School Year: **2026-27**

Abbott Middle School

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
Abbott Middle School	41690396044796	5/26/26	6/25/26

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

As a school with a Title 1 Schoolwide Program, this SPSA describes the goals, strategies, and actions being implemented to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards.

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 of information that explains how Abbott Middle School has met the ESSA requirements for the ATSI/CSI programs in alignment with the SMFCSD 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 Tier 1 address the needs of all students. Actions labeled 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

The Single Plan for Student achievement was developed though informal and structured input from key stakeholders including feedback collected at English Language Advisory Council (ELAC), School Site Council (SSC), Instructional Leadership Team (ILT) Parent Teacher Association (PTA) and Staff meetings in March-May 2025. Student input was generated through the SSC and the Abbott leadership class as well as through informal opportunities for student focus groups and feedback. The SSC consisting of students, classified and certificated staff, and parents reviewed and approved by SSC on May 20, 2025.

Specific Dates of SPSA Planning and Review Include
ELAC: 9/25/25, 3/19/26, 5/14/26
SSC: 9/16/25, 4/14/26, 5/26/26
ILT: 9/9/25, 3/17/26, 4/21/26, 5/19/26
PTA: 9/16/25, 4/22/26
Staff: March-May 2026

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 Abbott 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	%	0.14%	0.15%		1	1
African American	1.00%	0.83%	0.45%	7	6	3
Asian	6.02%	6.80%	7.19%	42	49	48
Filipino	3.72%	3.74%	3.74%	26	27	25
Hispanic/Latino	62.32%	62.14%	61.23%	435	448	409
Pacific Islander	1.29%	1.80%	1.65%	9	13	11
White	16.19%	14.70%	15.42%	113	106	103
Multiple/No Response	8.88%	9.15%	9.58%	62	66	64
			Total Enrollment	698	721	668

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	233		200
Grade 7	248		222
Grade 8	217		246
Total Enrollment	698		668

Conclusions based on this data:

1. Abbott serves a supportive school community with some declining enrollment since 2023-'24 school year. We have a diverse student population and serve students from local neighborhoods while public bus transportation is provided for roughly 150 students who live outside the school neighborhood. Mostly stable and predictable enrollment has allowed Abbott to schedule students equitably and based on student interest.
2. Abbott has experienced some declining enrollment last year and anticipates a small decline again in the 2026'-27 school year. Abbott continues to work to support families regarding student enrollment and daily student attendance.
3. The cost of living has led to families moving out of the enrollment boundaries.

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	212	247	216	33.7%	30.4%	32.3%
Fluent English Proficient (FEP)	168	144	155		24.1%	23.2%
Reclassified Fluent English Proficient (RFEP)			214	23.2%		20.1%

Conclusions based on this data:

1. Roughly one third of Abbott students are English Learners. Another third are reclassified (RFEP) students. Percentages have remained somewhat consistent over the past 3 years.
2. A significant number of Abbott EL students are Long Term English Learners. Continued focus on integrated ELD strategies need to be emphasized along with key learning targets in class lessons to support students in meeting requirements for reclassification.
3. Reclassification rate remains a focus of school improvement efforts and Abbott continues to see gains in total numbers of reclassified students.

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	268	227		256	221		256	221		95.5	97.4	
Grade 7	227	244		217	234		216	234		95.6	95.9	
Grade 8	237	218		228	212		228	212		96.2	97.2	
All Grades	732	689		701	667		700	667		95.8	96.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2477.	2498.		13.28	17.19		21.09	26.24		22.66	18.10		42.97	38.46	
Grade 7	2497.	2523.		12.04	15.81		21.76	28.63		23.15	18.38		43.06	37.18	
Grade 8	2514.	2525.		15.35	10.85		21.93	27.83		17.54	25.94		45.18	35.38	
All Grades	N/A	N/A	N/A	13.57	14.69		21.57	27.59		21.14	20.69		43.71	37.03	

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	14.45	16.74		42.58	44.34		42.97	38.91	
Grade 7	14.81	15.81		47.22	50.85		37.96	33.33	
Grade 8	19.74	10.38		36.40	53.77		43.86	35.85	
All Grades	16.29	14.39		42.00	49.63		41.71	35.98	

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	8.98	17.65		46.88	45.70		44.14	36.65	
Grade 7	13.43	20.94		43.52	45.73		43.06	33.33	
Grade 8	12.33	9.43		43.17	53.30		44.49	37.26	
All Grades	11.44	16.19		44.64	48.13		43.92	35.68	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	7.81	12.67		69.14	66.97		23.05	20.36	
Grade 7	13.43	13.25		66.67	63.25		19.91	23.50	
Grade 8	14.47	13.68		63.16	66.51		22.37	19.81	
All Grades	11.71	13.19		66.43	65.52		21.86	21.29	

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	16.02	17.65		53.13	57.47		30.86	24.89	
Grade 7	11.11	19.23		61.57	54.27		27.31	26.50	
Grade 8	16.23	18.87		58.77	58.49		25.00	22.64	
All Grades	14.57	18.59		57.57	56.67		27.86	24.74	

Conclusions based on this data:

1. yes
2. yes
3. yes

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	268	227		259	223		259	223		96.6	98.2	
Grade 7	227	244		222	240		222	240		97.8	98.4	
Grade 8	237	218		231	217		230	217		97.5	99.5	
All Grades	732	689		712	680		711	680		97.3	98.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2445.	2447.		10.42	11.66		11.97	9.87		18.53	20.63		59.07	57.85	
Grade 7	2488.	2498.		14.86	16.67		13.51	17.92		19.82	20.83		51.80	44.58	
Grade 8	2468.	2517.		11.30	19.35		8.70	13.36		13.48	16.59		66.52	50.69	
Grade 11															
All Grades	N/A	N/A	N/A	12.10	15.88		11.39	13.82		17.30	19.41		59.21	50.88	

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	5.41	7.17		34.36	33.18		60.23	59.64	
Grade 7	12.16	17.99		40.09	38.91		47.75	43.10	
Grade 8	8.26	17.51		28.70	35.48		63.04	47.00	
Grade 11									
All Grades	8.44	14.29		34.32	35.94		57.24	49.78	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.88	10.76		38.22	38.57		52.90	50.67	
Grade 7	14.41	15.83		49.55	43.75		36.04	40.42	
Grade 8	10.00	16.13		45.65	51.61		44.35	32.26	
All Grades	10.97	14.26		44.16	44.56		44.87	41.18	

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	9.65	12.56		47.88	48.43		42.47	39.01	
Grade 7	13.51	12.92		53.15	54.17		33.33	32.92	
Grade 8	8.26	19.35		47.83	48.39		43.91	32.26	
All Grades	10.41	14.85		49.51	50.44		40.08	34.71	

Conclusions based on this data:

1. Percent of students tested continues to increase.
Overall decrease of % of students Not Meeting Standard with increased rates in Exceeding Standard.
Increase % in all grade levels for Above Standard on Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems
Increase in Above Standard for Communicating Reasoning Scores for 8th Graders.
2. Although Abbott has decreasing % of students below standard, between 32-50% are still testing below standard.
6th Graders (current 7th graders) demonstrate lower overall test scored and higher percentages of students below standard.
3. New curriculum and new teachers are still working to maximize the District created curriculum.
Improvement in most areas has been steady if not as significant as we'd like. Continued and steady progress remains a viable (5-10%) continues to be a goal.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1493.2	1501.8		1496.9	1501.7		1488.9	1501.5		110	85	
7	1507.6	1516.4		1504.2	1513.9		1510.6	1518.4		56	82	
8	1510.4	1516.0		1508.7	1510.6		1511.4	1520.7		69	46	
All Grades										235	213	

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	9.09	10.59		21.82	31.76		31.82	30.59		37.27	27.06		110	85	
7	10.71	12.20		26.79	31.71		33.93	29.27		28.57	26.83		56	82	
8	11.59	8.70		26.09	34.78		26.09	26.09		36.23	30.43		69	46	
All Grades	10.21	10.80		24.26	32.39		30.64	29.11		34.89	27.70		235	213	

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	21.82	22.35		39.09	42.35		15.45	14.12		23.64	21.18		110	85	
7	21.43	31.71		42.86	28.05		12.50	23.17		23.21	17.07		56	82	
8	21.74	15.22		34.78	43.48		10.14	21.74		33.33	19.57		69	46	
All Grades	21.70	24.41		38.72	37.09		13.19	19.25		26.38	19.25		235	213	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	2.73	3.53		7.27	18.82		26.36	27.06		63.64	50.59		110	85	
7	7.14	8.54		5.36	14.63		35.71	36.59		51.79	40.24		56	82	
8	1.45	2.17		20.29	17.39		26.09	36.96		52.17	43.48		69	46	
All Grades	3.40	5.16		10.64	16.90		28.51	32.86		57.45	45.07		235	213	

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	7.27	18.82		68.18	50.59		24.55	30.59		110	85	
7	8.93	14.63		53.57	50.00		37.50	35.37		56	82	
8	7.25	17.39		57.97	50.00		34.78	32.61		69	46	
All Grades	7.66	16.90		61.70	50.23		30.64	32.86		235	213	

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	48.62	41.18		27.52	43.53		23.85	15.29		109	85	
7	57.14	47.56		23.21	35.37		19.64	17.07		56	82	
8	46.38	39.13		18.84	43.48		34.78	17.39		69	46	
All Grades	50.00	43.19		23.93	40.38		26.07	16.43		234	213	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	2.73	2.35		18.18	32.94		79.09	64.71		110	85	
7	10.71	7.32		25.00	40.24		64.29	52.44		56	82	
8	8.70	8.70		24.64	26.09		66.67	65.22		69	46	
All Grades	6.38	5.63		21.70	34.27		71.91	60.09		235	213	

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	5.45	9.41		55.45	62.35		39.09	28.24		110	85	
7	8.93	13.41		60.71	67.07		30.36	19.51		56	82	
8	1.45	4.35		60.87	80.43		37.68	15.22		69	46	
All Grades	5.11	9.86		58.30	68.08		36.60	22.07		235	213	

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.

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
721	**61.3%**	**34.3%**	**0.1%**
Total Number of Students enrolled in Abbott 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	247	34.3%
Foster Youth	1	0.1%
Homeless	71	9.8%
Socioeconomically Disadvantaged	442	61.3%
Students with Disabilities	103	14.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.8%
American Indian	1	0.1%
Asian	49	6.8%
Filipino	27	3.7%
Hispanic	448	62.1%
Two or More Races	66	9.2%
Pacific Islander	13	1.8%
White	106	14.7%

Conclusions based on this data:

1.

School and Student Performance Data

Data Indicators and Targets

Data Indicators- Link https://docs.google.com/spreadsheets/d/1EMXR1pdvc2kdRs2I50f5zZwkKVgUPmDf2dQAyqqW-8c/edit?usp=sharing

Data Statements: Strength

1.

Abbott student scores improved in most areas of the Spring 2024 CAASPP test but leveled off or experienced a slight decline in most CASSPP categories in the Spring 2025 test with some sub-group exceptions.

41% of all students met or exceeded grade level proficiency on the CAASPP ELA test. Students with an IEP improved by 7% from previous year. Asian students, students of two or more races, and white students outperformed the school average.

28.50% of all students met or exceeded the standard in mathematics, with most sub-groups remaining consistent from previous year scores.

English Language Learners made 12.1% growth in students meeting the District English Language Progress Indicator (ELPI) with 54.00% making progress on the Fall 2025 Dashboard.

Introduced last year, results on the NWEA Map Growth Reading Assessment does not show growth as the 2nd Interim was not given as our District introduced CAASPP IAB's. The 3rd interim is currently being conducted and scores are not yet in place.

Student math scores on the District common formative assessment show improvement for each grade level except 8th grade (95 and 75 improvement for 6 and 7th grade respectively).

Chronic absenteeism remains a concern but has again decreased this school year from 22% two yeas ago to 16.67% this year.

Suspension rates remain low and consistent with a slight increase this year.

According to our most recent CHKS data, students are feeling considerably more positive about their experience at Abbott. 6th graders feel more connected to school then 7th and 8th graders, a trend seen in other areas of CHKS data which Abbott is focused on reversing.

The 2025-2026 CHKS data reveals that 6th (+70%), 7th grade (+63%), and 8th (60%) of students believe they have a "Caring Adult in School", increasing in each grade level from last year. Students feeling safe at school has also improved each of the past three years with increased positive responses for each grade level this year (66%, 65%, and 60%- 6-8th grade, respectively). This years results were improved in most areas but continue to demonstrate room for growth.

Specifically, the Abbott staff analyzed the CHKS data and identified a continued need for school emphasis on creating a sense of belonging for all students, a focus on meaningful participation and engagement, and school connectedness.

Data Statements: Challenges

2.

The data reveals that our English Learner students, and specifically, our Long Term English Learners scored below other subgroups in proficiency rates on the CAASPP/CAST.

Roughly 29% of students, a slight decrease from last year, met or exceed standard in CAASPP Math.

26.8% of 8th Graders met or exceeded standards on the CAST Science test, down from 30.55. This was the most significant decline in CAASPP tests.

CAASPP scores for our students with IEP's decreased in Math and Science tests.

Our Pacific Islander students have the highest chronic absentee rates, significantly higher than other groups.

The data reveals that in the area of Chronic Absenteeism continues to be challenge in some student groups, though improved overall.

Planning Statements

3. Success with District implemented math coaches and common curriculum at the 6th and 7th grade level will continue with focus on 8th grade curriculum in 2025-26. This should lead to continued growth in math performance.

Abbott will continue with an ELD TOSA to provide department leadership and coaching, curriculum development, Integrated ELD professional development, and individual student support. In addition, Abbott will work to maintain small class sizes in ELD classes to support both academic growth as well as feeling connected to school.

The Abbott staff, in response to the CHKS data, identified a continued need for school emphasis on creating a sense of belonging for all students, a focus on meaningful participation and engagement, and school connectedness. The Abbott Leadership team will continue to develop and implement Tier 1 in-class and school-wide activities and strategies to strengthen school culture and community in support of all students personal and academic growth.

Abbott will expand Tier 2 Interventions focused on identifying and supporting students who fail to complete homework in class or receive 2 or more F's on a progress report or grading period. As part of this effort, Abbott will revise the after school Homework Center and our relationship with Empowerment Through Action Mentoring (ETA) to include 6th grade students in ongoing restorative practices.

The Restorative Practice Team will continue implementation of the Advisory curriculum, (Wayfinder Wednesday and Falcon Friday) and will work collaboratively with students, teachers, counselors and families to support the continued development of Abbott's advisory program in support of both academic and personal student success. Abbott introduced a more structured approach to advisory this year and plan to continue developing advisory to deepen student engagement and connectedness.

We will continue to develop our systems for accurately monitoring attendance, working with families of targeted students and continuous communication with families(phone calls, email and family meetings). Expansion of the school's Check In Check Out (CICO) will continue with increased emphasis on identified students. Parent Education will be provided around the importance of attendance.

Student presentations from our Restorative Practice TOSAs along with planned student activities and information such Anonymous Alert will continue to support students in positively responding to and reporting incidents and support students that have concerns at school.

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.

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Abbott students improved from red or orange to yellow in all academic dashboard indicators for Middle School students, specifically in ELA, Math and CAST portions of the CAASPP tests.
2. Abbott students improved from red or orange to yellow in related student conditions for academic success including chronic absenteeism and suspension rates.

3. English Learner Progress also improved moving from red to yellow.

School and Student Performance Data

Academic Performance
English Language Arts

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

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
6	0	0	0	3

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 Red
36.7 points below standard	118.8 points below standard	148.2 points below standard
Maintained -2.7 points	Declined 5 points	Maintained 1.1 points
682 Students	318 Students	114 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Red
Fewer than 11 students - No Data for Privacy	153.6 points below standard	90.5 points below standard
1 Student	Declined 18.2 points	Declined 6.1 points
	62 Students	422 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
142.9 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 5.9 points	5 Students	
101 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Red
57 points above standard	16.7 points above standard	89.1 points below standard
Increased 6.8 points	Declined 10.4 points	Declined 9.1 points
48 Students	26 Students	417 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
59.1 points above standard	74.3 points below standard	57.6 points above standard
Maintained 2.4 points	12 Students	Increased 7.1 points
65 Students		105 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
3	3	0	1	2

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	English Learners	Long-Term English Learners
 Orange	 Orange	 Orange
76.2 points below standard	155.1 points below standard	185 points below standard
Maintained 0.7 points	Increased 4.1 points	Increased 8.4 points
695 Students	333 Students	115 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Red
Fewer than 11 students - No Data for Privacy	175.6 points below standard	135.3 points below standard
1 Student	Maintained -1.6 points	Maintained -0.8 points
	68 Students	434 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
170 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 10.9 points	5 Students	
102 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Red
52 points above standard	12.7 points below standard	132.9 points below standard
Maintained 1.1 points	Declined 5.2 points	Maintained -2.4 points
48 Students	26 Students	432 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Green
28.1 points above standard	135.5 points below standard	24.7 points above standard
Increased 17.5 points	11 Students	Increased 4.4 points
65 Students		105 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Science

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	1	0

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	English Learners	Long-Term English Learners
 Yellow	 Red	 No Performance Color
48.2 science points	34.8 science points	33.3 science points
Declined 3.4 points	Declined 2.9 points	Maintained 1.8 points
245 Students	117 Students	50 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	32.1 science points	39.1 science points
	Maintained -1.7 points	Declined 2 points
	29 Students	159 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
38.2 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 3.9 points	2 Students	
34 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
59.8 science points	Fewer than 11 students - No Data for Privacy	40.7 science points
Declined 8.3 points	10 Students	Declined 2.8 points
14 Students		155 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
69.3 science points	Fewer than 11 students - No Data for Privacy	65.1 science points
Increased 5.9 points	6 Students	Declined 2.7 points
18 Students		39 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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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**
	
Green	Blue
54 making progress.	62.1 making progress.
Number Students: 226 Students	Number Students: 116 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**
8.6%	38.5%	0%	52.9%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 Orange
20.9% Chronically Absent	29.6% Chronically Absent	33.9% Chronically Absent
Declined 4.1	Declined 4.4	Declined 1.3
736 Students	260 Students	121 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - No Data for Privacy	34.2% Chronically Absent	27.4% Chronically Absent
1 Student	Declined 9.1	Declined 5.4
	79 Students	470 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
30.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 7.6	6 Students	1 Student
110 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
2% Chronically Absent	7.4% Chronically Absent	24.7% Chronically Absent
Declined 4.8	Maintained 0	Declined 5.9
49 Students	27 Students	462 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
14.1% Chronically Absent	61.5% Chronically Absent	15% Chronically Absent
Increased 0.7	Declined 5.1	Declined 0.8
71 Students	13 Students	107 Students

Conclusions based on this data:

1. Our SED and EL student groups had the lowest increase in chronic absenteeism at <1%
2. Our SED and EL student groups have higher rates of chronic absenteeism, and our SwD have a rate nearly double the 'All Students' rate.
3. SwD, SED and EL families need greater support in promoting regular attendance, and additional social-emotional and academic support to increase school contentedness.

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

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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	3	1

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Orange	 Red
5.6% suspended at least one day	10.8% suspended at least one day	14% suspended at least one day
Declined 0.4%	Maintained 0.2%	Increased 3.3%
737 Students	260 Students	121 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Green
Fewer than 11 students - No Data for Privacy	11.3% suspended at least one day	7.6% suspended at least one day
1 Student	Increased 6%	Declined 0.3%
	80 Students	471 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
10.9% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 3.3%	6 Students	1 Student
110 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
0% suspended at least one day	0% suspended at least one day	7.6% suspended at least one day
Maintained 0%	Maintained 0%	Declined 0.3%
49 Students	27 Students	463 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Green
2.8% suspended at least one day	0% suspended at least one day	2.8% suspended at least one day
Maintained -0.2%	Declined 7.7%	Declined 0.6%
71 Students	13 Students	107 Students

Conclusions based on this data:

1. Our overall suspension rate declined to prior levels, including declines in our SED, EL and SwD target populations.
2. Suspension rate for our SED and SwD student populations is higher than the 'All Students' rate, especially SwD which is double the rate of gen ed peers.
3. Staff needs more support in working with SwD populations, and target student groups need strategies to increase school connectedness.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL 6th through 8th grade students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

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	27,412
Instructional Leadership- Provide support for professional development and collaborative planning time for teacher leadership and department and course-alike collaborative planning.	Site Supplemental Funds	1000-1999: Certificated Personnel Salaries Site Supplemental	20,000
Provide professional development opportunities and time for teacher collaboration on Culturally Responsive, Integrated EL and related student centered best practices.	Support professional development and paid collaboration time for staff focused on school goals and closing the achievement gap.	1000-1999: Certificated Personnel Salaries Site Title 1	10,000
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 (e.g.,Literacy Boost).	Site based supplemental funds for additional teacher collaboration	1000-1999: Certificated Personnel Salaries Site Supplemental	
Provide Bilingual Para Educator for ELD classes (6.5 hours)	Site based direct student support	1000-1999: Certificated Personnel Salaries Site Title 1	56,613
Provide Instructional materials to meet and support the needs of all students for active engagement in class activities.	Site Supplemental Funds	4000-4999: Books And Supplies Site Supplemental	10,000
STRATEGY: Middle School Block Schedule			

STRATEGY: Mathematics			
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 .50 FTE for Math ToSA/Teacher Leads	1000-1999: Certificated Personnel Salaries District Central funding	80,000
MTSS, Tier 1: Continue implementation of Illustrative Math/Desmos math curricula and teacher guidance materials.	District-provided materials and resources Site-identified additional teacher extra-time and resources		
MTSS, Tier 1: Support math teachers to participate in summer and school-year professional development to implement core SMFC math programs.	District-provided materials and resources		
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.		
MTSS, Tier 2: Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets.	District-provided materials and resources		
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.		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Math Boost)	Site based supplemental funds for additional teacher collaboration		
STRATEGY: Science/STEM			
MTSS, Tier 1: Implement Open Science Education curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Implement Paxton Patterson “College & Career Elective.”	District-provided materials and resources	4000-4999: Books And Supplies Site Lottery	1,500
STRATEGY: Strengthen Extended Day Intervention Supports			
MTSS, Tier 2: Homework Club: Implement skill building intervention programs to support unfinished learning and develop positive mindsets of targeted students	Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries Site Title 1	28,214
MTSS, Tier 1: Maintain an open library for student access to an effective learning environment.	Site-identified Library Paraeducator (extra 2.5 hours)	2000-2999: Classified Personnel Salaries Site Supplemental	19,864

Summit K12 Digital platform for English Learners	District-provided materials and resources- ELO-P	None Specified Other	
Collaborate with Newton Center to provide academic and enrichment supports to targeted students enrolled in extended day programming.	District provided resources		
STRATEGY: Opportunity to engage in Visual and Performing Arts			
Provide opportunities for all students to participate in Visual and Performing arts classes by ensuring enough seat for student enrollment - 2 sections	Prop 28	1000-1999: Certificated Personnel Salaries Other	58,365
Support opportunities for all student to participate in the theater/dramatic arts including co-curricular school plays and musicals	Prop 28	1000-1999: Certificated Personnel Salaries Other	25,000
Ensuring maintance and upkeep of musical instruments.	Prop 28	4000-4999: Books And Supplies Other	20,842

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 • Object Code • Source	Amount
STRATEGY: Family Engagement			
Provide site-based .5 Community Support Specialists and workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families.	Site-identified staff- .5 or 50% FTE	2000-2999: Classified Personnel Salaries District Central funding	80,000
Implement school based family engagement activities, ELAC, and education nights for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources.	Site-identified staff extra-time and meeting costs District-provided resources	None Specified Site Supplemental	4,000
Retain a bilingual School Community Worker to support student engagement and improve school-home communications specifically with Spanish speaking families; engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families.	Community Service Specialist for EL Program Support	1000-1999: Certificated Personnel Salaries Site Title 1	65,000
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.			
MTSS, Tier 1 & 2: Implement AVID Electives	District-provided 0.34 FTE for AVID elective teachers	1000-1999: Certificated Personnel Salaries District Central funding	49,014
MTSS, Tier 1 & 2: Support teachers to participate in summer	District-provided resources	5000-5999: Services And Other Operating Expenditures	10,000

and school-year professional development in AVID strategies.		District Central funding	
MTSS, Tier 1 & 2: Assign AVID tutors to support students.	District-provided resources	1000-1999: Certificated Personnel Salaries District Central funding	
Introduce AVID Excel option for students in EL 4.	District provided staffing		
STRATEGY: Responsive" Curriculum & Practices			
Implement ELD Teacher on Special Assignment position (2 sections) to provide teacher leadership and professional development with curricular and instructional planning, and individual student and teacher support	Site identified need for support of teachers teaching EL students	1000-1999: Certificated Personnel Salaries Site Title 1	60,680
Implement Integrated ELD strategies in school curriculum, instructional practices and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide practices.	Site-identified staff extra-time and meeting costs Supplies to implement curriculum and practices District-provided resources	1000-1999: Certificated Personnel Salaries Site Supplemental	2,500
Provide field trip opportunities for English Learner (EL) students including bus transportation	Funds to cover costs for entry and related transportation costs	5000-5999: Services And Other Operating Expenditures Site Supplemental	5,000
Inclusion Practices and co-teaching support: Implement school curriculum, practices and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	District provided resources Site-identified staff extra-time and meeting costs	1000-1999: Certificated Personnel Salaries District Central funding	4,550
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGTBQ+ students and families.	Site-identified staff extra-time and meeting costs Supplies to implement curriculum and practices District-provided resources	1000-1999: Certificated Personnel Salaries Site Title 1	2,000
Provide financial support for staff involved in Empowerment Through Action (ETA). Funds for professional development and collaboration time for running student groups for selected students based on Restorative and Trauma informed practices.	Costs to cover both Certificated and Classified timecards/stipends.	1000-1999: Certificated Personnel Salaries Site Supplemental	12,000
MTSS Tier 2 coordination: Provide site based leadership for the After School Homework Center- identify and align site based supports (HW Center tutoring, CICO, counseling)	Site-provided time and resources		

and student need to connect students with appropriate supports.			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	Site identified staff time District-provided resources		

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.

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 3.0 FTE of Counselors to provide individual and group wellness support.	District-provided 3.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	526,588
MTSS, Tier 1 & 2: Assign 1.0 FTE Restorative ToSA to remove barriers to learning, both in and out of the school environment, and address issues that impact student achievement and the wellness of students.	District provided 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. Support all staff, administrators, counselors, teachers, and CARE team members to participate in summer and school-year professional development in -how to implement SST and 504 processes;	District-provided materials and resources Time provided during school hours	None Specified	
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 management and guidance for students in the SST process.	District-provided materials and resources	None Specified	0
MTSS Tier 1 Coordination: Provide support for teacher leadership to support Tier 1 strategies (school-wide and in-class) with all staff, administrators, counselors, and teachers and classified staff.	Supplemental funding to cover cost of one teacher section.	1000-1999: Certificated Personnel Salaries Site Supplemental	27,111
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS and, restorative practices, and progressive discipline framework. Provide time for school-wide	District-provided materials and resources Teacher extra time	1000-1999: Certificated Personnel Salaries Site Supplemental	4,500

development and implementation of PBIS and Tier 1 agreements and supports			
STRATEGY: Build a Community of Inclusion and Student Engagement			
MTSS, Tier 1: Provide teacher leadership to support student leadership class and student engagement with school activities. Provide leadership through the support of a student activities section for Abbott Leadership Teacher.	Site supplemental funds to support student leadership and student activities.	1000-1999: Certificated Personnel Salaries Site Supplemental	31,733
MTSS, Tier 1: Implement Where Everybody Belongs (WEB) for a incoming 6th graders, helping students form as a class and connecting them to mentors in upper grades.	Timecards for staff involved in WEB Day. Site-Identified materials and resources	4000-4999: Books And Supplies Site Supplemental	7,000
MTSS Tier 1 All Students: Designated staff, CARES and Restorative Practice Team members will lead the implementation/ expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to increase engagement in academic and school-wide activities (advisory).	Supplemental funds to support the implementation of Tier 1 supports including advisory lessons and expansion of restorative practices	1000-1999: Certificated Personnel Salaries Site Title 1	9,000
Provide positive student recognition and rewards for students regarding SEL and school values.	Student Services support	4000-4999: Books And Supplies Other	2,000
Support for materials, supplies, and professional learning opportunities in support of restorative practices and the RJ TOSA.	Student Services support	4000-4999: Books And Supplies Other	2,000
STRATEGY: Reduce Chronic Absenteeism			
MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).	District resources Site-identified staff time		0
MTSS Tier 2 All Students: Designated office staff, with support from administration and CARES Team members will make daily/weekly calls home and conduct personal outreach to families of students who are chronically absent and/or disengaged.	Site-identified staff extra-time - time card (SOA)	2000-2999: Classified Personnel Salaries Site Supplemental	19,076
MTSS Tier 1 All Students: Designated staff and Restorative Practice Team members will lead the implementation/ expansion of	Site-identified staff time	None Specified Site Donations	

attendance rewards & recognitions activities.			
MTSS Tier 1 All Students: Designated Cares Team members will lead the implementation/expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism.	Site-identified staff time		
MTSS Tier 2 Youth with compromised Housing, Students with IEPs, and LatinX: On a quarterly basis, CARES Team members and certificated staff, in collaboration as needed with district staff, will review the chronic absenteeism and identify/monitor the actions taken to reduce their chronic absenteeism. Action steps include mentoring and Check In Check Out (CICO) practices.	Site-identified staff extra-time-hourly timecards	1000-1999: Certificated Personnel Salaries Site Supplemental	
MTSS Tier 2 Youth with compromised Housing, Students with IEPs, and LatinX: CARES Team members will conduct empathy interviews with students and families of these specific student groups to identify the potential school-based root causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning challenges, etc.).	Site-identified staff time		
MTSS Tier 3 Youth with compromised Housing, Students with IEPs, and LatinX: Counselor and district-assigned social worker will prioritize 1:1 and group support to students from these specific groups to to reduce their chronic absenteeism.	Site-identified staff time and District support		
STRATEGY: Reducing Suspensions			
MTSS Tier 1, 2, 3: Designated staff and CARES Team members will track suspensions for all students including for students with an IEP. Develop and Implement supports and interventions to reduce suspensions from school.	Site-identified staff time and District support	None Specified	0

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.

Abbott Middle School identified several actions steps to to create learning opportunities for all students to close the achievement gap and to support personal and academic success including emphasis on Tier 1 supports around language and literacy instruction and curricular alignment in course alike classes. Professional development efforts focused on "Oracy," and structured academic discourse strategies (clarifying bookmarks, Anticipatory Guides and Constructive Conversations) as access points for student engagement and to grade level standards. Departments, in course alike teams, implemented common academic discourse strategies and conducted three "cycles of inquiry" focused on sharing and reviewing class lessons and student work in response to implemented strategies.

Aligned with these goals and the District's Strategic plan, Abbott invested significant time and resources in teacher collaboration, professional development, and teacher leadership to support whole staff professional learning as well as individual, department and school -wide growth. Teacher leadership, an Abbott priority, was supported through supplemental and Title 1 funds which directly supported Tier 1 practices through the MTSS Tier 1 Coordinator and ELD TOSA positions.

Supporting actions include continued support in developing the curricula including in English Language Arts (MyPerspectives) and in English Language Development classes (SAVVAS iLit) as well. Certificated staff participated in significant professional development activities (CABE, QTEL, AVID conferences) and regular teacher leadership meetings provided ongoing support for new and developing teachers and teacher leaders.

In addition, ongoing curriculum development and related strategies focused on academic improvement in mathematics including ongoing implementation of District adopted math curricula using Desmos and ST Math as well as implementation of common assessments and analysis of student work cycles. Assessment data including district assessments, students grades, and teacher feedback identify positive growth in mathematics especially.

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 limited changes between intended implementation and budget expenditures as new and changing student needs and personnel required revised planning. Continued emphasis on reading strategies and academic discourse strategies remain a top priority next year. In addition, due to carry-over funds, Abbott was able to provide significant professional development opportunities for staff including teacher teams that attended CABE, QTEL, and AVID conferences. Each of these professional learning opportunities emphasize supporting of Multilingual Learners specifically and student achievement in general.

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.

Abbott will see a reduction in Title 1 funds for the 2026-2027 school year and made related adjustments in a goals including ending contracted services and support for Project Based Learning in Social Science and with Inclusion in SpEd. However, Abbott will continue to prioritize opportunities for in-class and additional supports for long-term English Learners which are outlined in Goals 1, 2, and 3 in the 2026-27 SPSA. In addition, Abbott has revised the master schedule to provide smaller classes in ELD classes.

In addition, Abbott will reduce Math Pathways support in 2026-2027 by 50%.

GOAL 2 ANALYSIS

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

Equitable outcomes for all students remains a top priority for all Abbott stakeholders. Initial data in benchmark assessments, students' grades, ELPAC results, CAASPP scores, and student feedback in the California Healthy Kids Survey demonstrate an improving sense of academic motivation, school connectedness, and school safety. Family engagement is strong as evident in robust attendance in school events such as Back to School Night, PTA and ELAC meetings. New and returning bilingual staff including the School Community Worker have proven to be a significant asset for students and families.

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 limited changes between intended implementation and budget expenditures as new and changing students needs and personnel required limited revised planning. Continued emphasis on reading strategies and academic discourse strategies remain a top priority next year.

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.

Abbott continues to define and implement efforts to support students with both short and long term needs through the addition of bi-lingual personnel including ELD para professional, Family Engagement (bi-lingual School Community Worker) and through language and literacy curriculum development, and instructional planning and peer coaching. Abbott will see a reduction in the hours of the Community Service Specialist due to reduced in District funding in 2026-2027 school year.

GOAL 3 ANALYSIS

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

Student well-being and continues to be a point of emphasis for Abbott Middle School. Student activities, counseling supports, Restorative Practices TOSA, Student Support TOSA, and the Empowerment Through Action (ETA) groups are focused on supporting student wellness, school culture, and personal growth. Student and family feedback as well as staff input (on CHKS and site and district surveys have been very positive in regards to supporting an improved school climate, culture and community. The administrative and counseling teams, with the support of the SMFC District Office, prioritized school safety and student well-being to much success according to informal feedback and more formal feedback as demonstrated in the CHKS.

The After School Homework Center was moderately successful and will continue to be revised to provide effective and timely support for students.

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 intended implementation and budget with one exception- we had planned to expand our Attendance supports to include teachers in the Check In- Check Out student mentoring plan but this remained effort remained primarily with the counseling department and did not engage additional staff as initially planned.

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.

Abbott will again invest in supporting the Abbott Restorative Practices team and teacher leadership to plan and implement improved student lessons for advisory classes while expanding restorative practices to include more proactive student activities and school protocols. In addition, Abbott will eliminate the Student Support TOSA position in the 2026-2027 school year. Last, a more significant investment in addressing chronic absenteeism is planned for next year.

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	$1,431,562.00

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 ($)

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 ($)
	$0.00
District Central funding	$927,564.00
Other	$108,207.00
Site Lottery	$1,500.00
Site Supplemental	$162,784.00
Site Title 1	$231,507.00

Subtotal of state or local funds included for this school: $1,431,562.00

Total of federal, state, and/or local funds for this school: $1,431,562.00

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
	0.00
District Central funding	927,564.00
Other	108,207.00
Site Lottery	1,500.00
Site Supplemental	162,784.00
Site Title 1	231,507.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	1,250,280.00
2000-2999: Classified Personnel Salaries	118,940.00
4000-4999: Books And Supplies	43,342.00
5000-5999: Services And Other Operating Expenditures	15,000.00
None Specified	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified		0.00

1000-1999: Certificated Personnel Salaries	District Central funding	837,564.00
2000-2999: Classified Personnel Salaries	District Central funding	80,000.00
5000-5999: Services And Other Operating Expenditures	District Central funding	10,000.00
1000-1999: Certificated Personnel Salaries	Other	83,365.00
4000-4999: Books And Supplies	Other	24,842.00
4000-4999: Books And Supplies	Site Lottery	1,500.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	97,844.00
2000-2999: Classified Personnel Salaries	Site Supplemental	38,940.00
4000-4999: Books And Supplies	Site Supplemental	17,000.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	5,000.00
None Specified	Site Supplemental	4,000.00
1000-1999: Certificated Personnel Salaries	Site Title 1	231,507.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	357,810.00
Goal 2	294,744.00
Goal 3	779,008.00

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

2 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Paul Belzer	Principal
Sara Kelly	Parent or Community Member
Kristen Sevilla	Parent or Community Member
Jenny Rienzo Chairez	Parent or Community Member
Grace Miller	Classroom Teacher Other School Staff
Elizabeth Agueerevere	Classroom Teacher
Jeanette Martin	Classroom Teacher Other School Staff
Kelly Yee	Other School Staff
Marcus Rios Uribe	Secondary Student
Colin Chao	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 26, 2026.

Attested:

	Principal, Paul Belzer on 5/26/2026
	SSC Chairperson, Marcus Rios Ubau on 5/26/2026

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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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