review of available state and local data, the school did not identify a resource inequity contributing to the ATSI designation for Students of Two or More Races. The designation is not the result of an identified lack of access to staffing, instructional materials, intervention, professional learning, or schoolwide supports. Rather, the school's small number of students identified as Two or More Races limits the availability of reportable academic indicator data on the California School Dashboard, making it difficult to determine academic performance trends from state data alone. The school will continue to use local data and ongoing progress monitoring to ensure this student group has equitable access to instruction, intervention, and support.

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.

Based on the 2025 California School Dashboard, Christa McAuliffe Middle School had four overall state indicators in the “Orange” performance category: Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics. These areas indicate a need for significant improvement in student attendance, school climate and behavior supports, and academic achievement in both ELA and math. English Learner Progress was the only overall indicator shown in the “Green” performance category.

To address these identified needs, the school will continue strengthening attendance monitoring and intervention systems, including outreach to families and targeted support for students with chronic absenteeism. The school will also continue refining schoolwide behavior expectations, social-emotional supports, and discipline practices to reduce suspension rates. In English Language Arts and Mathematics, the school will use Dashboard and local assessment data to identify specific skill gaps, provide targeted intervention, monitor student progress regularly, and support teachers with professional learning focused on effective instructional strategies, differentiation, and data-driven instruction.

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.

For Students of Two or More Races, the California School Dashboard identified two state indicators in the Red performance category. The student group was Red for Suspension Rate, with 14% suspended at least one day, an increase of 2.8%, and Red for Chronic Absenteeism, with 23.3% chronically absent, an increase of 1%. No Orange performance categories were identified for this student group based on the Dashboard results provided.

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

Goal 1

Title and Description of School Goal

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

Additional Targeted Intervention and Support (ATSI)
The educational outcomes of our students of Two or More races will mirror that of the general population (All Students group on the dashboard).

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

The strategies and activities were fully implemented, however the chronic absenteeism increased by 1%.

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

No major differences were made to the intended implementation and expenditures.

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 PBIS committee will continue to implement previous strategies and activities while focusing on identifying Two or More Chronic absenteeism students and placing them in Tier III interventions.

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.

Additional Targeted Support & Improvement (ATSI)

The educational outcomes of our students of Two or More races will mirror that of the general population (All Students group on the dashboard).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

According to the CDE CA Dashboard data for the 2025 school year, students identified as Two or More Races received a Red rating in the area of Chronic Absenteeism and Suspension Rate. This reflects a two-level performance gap compared to the "All Students" group, which was rated Yellow.

Steps taken to address these identified needs include:

- PBIS team will create a formal screening process to make sure all identified students are being supported by running weekly tardy/absence reports in Aeries.
- Check-in/Checkout
- Site Interventions Teams with counselors and administration (SIT Teams)
- Meet with District CLA
- Tardy Contracts
- Teen180
- Perfect Attendance Rewards

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
PBIS Recognition	Gold	Platinum
Chronic Absenteeism Rate	According to the 2025 CA Dashboard, 23.3% of students identified as Two or More Races were chronically absent, placing them in the Red performance level for the Chronic Absenteeism indicator.	Christa McAuliffe Middle School will reduce the Chronic Absenteeism rate for students of Two or More Races by 4%, decreasing from 23% to 19%, as measured by the 2025 CA Dashboard—resulting in a shift from the Red to the Yellow performance level.
Suspension Rate	According to the 2025 CA Dashboard, 14% of students identified as Two or More Races were suspended, placing them in the Red performance level for the Suspension Rate Indicator.	Christa McAuliffe Middle School will reduce the Suspension Rate rate for students of Two or More Races by 4%, decreasing from 23% to 19%, as measured by the 2025 CA

		Dashboard—resulting in a shift from the Red to the Yellow performance level.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Run weekly tardy/absence reports in Aeries to identify and support students with five or more tardys and place on tardy contracts.	Students of Two or Races	
1.2	Run weekly suspension reports in Aeries to identify and support students using other means of correction.	Students of Two or Races	

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 .

Attested:



Principal, Pierre Kirby on 05/22/2026