



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bowditch Middle School	41690396044861	5/27/2026	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

In this SPSA, there are several sections with information that explains how Bowditch has met the ESSA requirements for the Bowditch's TSI programs in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The section called “Educational Partner Involvement” describes the key partners included in the needs assessment and planning process and when school leaders met with these partners.

The section called “Student Performance Data: Data Indicators and Targets” includes, at the bottom, a summary of the needs assessment done to inform the improvement planning found in the SPSA. This summary provides statements of the strengths in the academic performance and engagement of all students and of specific struggling student groups; statements of challenges in their academic performance and engagement; and statements of the key planning ideas to improve their performance and engagement—including actions that can address any resource inequities identified for these student groups

The sections called “Planned Improvements: Goal 1/2/3” describe—in alignment with the San Mateo Foster City School District’s Local Control Accountability Plan (LCAP)—the key goals, strategies, and

actions that will be implemented using site and district resources, to accelerate the academic performance and engagement of all students and of specific struggling student groups. Actions labeled as Tier 1 address the needs of all students. Actions labeled as Tier 2/3 address the needs of the specific student groups identified.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Evidence-based educational practices to raise student achievement

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

We held SPSA engagement opportunities for Staff (5/24/26), ELAC (5/6/2026) and School Site Council (5/27/26).

Resource Inequities

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Bowditch Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.22%	0.22%	0.23%	2	2	2
African American	1.23%	1.18%	0.46%	11	11	4
Asian	51.51%	49.09%	47.34%	460	456	409
Filipino	3.81%	4.74%	5.56%	34	44	48
Hispanic/Latino	15.12%	15.61%	15.05%	135	145	130
Pacific Islander	0.34%	0.65%	0.81%	3	6	7
White	16.80%	16.58%	17.13%	150	154	148
Multiple/No Response	8.51%	9.58%	11.34%	76	89	98
Total Enrollment				893	929	864

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	302		259
Grade 7	295		324
Grade 8	296		281
Total Enrollment	893		864

Conclusions based on this data:

1. Overall enrollment declined since 2023-2024
2. The current 7th grade class (2025-2026) is greater than other classes by over 50 students

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	66	84	60	8.9%	7.4%	6.9%
Fluent English Proficient (FEP)	380	390	365		42.6%	42.2%
Reclassified Fluent English Proficient (RFEP)			60	38.2%		21.7%

Conclusions based on this data:

1. There was a slight decrease from 2024-2025 to 2025-2026 FEP, 42.6% to 42.2%
2. There has been .5% decrease of English Learners since 2024-2025 school year.

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	300	313		289	299		289	299		96.3	95.5	
Grade 7	297	296		293	284		293	284		98.7	95.9	
Grade 8	309	295		301	289		300	289		97.4	98	
All Grades	906	904		883	872		882	872		97.5	96.5	

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	2590.	2586.		42.21	41.14		34.60	32.44		13.49	14.38		9.69	12.04	
Grade 7	2620.	2607.		40.96	38.38		38.23	36.62		12.97	15.14		7.85	9.86	
Grade 8	2628.	2634.		38.33	39.45		36.33	38.41		16.33	14.53		9.00	7.61	
All Grades	N/A	N/A	N/A	40.48	39.68		36.39	35.78		14.29	14.68		8.84	9.86	

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	39.45	35.45		49.13	51.17		11.42	13.38	
Grade 7	36.86	34.51		57.68	55.99		5.46	9.51	
Grade 8	39.33	42.56		50.00	48.79		10.67	8.65	
All Grades	38.55	37.50		52.27	51.95		9.18	10.55	

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	34.60	35.79		55.02	53.18		10.38	11.04	
Grade 7	43.00	36.27		48.12	51.41		8.87	12.32	
Grade 8	36.33	34.26		52.67	54.67		11.00	11.07	
All Grades	37.98	35.44		51.93	53.10		10.09	11.47	

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	27.68	24.75		67.13	69.23		5.19	6.02	
Grade 7	22.53	17.96		73.72	75.35		3.75	6.69	
Grade 8	24.33	25.26		69.00	70.24		6.67	4.50	
All Grades	24.83	22.71		69.95	71.56		5.22	5.73	

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	30.45	32.78		64.01	60.54		5.54	6.69	
Grade 7	41.64	34.86		51.19	57.04		7.17	8.10	
Grade 8	40.67	42.56		53.67	52.94		5.67	4.50	
All Grades	37.64	36.70		56.24	56.88		6.12	6.42	

Conclusions based on this data:

1.

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.

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

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	300	313		297	305		297	305		99.0	97.4	
Grade 7	297	296		296	289		296	289		99.7	97.6	
Grade 8	309	295		307	291		307	291		99.4	98.6	
All Grades	906	904		900	885		900	885		99.3	97.9	

* 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	2608.	2598.		55.56	53.77		14.81	12.79		17.51	19.02		12.12	14.43	
Grade 7	2644.	2622.		56.76	51.21		22.64	21.80		13.18	14.19		7.43	12.80	
Grade 8	2645.	2672.		49.51	61.17		21.82	15.12		14.66	10.65		14.01	13.06	
Grade 11															
All Grades	N/A	N/A	N/A	53.89	55.37		19.78	16.50		15.11	14.69		11.22	13.45	

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	48.48	47.87		37.37	36.39		14.14	15.74	
Grade 7	54.73	49.48		37.16	37.37		8.11	13.15	
Grade 8	46.25	57.73		40.72	30.58		13.03	11.68	
Grade 11									
All Grades	49.78	51.64		38.44	34.80		11.78	13.56	

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	45.12	43.28		42.76	41.97		12.12	14.75	
Grade 7	51.01	38.41		40.20	50.87		8.78	10.73	
Grade 8	46.25	52.92		43.00	36.08		10.75	11.00	
All Grades	47.44	44.86		42.00	42.94		10.56	12.20	

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	49.83	43.28		38.72	45.25		11.45	11.48	
Grade 7	48.31	41.87		45.95	49.48		5.74	8.65	
Grade 8	43.97	57.04		45.93	33.68		10.10	9.28	
All Grades	47.33	47.34		43.56	42.82		9.11	9.83	

Conclusions based on this data:

1.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1542.7	1489.9		1535.4	1489.9		1549.5	1489.5		36	33	
7	1566.9	1516.4		1564.2	1513.1		1569.3	1519.1		17	28	
8	1549.2	1536.5		1546.8	1540.5		1551.3	1532.0		21	11	
All Grades										74	72	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	37.14	18.18		22.86	24.24		20.00	21.21		20.00	36.36		35	33	
7	47.06	17.86		23.53	35.71		17.65	28.57		11.76	17.86		17	28	
8	33.33	36.36		19.05	18.18		28.57	18.18		19.05	27.27		21	11	
All Grades	38.36	20.83		21.92	27.78		21.92	23.61		17.81	27.78		73	72	

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	48.57	30.30		22.86	21.21		14.29	18.18		14.29	30.30		35	33	
7	52.94	35.71		35.29	28.57		5.88	17.86		5.88	17.86		17	28	
8	47.62	36.36		19.05	27.27		19.05	9.09		14.29	27.27		21	11	
All Grades	49.32	33.33		24.66	25.00		13.70	16.67		12.33	25.00		73	72	

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	25.71	9.09		22.86	6.06		22.86	39.39		28.57	45.45		35	33	
7	29.41	7.14		41.18	17.86		17.65	53.57		11.76	21.43		17	28	
8	19.05	18.18		23.81	27.27		38.10	27.27		19.05	27.27		21	11	
All Grades	24.66	9.72		27.40	13.89		26.03	43.06		21.92	33.33		73	72	

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	31.43	21.21		57.14	42.42		11.43	36.36		35	33	
7	29.41	21.43		64.71	57.14		5.88	21.43		17	28	
8	19.05	36.36		57.14	27.27		23.81	36.36		21	11	
All Grades	27.40	23.61		58.90	45.83		13.70	30.56		73	72	

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	60.00	45.45		17.14	24.24		22.86	30.30		35	33	
7	88.24	46.43		0.00	35.71		11.76	17.86		17	28	
8	52.38	54.55		33.33	18.18		14.29	27.27		21	11	
All Grades	64.38	47.22		17.81	27.78		17.81	25.00		73	72	

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	25.71	9.09		34.29	27.27		40.00	63.64		35	33	
7	29.41	7.14		47.06	42.86		23.53	50.00		17	28	
8	28.57	36.36		23.81	45.45		47.62	18.18		21	11	
All Grades	27.40	12.50		34.25	36.11		38.36	51.39		73	72	

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	37.14	12.12		45.71	54.55		17.14	33.33		35	33	
7	35.29	7.14		58.82	75.00		5.88	17.86		17	28	
8	4.76	18.18		85.71	54.55		9.52	27.27		21	11	
All Grades	27.40	11.11		60.27	62.50		12.33	26.39		73	72	

Conclusions based on this data:

1.

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
929	19.6%	9%	0.0%
Total Number of Students enrolled in Bowditch 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	84	9%
Foster Youth	0	0.0%
Homeless	12	1.3%
Socioeconomically Disadvantaged	182	19.6%
Students with Disabilities	64	6.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.2%
American Indian	2	0.2%
Asian	456	49.1%
Filipino	44	4.7%
Hispanic	145	15.6%
Two or More Races	89	9.6%
Pacific Islander	6	0.6%
White	154	16.6%

Conclusions based on this data:

1.

School and Student Performance Data

Data Indicators and Targets

<https://docs.google.com/spreadsheets/d/1vngzj5VEwkG76BcQtjJDw6uoX6nFaf3k10hyKVTgzlY/edit?usp=sharing>

Data Statements: Strength

1. ELA:
 - 74.46% of all students met or exceeded ELA CAASPP
 - 29.03% of students with disabilities met or exceeded ELA CAASPP, increasing from 15.39% in 2024
- Math:
 - 73.23% of all students met or exceeded in Math CAASPP, increased from 71.87% in 2024
 - 25.81% of student with disabilities met or exceeded Math CAASPP, increasing from 18.87% in 2024
- CHKS 2025-2026:
 - Students reported feeling safe at school (grade 6 76%, grade 7 70%, grade 8 75%)
 - Students reported caring adults at school (grade 6 71%, grade 7 65%, grade 8 71%)
 - Students reported feeling connected to school, (Grade 6 71%, Grade 7 64%, and grade 8 70%), Current 8th graders increase 9% since last year in grade 7, current 7th graders increase 2% since last year in grade 6)

Data Statements: Challenges

2. ELA:
 - To increase met/exceeded in CAASPP ELA with Socio-economically disadvantaged students (30% difference between all students), students with disabilities (45.72% difference between all students) and Long-term English learners (63.63% difference between all students).
- Math:
 - To increase met/exceeded in CAASPP Math with Socio-economically disadvantaged students (26.14% difference between all students), students with disabilities (47.42% difference between all students) and Long-term English learners (62.12% difference between all students).
- CHKS
 - A goal is to increase students feeling connected to school and reporting having caring adults at school to over 80%
 - Continue to increase students feeling safe at school.

Planning Statements

3. Overall, students groups continue to make progress in ELA & Math. We need continued focus on our sub groups of students included multilingual learners, students with disabilities, and socio-economically disadvantaged students. Our Instructional Leadership Team focus on common language throughout content areas to support with language development, particularly for our multilingual students and students with disabilities.

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
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Blue</div>		
<div>English Learner Progress</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

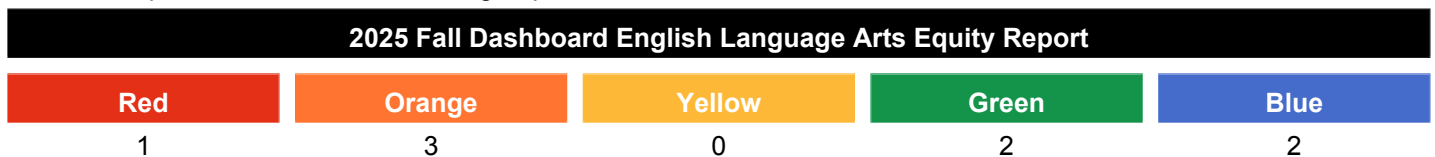
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 55.5 points above standard Declined 5.6 points 879 Students	English Learners Orange 25.4 points below standard Declined 18.6 points 170 Students	Long-Term English Learners No Performance Color 156.8 points below standard Maintained 2.3 points 16 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 103.5 points below standard 13 Students	Socioeconomically Disadvantaged Orange 21.8 points below standard Declined 17.3 points 171 Students

Students with Disabilities  Red 91.4 points below standard Declined 4.7 points 65 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green 86.4 points above standard Declined 4.8 points 434 Students	Filipino  Blue 51.5 points above standard Maintained 2 points 42 Students	Hispanic  Orange 39.4 points below standard Declined 15.1 points 137 Students
Two or More Races  Blue 72.7 points above standard Increased 9.9 points 85 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Green 48.1 points above standard Declined 4.1 points 145 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

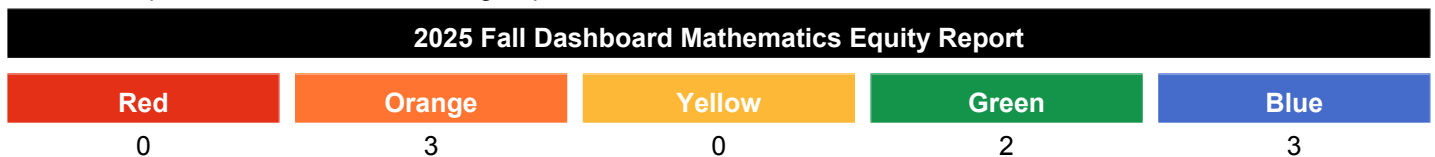
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 68.6 points above standard Maintained 1.2 points 880 Students	English Learners  Green 6.1 points above standard Declined 4 points 171 Students	Long-Term English Learners  No Performance Color 169.8 points below standard Increased 13.3 points 16 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 114.3 points below standard 13 Students	Socioeconomically Disadvantaged  Orange 31.5 points below standard Declined 11.8 points 173 Students

Students with Disabilities  Orange 97.5 points below standard Increased 22.1 points 64 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 127.4 points above standard Increased 11.1 points 435 Students	Filipino  Blue 36.9 points above standard Increased 10.8 points 42 Students	Hispanic  Orange 67.4 points below standard Declined 5.4 points 137 Students
Two or More Races  Blue 59 points above standard Increased 8 points 85 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Green 42 points above standard Declined 5.4 points 145 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Science

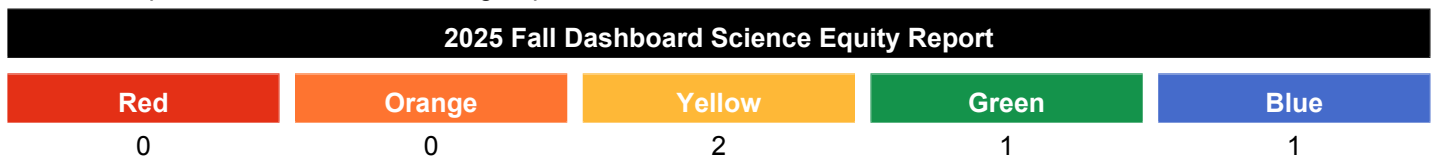
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 67.5 science points Maintained -1.4 points 281 Students	English Learners  No Performance Color 53.8 science points Declined 3.3 points 51 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Yellow 49.4 science points Declined 7.1 points 49 Students

Students with Disabilities  No Performance Color 41.1 science points Declined 2 points 18 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  Blue 74.8 science points Maintained -1 points 137 Students	Filipino  No Performance Color 64.1 science points Increased 5.5 points 11 Students	Hispanic  Yellow 50 science points Maintained 1.1 points 49 Students
Two or More Races  No Performance Color 68.7 science points Maintained 0.3 points 23 Students	Pacific Islander  No Performance Color 0 Students	White  Green 64.1 science points Maintained -1.4 points 48 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
61.3 making progress.	31.3 making progress.
Number Students: 75 Students	Number Students: 16 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
6.7%	32%	0%	61.3%

Conclusions based on this data:

1.

School and Student Performance Data

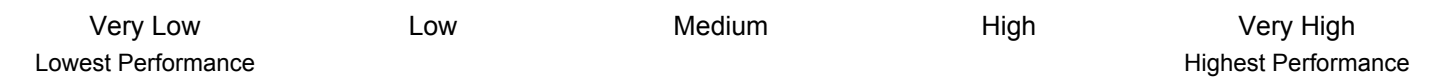
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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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	English Learners	Long-Term English Learners
 Green	 Orange	 No Performance Color
9.1% Chronically Absent	22.5% Chronically Absent	27.8% Chronically Absent
Declined 0.6	Declined 4.4	Increased 1.1
937 Students	89 Students	18 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	46.2% Chronically Absent	20.4% Chronically Absent
	Increased 12.8	Increased 1
	13 Students	191 Students

Students with Disabilities  Red 31.5% Chronically Absent Increased 2.7 73 Students	African American  No Performance Color 18.2% Chronically Absent Maintained 0 11 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Yellow 4.4% Chronically Absent Increased 0.7 458 Students	Filipino  Blue 2.3% Chronically Absent Declined 3.6 44 Students	Hispanic  Yellow 24.8% Chronically Absent Declined 3.1 153 Students
Two or More Races  Orange 10.8% Chronically Absent Maintained 0 111 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Green 5.9% Chronically Absent Declined 3.1 152 Students

Conclusions based on this data:

1. "All Students" increase by 1.9%.
2. SWD, SED and EL students have higher rates of absenteeism than their peers.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

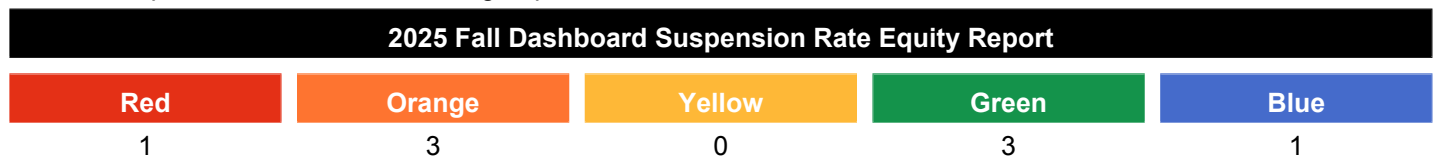
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 2.6% suspended at least one day Declined 0.4% 946 Students	English Learners  Green 7.5% suspended at least one day Declined 3.2% 93 Students	Long-Term English Learners  No Performance Color 33.3% suspended at least one day Increased 13.3% 18 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0% suspended at least one day Declined 12.5% 13 Students	Socioeconomically Disadvantaged  Orange 8.3% suspended at least one day Maintained -0.2% 193 Students

Students with Disabilities  Red 19.5% suspended at least one day Increased 4.8% 77 Students	African American  No Performance Color 9.1% suspended at least one day Maintained 0% 11 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Green 0.9% suspended at least one day Declined 0.6% 463 Students	Filipino  Green 2.3% suspended at least one day Declined 0.7% 44 Students	Hispanic  Orange 9.1% suspended at least one day Increased 0.5% 154 Students
Two or More Races  Blue 0% suspended at least one day Declined 2% 112 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Orange 3.3% suspended at least one day Increased 0.7% 153 Students

Conclusions based on this data:

1. "All Students" suspension rate increased 1.9%
2. All significant sub groups had an increased suspension rate.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL 6th through 8th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond. We want to continue to focus on students with disabilities.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Assign middle school teacher leads for Language & Literacy instruction, who facilitate ELA teacher inquiry and planning to support Language & Literacy instruction, curriculum implementation, and curriculum adoption.	District-provided .17 FTE for Teacher Leads	1000-1999: Certificated Personnel Salaries District Central funding	25,000
MTSS Tier 2: Through SST process provide RTI supports and interventions	Site - Identified materials, resources and certificated hourly rate	1000-1999: Certificated Personnel Salaries Site Supplemental	2,000
MTSS, Tier 1: Support Academic Language Acceleration Course (ALAC) teachers to participate in ELD professional development and planning, to strengthen implementation.	District-provided materials, resources,	None Specified	0
MTSS, Tier 1: Implement middle school newcomer pathways (staff, instructional materials, professional development and planning), so that newcomer students are ready to learn and accelerate their learning of grade-level standards.	District-provided 0.34 FTE Newcomer Teacher	1000-1999: Certificated Personnel Salaries District Central funding	100,000
MTSS, Tier 1: Implement the NWEA literacy interim assessment.	District-provided materials and resources	None Specified	0
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day	District-provided materials and resources	None Specified	0
MTSS Tier 1: Provide supplemental materials and resources to the Library.	Site identified materials	4000-4999: Books And Supplies Site Lottery	5,000

		None Specified Other	0
STRATEGY: Middle School Block Schedule			
		None Specified	0
MTSS, Tier 1: Provide Instructional Leadership Team release time and planning	Site-provided	0001-0999: Unrestricted: Locally Defined Site Supplemental	3,000
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of Illustrative Math/Desmos math curricula and teacher guidance materials.	District-provided materials and resources	None Specified	0
=		None Specified	0
MTSS, Tier 1: Assign Math ToSAs/teacher leaders to support math pathways, continuous learning cycles and 6th-8th grade teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 0.5 FTE for Math ToSA/Teacher Leads	1000-1999: Certificated Personnel Salaries District Central funding	50,000
MTSS Tier 1: Provide professional development opportunities to teachers related to subject area.		None Specified	2,500
MTSS, Tier 1 & 2: Implement ST Math as the supplementary curriculum for targeted students and an at-home math resource for any students.	District-provided resource.	None Specified	0
MTSS, Tier 1 & 2: Continue implementation of 6-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.	None Specified	0
MTSS: Tier 2 Support: Implement Summit K12 for Multilingual Learners in grades 4–8 to provide supplemental language development, literacy support, and ELPAC preparation in order to accelerate English language proficiency and improve student outcomes	District-provided resource	None Specified	0
MTSS Tier 2: Through SST process provide RTI supports and interventions	Site - Identified materials, resources and certificated hourly rate	4000-4999: Books And Supplies Site Lottery	1,505
MTSS Tier 2: Provide after-school Homework Central support.	Site - certificated & classified hourly rate	1000-1999: Certificated Personnel Salaries Site Supplemental	15,000
STRATEGY: Science/STEM			

MTSS, Tier 1: Implement Open Science Education curriculum and teacher guidance materials.	District-provided materials and resources	None Specified	0
MTSS, Tier 1: Implement Paxton Patterson "College & Career Elective"	District-provided materials and resources	None Specified	0
MTSS, TIER 1: Provide learning opportunities through elective classes	School - provided materials and resources	None Specified Site Lottery	5,000
MTSS, TIER 1: Provide learning opportunities through elective classes	School - provided materials and resources	None Specified Site Donations	5,000
STRATEGY: Expand visual and performing Arts programing			
Implement Prop 28 Arts funding by continuing with .5 VAPA electives	Provide materials and resouces to visual and performing arts, increase student access.	None Specified Other	

SPSA Goals and Strategies

Goal 2

Goal #	Description
GOAL 2	EQUITY: Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> Object Code Source 	Amount
STRATEGY: Family Engagement			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources.	District-provided resources	None Specified	0
Provide parent education opportunities based on parents interests.	PTSA - provided resources	0000: Unrestricted Site PTA	800
Expand school efforts to get input and feedback from families, Principal Coffee Chats & engagements/regular to strengthen integration of family strengths and resources into school services and supports.	Site-identified staff extra-time and meeting costs District-provided resources	0001-0999: Unrestricted: Locally Defined Site PTA	0
Host school sponsored functions including Back to School Night, Parent Teacher Conferences, and Open House.	PTSA - provided resources	None Specified Site PTA	0
STRATEGY: Provide Advancement Via Individual Determination (AVID) electives and Tier 2 targeted supports to identified middle school students, so that unduplicated students accelerate their learning of grade-level standards.			
Not implemented this year			
STRATEGY: Responsive" Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided resources	None Specified	0
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture	Site-identified staff extra-time, materials, professional development District-provided resources	0001-0999: Unrestricted: Locally Defined Site Supplemental	5,000

Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families.	District-provided resources	None Specified	0
		None Specified	

SPSA Goals and Strategies

Goal 3

Goal #	Description
GOAL 3	WELLNESS: Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child. We specifically want to increase school attendance for students with disabilities.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign Counselors to provide individual and group wellness support.	District-provided 3.0 FTE for Counselors Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	606,296
MTSS, Tier 1 & 2: Implement Restorative Practices	1.0 Restorative Practices ToSA	1000-1999: Certificated Personnel Salaries District Central funding	150,000
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	0
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, and CARE team members to participate in professional development related to wellness PBIS, and restorative practices. • h	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	2,500
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	0
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	0

management and guidance for students in the SST process.			
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS and student recognition.	District-provided materials and resources	0000: Unrestricted Site PTA	0
MTSS: Restorative Justice TOSA Materials	District provided materials	0001-0999: Unrestricted: Locally Defined Other	2,000
Student Recognition/SEL	District provided materials	0001-0999: Unrestricted: Locally Defined Other	2,000
MTSS Tier 1 & 2: Provide PBIS/lunch activities	Site-identified extra staff time	0001-0999: Unrestricted: Locally Defined Site Supplemental	5,000
MTSS Tier 2: Lunch and after school reflection		0001-0999: Unrestricted: Locally Defined Site Lottery	6,000
MTSS Tier 1 & 2: Implement PBIS program and recognition	Site - provided material and resources	0001-0999: Unrestricted: Locally Defined Site Supplemental	3,000
Field Trip for our ELD Students	Site- Identified Funds	None Specified Site Donations	2,000

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 deleted.

GOAL 1 ANALYSIS

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

In order to expand equitable learning opportunities for all 6th through 8th grade students—while promoting academic growth, student wellness, and long-term success in high school and beyond—four key areas of focus guided our work this year.

First, we continued to prioritize strong mathematics instruction through an ongoing emphasis on 8th grade math readiness and consistent implementation of the adopted curriculum. Teachers focused on supporting all learners within the core classroom, using targeted strategies to address gaps and build student confidence and achievement.

Second, smaller ELD class sizes, resulting from a high number of students reclassifying from 5th grade, allowed for more individualized instruction and increased opportunities for language development. This structure supported equitable access to grade-level content while also fostering student confidence and a sense of belonging.

Third, we maintained a focus on identifying and supporting students in need of additional academic assistance, with particular attention to executive functioning skills. Staff worked collaboratively to monitor progress and provide targeted supports that helped students build organization, independence, and academic resilience.

Finally, the Homework Center remained a consistent support structure, operating weekly to provide a supervised space for students to complete assignments and receive help. Approximately 20 students attended regularly, allowing for more personalized academic support and fostering positive connections that supported both academic progress and overall student wellness.

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

We did not hire a paraeducator for ELD support.

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.

No changes for next year--- ELD paraeducator is not within the budget.

GOAL 2 ANALYSIS

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

In order to improve equitable outcomes for all students and staff by prioritizing equity, access, and inclusion, we focused on strengthening family engagement and fostering inclusive, relationship-

centered school practices. Family engagement remained a priority through well-attended events such as Back to School Night, Open House, and high school transition presentations. In addition, we hosted a parent engagement night in partnership with Common Sense Media focused on healthy technology use for adolescents. We also held a four part workshop for families focused on Healthy Tech for teens. We also intentionally invited families and community members onto campus to engage with our newly completed facilities, including the wellness center, library, gym, and outdoor learning spaces, helping to build connection and transparency within the school community. Continued collaboration with PTSA supported outreach efforts, though increasing participation and representation across all student groups remains an area for growth.

Professional learning throughout the year emphasized restorative practices and relationship-building strategies, equipping staff with tools to create inclusive, supportive classroom environments that center student voice and belonging.

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

There are not a major differences between intended implementation and budgeted 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.

We will continue to offer Homework Center two times a week after school. This is staffed by a math, language arts, and RSP paraeducator to support a variety of student needs.

GOAL 3 ANALYSIS

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

In order to provide a safe, caring, nurturing, and culturally responsive environment for all students and meet the needs of the whole child, several key areas of focus were implemented this year. Wellness staff included three counselors, one Restorative Justice TOSA, and one Student Services TOSA, who partnered closely with mental health clinicians, the school psychologist, BCBA, and school social worker to provide comprehensive support for students. The Wellness Center remained open and accessible to students throughout the school day to support students' social-emotional needs. In addition, social groups were offered throughout the year to support students in areas such as building friendships, developing social skills, and managing school anxiety. Weekly Care Team meetings were also held to collaboratively support students and address academic, behavioral, attendance, and social-emotional concerns.

This year, Advisory was also moved to the beginning of the school day so students could start each morning with the same teacher and peer group. This structure helped foster stronger relationships between students and staff, increased student connection to school, and provided consistent opportunities for check-ins and social-emotional support.

Lunch programs were implemented to create safe and inclusive spaces on campus while providing structured and engaging activities for students during lunch. The school also partnered with the local teen community center, The Vibe, and the local library to provide lunchtime activities and opportunities for student engagement. Our library remained open throughout the school day, and students had access to over 13 lunchtime clubs and activities across campus. Students also earned

BUCCS for demonstrating positive behavior on campus and were able to redeem rewards through the student store. These strategies proved effective, with increases reflected in our CHKS data.

Briefly 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 budgeted 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.

GOAL 4 ANALYSIS

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

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

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

GOAL 5 ANALYSIS

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

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

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$998,601.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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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 (\$)
	\$2,500.00
District Central funding	\$933,796.00
Other	\$4,000.00
Site Donations	\$7,000.00
Site Lottery	\$17,505.00
Site PTA	\$800.00
Site Supplemental	\$33,000.00

Subtotal of state or local funds included for this school: \$998,601.00

Total of federal, state, and/or local funds for this school: \$998,601.00

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
	2,500.00
District Central funding	933,796.00
Other	4,000.00
Site Donations	7,000.00
Site Lottery	17,505.00
Site PTA	800.00
Site Supplemental	33,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	800.00
0001-0999: Unrestricted: Locally Defined	26,000.00
1000-1999: Certificated Personnel Salaries	950,796.00
4000-4999: Books And Supplies	6,505.00
None Specified	14,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		2,500.00
1000-1999: Certificated Personnel Salaries	District Central funding	933,796.00
0001-0999: Unrestricted: Locally Defined	Other	4,000.00

None Specified	Other	0.00
None Specified	Site Donations	7,000.00
0001-0999: Unrestricted: Locally Defined	Site Lottery	6,000.00
4000-4999: Books And Supplies	Site Lottery	6,505.00
None Specified	Site Lottery	5,000.00
0000: Unrestricted	Site PTA	800.00
0001-0999: Unrestricted: Locally Defined	Site PTA	0.00
None Specified	Site PTA	0.00
0001-0999: Unrestricted: Locally Defined	Site Supplemental	16,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	17,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	214,005.00
Goal 2	5,800.00
Goal 3	778,796.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Amanda Goll	Principal
Kristina Ayala	Classroom Teacher
Colin Hall	Other School Staff
Meghann McIntyre	Classroom Teacher
Nina Aggarwal	Parent or Community Member
Tanessa Jee	Parent or Community Member
Aura Urdaneta	Secondary Student
	Classroom Teacher

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
	Other: Parent

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 5/27/26.

Attested:



Principal, Amanda Goll on 5/27/2026

SSC Chairperson, Nina Aggarwal on 5/27/2026

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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