School Year: **2026-27**

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
Borel Middle School	41690396044853	5/19/26	06/25/2026

Purpose and Description

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

Schoolwide Program

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

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.

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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

As part of the planning process for this SPSA annual review and update, the following stakeholder groups participated in SPSA engagement meetings to provide input on causes based on data (achievement & climate results) and actions on how to effectively meet the needs of all students, including specific student subgroups (SED, EL,etc.).

- PTA 3/17/26 & 5/26/26
- School Site Council 5/19/26
- Staff Meeting 4/20/26 & 5/18/26
- ELAC 4/16/26

Resource Inequities

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	0.86%	0.22%	0.46%	8	2	4
Asian	13.06%	11.85%	11.47%	122	107	99
Filipino	3.10%	2.77%	2.78%	29	25	24
Hispanic/Latino	49.89%	54.26%	55.39%	466	490	478
Pacific Islander	1.28%	1.88%	2.55%	12	17	22
White	20.24%	19.05%	18.31%	189	172	158
Multiple/No Response	9.74%	8.08%	7.65%	91	73	66
			Total Enrollment	934	903	863

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	295		272
Grade 7	305		274
Grade 8	334		317
Total Enrollment	934		863

Conclusions based on this data:

1. Borel is a diverse, large middle school. Many students are multilingual and we must continue to celebrate our diversity and use it as a strength to teach each other & celebrate each other's cultures.
2. We have seen a decrease overall in enrollment over recent years, but an increase in certain subgroups like Latinx & Pacific Islander. These groups have specific needs and we need to have specific programs to address needs.
3. Overall, people are moving out of the city due to the high cost of living. Families with roots here stay, but are often met with economic challenges. We need to have programs and positions like a CSS to help support & connect families with economic hardships

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	215	240	203	21.7%	23.0%	23.5%
Fluent English Proficient (FEP)	244	233	250		26.1%	29.0%
Reclassified Fluent English Proficient (RFEP)	252	251	201	24.2%	26.4%	16.4%

Conclusions based on this data:

1. The percentage of students who are learning English has increased overtime so designated and integrated instructional professional development and consistent implementation of ELD strategies to meet this growing need is essential.
2. There is a slight decrease of students who have taken the initial ELPAC and have scored proficient. So again, designated and integrated instructional strategies to meet this growing need is essential.
3. The increase of students who are English learners are not new to the country. The biggest group are long term English learners who have gone to school here for years. Knowledge of the elementary program is helpful to understand and aligned strategies that are working. Also, there is an increase of RFEP students' percentage so again, keep the course on focusing on ML strategies.

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	305	298		292	281		292	281		95.7	94.3	
Grade 7	326	311		321	298		321	298		98.5	95.8	
Grade 8	300	344		290	324		289	324		96.7	94.2	
All Grades	931	953		903	903		902	903		97.0	94.8	

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	2540.	2494.		26.71	17.08		27.74	23.84		22.60	20.28		22.95	38.79	
Grade 7	2566.	2541.		30.53	19.80		28.04	34.23		16.51	16.78		24.92	29.19	
Grade 8	2571.	2572.		22.84	26.54		29.07	30.25		24.22	17.28		23.88	25.93	
All Grades	N/A	N/A	N/A	26.83	21.37		28.27	29.57		20.95	18.05		23.95	31.01	

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	22.60	19.57		53.08	38.79		24.32	41.64	
Grade 7	24.30	21.81		57.01	51.68		18.69	26.51	
Grade 8	23.18	28.40		54.67	45.68		22.15	25.93	
All Grades	23.39	23.48		54.99	45.51		21.62	31.01	

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	23.29	12.46		52.74	45.91		23.97	41.64	
Grade 7	31.46	25.84		46.42	46.64		22.12	27.52	
Grade 8	23.26	24.69		51.39	45.99		25.35	29.32	
All Grades	26.19	21.26		50.06	46.18		23.75	32.56	

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	18.84	13.88		69.86	63.35		11.30	22.78	
Grade 7	17.76	13.09		67.60	74.16		14.64	12.75	
Grade 8	17.99	22.84		71.28	65.74		10.73	11.42	
All Grades	18.18	16.83		69.51	67.77		12.31	15.39	

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	22.95	19.22		65.75	56.94		11.30	23.84	
Grade 7	28.66	21.81		52.65	58.39		18.69	19.80	
Grade 8	26.64	29.63		60.55	54.32		12.80	16.05	
All Grades	26.16	23.81		59.42	56.48		14.41	19.71	

Conclusions based on this data:

1. In 6th grade our mean scale score increased by 8 points. In 7th grade, our mean scale score increased significantly by 17 points.
2. Our 8th grade mean scale score decreased by 5 points. In 8th grade students' overall reading and writing scores decreased.
3. There needs to be continued support & collaboration to implement adopted curriculum and adhere to a pacing guide focused on reading & writing.

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	305	298		300	295		300	295		98.4	99	
Grade 7	326	311		322	307		322	306		98.8	98.7	
Grade 8	299	344		292	337		292	336		97.7	98	
All Grades	930	953		914	939		914	937		98.3	98.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2507.	2468.		22.33	13.90		17.67	14.24		22.33	19.66		37.67	52.20	
Grade 7	2554.	2526.		32.61	20.59		17.39	19.93		20.81	21.24		29.19	38.24	
Grade 8	2537.	2560.		22.60	33.93		13.01	11.01		21.92	12.80		42.47	42.26	
Grade 11															
All Grades	N/A	N/A	N/A	26.04	23.27		16.08	14.94		21.66	17.72		36.21	44.08	

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	20.00	9.83		34.33	32.54		45.67	57.63	
Grade 7	29.81	24.84		37.58	37.25		32.61	37.91	
Grade 8	22.60	33.04		39.38	30.95		38.01	36.01	
Grade 11									
All Grades	24.29	23.05		37.09	33.51		38.62	43.44	

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	21.00	14.24		47.67	39.32		31.33	46.44	
Grade 7	31.68	17.97		45.34	48.69		22.98	33.33	
Grade 8	21.92	28.57		44.18	42.56		33.90	28.87	
All Grades	25.05	20.60		45.73	43.54		29.21	35.86	

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	18.33	13.56		56.67	55.25		25.00	31.19	
Grade 7	28.88	20.26		49.69	54.58		21.43	25.16	
Grade 8	17.81	26.49		52.74	47.62		29.45	25.89	
All Grades	21.88	20.38		52.95	52.29		25.16	27.32	

Conclusions based on this data:

1. For mathematics,“All students” overall score increased 13 points from 2017
--3 Student groups are performing significantly above proficiency (Asian, White, 2+ races)
--EL student group overall made growth (16.9 point rise)
--Current ELs 9.4 point rise
--Reclassified ELs 29.7 point rise
--SED student group made a 10 point rise

2. “All students” overall are 7 points below proficiency level
ELs, SWD and SED student groups perform significantly below proficiency

3. The College Preparatory Mathematics (CPM) curriculum has been implemented for four years.
Teachers engage in collaborative conversations during department meetings about how to make improvements to curriculum, units of instruction, pacing, and assessments.
Additional math classes provide needed support for low performing students.
Twice a week, students are able to get homework help after school in math from a teacher.
We need additional interventions for incoming six grade students performing significantly below grade level in math.

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	1508.7	1488.2		1508.3	1476.3		1508.6	1499.6		79	100	
7	1538.3	1511.5		1543.8	1500.4		1532.2	1522.1		62	69	
8	1522.6	1519.0		1524.1	1506.6		1520.7	1531.0		56	57	
All Grades										197	226	

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	24.05	7.00		29.11	28.00		18.99	26.00		27.85	39.00		79	100	
7	32.26	21.74		27.42	27.54		20.97	18.84		19.35	31.88		62	69	
8	21.82	17.54		27.27	38.60		21.82	12.28		29.09	31.58		55	57	
All Grades	26.02	14.16		28.06	30.53		20.41	20.35		25.51	34.96		196	226	

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	45.57	14.00		20.25	39.00		8.86	17.00		25.32	30.00		79	100	
7	40.32	36.23		32.26	21.74		14.52	13.04		12.90	28.99		62	69	
8	32.73	26.32		36.36	35.09		7.27	8.77		23.64	29.82		55	57	
All Grades	40.31	23.89		28.57	32.74		10.20	13.72		20.92	29.65		196	226	

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	11.39	1.00		21.52	19.00		27.85	32.00		39.24	48.00		79	100	
7	8.06	15.94		29.03	18.84		35.48	20.29		27.42	44.93		62	69	
8	7.27	7.02		20.00	24.56		23.64	31.58		49.09	36.84		55	57	
All Grades	9.18	7.08		23.47	20.35		29.08	28.32		38.27	44.25		196	226	

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	22.78	16.00		50.63	46.00		26.58	38.00		79	100	
7	18.03	23.19		55.74	43.48		26.23	33.33		61	69	
8	5.45	22.81		65.45	42.11		29.09	35.09		55	57	
All Grades	16.41	19.91		56.41	44.25		27.18	35.84		195	226	

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	62.03	30.00		15.19	41.00		22.78	29.00		79	100	
7	62.90	49.28		27.42	18.84		9.68	31.88		62	69	
8	58.18	45.61		20.00	22.81		21.82	31.58		55	57	
All Grades	61.22	39.82		20.41	29.65		18.37	30.53		196	226	

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	13.92	1.00		29.11	33.00		56.96	66.00		79	100	
7	19.35	17.39		25.81	33.33		54.84	49.28		62	69	
8	16.36	14.04		20.00	33.33		63.64	52.63		55	57	
All Grades	16.33	9.29		25.51	33.19		58.16	57.52		196	226	

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	27.85	13.00		43.04	56.00		29.11	31.00		79	100	
7	12.90	11.59		70.97	57.97		16.13	30.43		62	69	
8	7.27	8.77		60.00	63.16		32.73	28.07		55	57	
All Grades	17.35	11.50		56.63	58.41		26.02	30.09		196	226	

Conclusions based on this data:

1. In ELA, EL student group overall made significant growth (17 point rise)
Current ELs 18.8 point rise
Reclassified ELs 24.9 point rise

   In Mathematics, the EL student group overall made growth (16.9 point rise)
--Current ELs 9.4 point rise
--Reclassified ELs 29.7 point rise

2. In ELA & mathematics, the EL, student group perform significantly below proficiency

3. See Mathematics and ELA section for response.

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**
903	**47.7%**	**26.6%**	**0.0%**
Total Number of Students enrolled in Borel 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	240	26.6%
Foster Youth	0	0.0%
Homeless	54	6%
Socioeconomically Disadvantaged	431	47.7%
Students with Disabilities	119	13.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.2%
American Indian	0	0.0%
Asian	107	11.8%
Filipino	25	2.8%
Hispanic	490	54.3%
Two or More Races	73	8.1%
Pacific Islander	17	1.9%
White	172	19%

Conclusions based on this data:

1. More than a quarter of the student body is learning English, so strategies for designated and integrated English language development are crucial. More than 10% of students have a disability so knowledge and implementation of the IEP goals, accommodations implementation and inclusive practices are crucial.
2. More than half the student body is Hispanic so having staff fluent in Spanish is crucial to parent communication and collaboration.
3. Almost 50% of students are socially economically disadvantaged so providing before and after school academic and enrichment programs are essential as is connecting families with community resources to be able for students to attend school regularly and be able to focus on learning is critical.

School and Student Performance Data

Data Indicators and Targets

Copy this URL to see Borel's specific data: https://docs.google.com/spreadsheets/d/1H5nD3f4ixnUcS8UMd2KRtCHod02uAV3iuSCbfsxcZjc/edit?usp=sharing

Data Statements: Strength

1. In ELA, our English Learner progress improved 2 percentage points on the state test. Our RFEP students also increased 2 percentage points in ELA state test. On our interim NWEA Literacy test our 6th grade students improved 10 points and we saw a improvement in our Latinx students overall on the NWEA.

In Math, we saw some big improvements. On the Math state tests: Our SED students improved more than .5% point and our English learners improved over 2 percentage points. Our RFEP students improved 6 percentage points and our LTELs improved more than 3% points. Our Latinx students improved 2 percentage points. On our interim CFAs, 6th grade improved 6% points, and our Pacific Islanders improved 4% points.

In Science, we had a big improvement too. Our SPED students improved 9 percentage points! We saw a little increase in SED and RFEP students as well.

In Attendance our overall chronic absenteeism by 2% points. Our LTELs decreased 10% points!!

On CHKS the majority of our markers are above the state average. Our 7th graders saw an increase in meaningful participation. Our 7th & 8th graders saw a big jump in school safety.

Data Statements: Challenges

2. Less than half our students are meeting the standard on the ELA state test and less than 40% on the math & science.

Around half (52%) of our MLs are making progress, which means about half of them are not making progress on learning English.

A quarter of our LTELs are chronically absent from school.

Latinx students, many who are learning English are the second most suspended group. The first is our growing Pacific Islander group.

Planning Statements

3. Instruction:
1. We will continue to invest time and funds in teacher leaders to lead focused, collaborative work with an inquiry question and cycle. When we all work together using common language, ML strategies and common curriculum it helps our students progress.
2. We will continue to invest time and funds in teacher leaders to lead focused writing work within ELA & SS and when ready-expand to Science using the CER writing framework.
3. We will continue to support collaboration using the adopted curriculum in all subjects.
4. We will continue professional learning about best practices for ML students and resources and structures to support SED students.

Academic intervention
1. We will continue our Level Up targeted, free before or after school small group mentoring.
2. Math team will continue to offer math help and we are planning to expand help by bringing in high school proficient math students to help in the after school program.
3. We will continue to have Friday advisory targeted intervention groups by grade level.
4. We will continue to ensure our library is staffed so students can use the library daily as a place to do work before, during and after school.

5. Continue to provide opportunities for no cost field trips for motivation and also to show students different career possibilities

Attendance
1. We will continue parent education and student incentives, like Attendance Champions program to improve attendance.
2. We will continue to have a Poly Club with a focus on attendance improvement & add suspension reduction.
3. We will expand our parent workshops to increase attendance and performance for our LTELs and decrease suspension.
4. We will continue to offer high interest elective programs based on student interest. We will continue with our inclusive practices in music, expanded to offer dance, and continue a drama program after school. In addition, we will continue to have a full time community worker to connect students & families to resources during the day and organize the before and after school academic intervention and enrichment programs such as sports and college exploration. We know that when students connect to school programs that have a more positive experience, attendance & grades increase & behavior decreases.

Safety
1. We will continue our supervision spots for high visibility during passing periods, brunch, lunch and dismissal.
2. We will continue collaborative docket meetings to quickly respond to any safety issues and partner with community resources to reduce repetition.
3. We will continue to implement & offer Restorative Practices and Safety Care training to staff to work with students in a restorative and safe manner.
4. We will continue to have a full time community worker to connect students & families to resources during the day and organize the before and after school academic intervention and enrichment programs.
5. We will continue to offer a variety of clubs and SEL groups, including a high school collaboration to support at risk students called ETA

School and Student Performance Data

Overall Performance

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


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**  Yellow
Mathematics  Orange		
English Learner Progress  Green		

Conclusions based on this data:

1. We have growth in all areas. Some growth like English Learner Progress (green) is higher than other growth. We need to continue integrated and designated ELD practices to continue & accelerate this growth.
2. Growth in ELA & Math is low in the orange. We need to collaboratively work together to understand why growth isn't higher and use cycle of inquiry, adopted curriculum to analyze consistent practices that yield results.

3. Growth in suspension and absenteeism decrease is higher, it's in the yellow. We need to continue restorative practices and practices like Attendance Champion and committee to keep this moving the right direction.

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
1	4	1	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	 Orange	 Orange
9.8 points below standard	89.5 points below standard	124.8 points below standard
Maintained 1 points	Increased 12.2 points	Increased 7.8 points
860 Students	348 Students	91 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Orange
0 Students	91.7 points below standard	67.4 points below standard
	Declined 6.3 points	Maintained -2.1 points
	51 Students	434 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
102.4 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 7.2 points	2 Students	
119 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
93.5 points above standard	0 points below standard	69.1 points below standard
Increased 13.4 points	Declined 33.4 points	Increased 5.7 points
103 Students	25 Students	460 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
47 points above standard	27.9 points below standard	70 points above standard
Maintained -0.2 points	Increased 14.1 points	Increased 15.7 points
69 Students	16 Students	169 Students

Conclusions based on this data:

1. Overall, our data has maintained. We need to look at what's moving the needle in areas and how we got there and do systematic, collaborative work in areas that are not moving or decreasing like homeless.
2. Our MLs and LTEL students are still below standard, but showed increases by 12 and 7 points so we must keep doing the integrated & designated ELD practices to accelerate English proficiency.
3. Our SPED students are also below, but showed an increase of 7 too so we should continue the professional development about dual identified practices and education for students and staff about using accommondations on the assessments.

School and Student Performance Data

Academic Performance
Mathematics

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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
2	4	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
46.3 points below standard	133.3 points below standard	173.2 points below standard
Maintained -2.2 points	Increased 16.3 points	Increased 17.4 points
870 Students	356 Students	90 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Red
0 Students	110.2 points below standard	115.5 points below standard
	Increased 12.6 points	Declined 4.2 points
	49 Students	441 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
145.1 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 5.6 points	2 Students	
119 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Red
96.8 points above standard	22.1 points below standard	119.7 points below standard
Increased 8.2 points	Declined 9.1 points	Maintained 2.8 points
105 Students	25 Students	467 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Blue
19.4 points above standard	120.9 points below standard	47.5 points above standard
Declined 14.4 points	Declined 10 points	Increased 24.2 points
70 Students	16 Students	168 Students

Conclusions based on this data:

1. Like ELA, our students in math overall maintained, but there were groups with big increases like MLs and LTELs. We need to keep the collaborative math focus around our inquiry question about students sharing and building upon each other's thinking.
2. Like Math, our SPED students increased so the efforts to understand and use accommodations to make assessments accessible need to continue.
3. In addition to keeping the focus on MLs, SPED, we also need to continue focus, education and supports for our Pacific Islands, they are the most below standard.

School and Student Performance Data

Academic Performance
Science

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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
0	0	3	0	2

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
 Green	 Yellow	 No Performance Color
57.3 science points	41.7 science points	29.7 science points
Declined 2 points	Increased 6.3 points	Declined 2.8 points
303 Students	112 Students	26 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	46.5 science points	46.3 science points
	Increased 17.1 points	Maintained 1.3 points
	17 Students	139 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
43.2 science points	0 Students	0 Students
Increased 5.1 points		
39 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
76.4 science points	Fewer than 11 students - No Data for Privacy	45.4 science points
Maintained -1 points	9 Students	Maintained 0.4 points
43 Students		148 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
68.1 science points	Fewer than 11 students - No Data for Privacy	70 science points
Declined 4.8 points	2 Students	Maintained 0.2 points
26 Students		64 Students

Conclusions based on this data:

1. Overall, we maintained in science and are showing good process in the green. We need to keep up that department collaboration and articulation across the grade levels. They are dialed in using the adopted curriculum and similar practices like CER.
2. Homeless students saw a big increase. We need to continue hands on opportunities for our students to engage and love science and exploration.
3. Like Math and ELA, English learners showed increase so continuing our focus on using common strategies, language and supports should continue

School and Student Performance Data

Academic Performance
English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Green	Orange
52.5 making progress.	52.6 making progress.
Number Students: 223 Students	Number Students: 95 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
6.4%	40.6%	0%	53%

Conclusions based on this data:

1. Overall our EL progress is good in the green, but LTEL is less than in the orange so this is the group to focus using research based high leverage strategies like our inquiry question and CER work.
2. More than half of our MLs are making progress. We should celebrate that with students and families and continue to dig in to understand the barriers where the other 47% aren't making at least one level progress. I conclude attendance is an issue for some of these students so continued efforts to educate and connect should continue.
3. Having 6.4 decrease a level isn't good. We want to look at who these students and work together to understand why and put in interventions.

School and Student Performance Data

Academic Performance
College/Career Report

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

Very Low	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

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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 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
19% Chronically Absent	28.5% Chronically Absent	31.3% Chronically Absent
Declined 1.5	Declined 7.5	Declined 10.3
925 Students	253 Students	96 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
0 Students	32.1% Chronically Absent	26.2% Chronically Absent
	Declined 5.5	Declined 3.7
	56 Students	473 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
33.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	0 Students
Declined 2.8	3 Students	
133 Students		

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Yellow
3.7% Chronically Absent	16% Chronically Absent	23.9% Chronically Absent
Declined 1.1	Increased 5.3	Declined 4.9
108 Students	25 Students	503 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Green
16.1% Chronically Absent	81% Chronically Absent	8.7% Chronically Absent
Increased 0.7	Increased 27.1	Declined 3.1
93 Students	21 Students	172 Students

Conclusions based on this data:

1. Students with disabilities declined in their rate of chronic absenteeism and moved in to the orange. Keep up our Attendance Champion and Attendance committee efforts.
2. Other groups either increased or maintained their levels of chronic absenteeism. Work to develop deeper relationships with families to build trust & understanding. An example is Poly Parent Ed Night.
3. Chronic absenteeism is still an area of focus for ML, Homeless, SED & SWD. Again, we need to develop deeper relationships with families to build trust & understanding & connection to resources.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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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
0	2	2	5	0

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**
 Yellow	 Orange	 Yellow
4.2% suspended at least one day	8.6% suspended at least one day	10.4% suspended at least one day
Maintained -0.2%	Increased 0.4%	Declined 2.6%
933 Students	255 Students	96 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Green	 Green
0 Students	5.4% suspended at least one day	5.7% suspended at least one day
	Declined 0.4%	Declined 0.4%
	56 Students	476 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
3.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	0 Students
Declined 3.7%	3 Students	
133 Students		

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Green
0.9% suspended at least one day	11.5% suspended at least one day	5.3% suspended at least one day
Increased 0.9%	Increased 4.4%	Declined 1.6%
109 Students	26 Students	507 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Green
6.5% suspended at least one day	4.8% suspended at least one day	0.6% suspended at least one day
Increased 4.6%	Declined 2.9%	Declined 1%
93 Students	21 Students	174 Students

Conclusions based on this data:

1. We maintained our overall suspension so we need to keep the Restorative Practices & PBIS support, but also look at specific sub groups to identify strategies to decrease suspensions & increase positive connections to school.

2. English learners is our highest group of suspended students. We need to continue opportunities to listen to & understand what is happening and develop individual, small group and advisory lessons to address key issues like physicality that are resulting in the suspensions. Students need to know simple strategies & resources to regulate & connect to when frustration builds

3. Two or more races increased. Supports like Affinity groups and clubs are an important part of building a sense of belonging in school and should continue.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	Achievement

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Language & Literacy			
Tier I: We will continue to invest time and funds in Site & District Instructional Leadership Team (ILT: Weber, Dobel, Codianne, R & Segovia, Smith M, Smith J) to lead research based discourse strategy focused cycle of inquiry work with staff to support progress with our focus groups LTEL & students with disabilities. We started with school wide sentence stems and expanded strategies to facilitate students sharing their thinking.	Site funds for subs & planning timecards	1000-1999: Certificated Personnel Salaries Site Supplemental	5,000
Tier I: We will continue professional learning best practices for ML students and resources and structures to support ML & SED students that build culturally responsive classrooms, inclusivity and school-wide culture. We will continue to collaborate with District ELD TOSA to plan PD	District-provided training, materials and resources; B. Purcell's salary	0001-0999: Unrestricted: Locally Defined District Central funding	
Tier I: We will continue humanities collaboration to implement CER common writing format within SS & ELA, ELD and have a SS lead who collaborates with ELA lead and build the team by including a willing grade level point people in SS & ELA and aligns with Science.	Site funds for subs & planning timecards	None Specified Site Supplemental	1,000
Tier I: We will continue with ELA Teacher Lead to focus on CER common writing structures & supports. (R. Codianne)	District-provided .17 FTE for Teacher Lead R. Codianne	1000-1999: Certificated Personnel Salaries District Central funding	26,747
Tier I: We will continue to support collaboration using adopted curriculum and supplemental curriculum consistent across grade level subjects to support & enrich a rigorous, engaging learning environment building academic vocabulary	planning timecards and/or online subscription	1000-1999: Certificated Personnel Salaries Site Supplemental	4500

Tier I: Library Assistant additional 1.5 hours (4hrs paid by district) so that Librarian can focus on teaching literacy development lessons and students can have access to our library daily before, during and after school & make sure they have a working chromebook	Site funds for Employment Agreements & Timecards	2000-2999: Classified Personnel Salaries Site Supplemental	13,690
Tier II & III: We will continue to offer targeted intervention for LTEL & Pacific Islanders) during Friday advisory (teachers need to be identified)	No expense- we will assign teachers who don't have advisory to run these groups during their work day.	None Specified Other	
Tier II & III: Continue a form of an interim reading assessment to identify targeted areas of improvement and use data to inform instruction & intervention	District-provided training, materials and resources		
Tier II: Our district will purchase Summit K12 for the following school year for all multilingual learners. Students will be able to access the program during the school day and use it one day per week during the designated ELD block as a Tier 2 support (in addition to the regular ELD curriculum).	District funded	0001-0999: Unrestricted: Locally Defined District Central funding	
Para Bilingual support in designated and integrated small group ELD using research based best practices (Nilse)	Title I	2000-2999: Classified Personnel Salaries	50,240
We will form a committee to research research based based practices to addressing reading gaps. Identify school wide research based practices to deliver reading intervention & build content vocabulary.	Attend county & district PD		
On-going communication with students and families about expectations and processes like ELPAC reclassification	utilizeELAC funds; cited in Equity		
Purchase high interest, culturally relevant books for our library		4000-4999: Books And Supplies Site Lottery	5000
STRATEGY: Middle School Block Schedule			
		None Specified Other	
		None Specified Other	
		None Specified Other	
STRATEGY: Mathematics			
Math Pathways Support - 0.50 FTE to develop & refine common curriculum & provide coaching (Weber & Isaraj)	District funds for .5 math teacher to coach, write curriculum and collaborate	1000-1999: Certificated Personnel Salaries District Central funding	62,960

Tier I Continue consistent use of adopted Demos curriculum & interim common CFA assessments to inform planning & support	District-provided materials and resources	None Specified	
Expand after school math support to include high school volunteers as part of our Level Up Program run by our Community Service Specialist	see extended day for allocation & Goal 3 for CSS salary	None Specified Other	
Continue math department collaboration on common assessment and grading calibration	District funds for .5 math teacher to coach, write curriculum and collaborate		
STRATEGY: Science/STEM			
Continue consistent use of adopted curriculum: Open Sci Ed & continue vertical alignment of common practices like CER, notebook set up, etc.	District-provided materials and resources	None Specified	
Continue offering Paxton Patterson “College & Career Elective” during the school day (Drumm)	District FTE	1000-1999: Certificated Personnel Salaries Other	
Expand CCE after school course targeting students who can't take it during the day because of designated ELD and/or IEP services. (Huemmer & Travis)	Site funds for CCE teacher timecards	1000-1999: Certificated Personnel Salaries Site Supplemental	
Project Career Map Field Trips to explore careers in area of interest	District Grant with Gilead		
STRATEGY: Expand Visual and Performing Arts Programming			
Continue dance elective and continue to offer VAPA enrichment opportunities such as music/cultural experiences, tutors and Art Grant funding by providing supplies for visual and scholarships for student experiences.	Prop 28 80% spend on teacher salaries- Fribrough & part of Greco	1000-1999: Certificated Personnel Salaries Other	102,166
Continue Support for Drama Program: Materials, Field Trips & Supplies, Extra Time	Prop 28 20% spend on supplies	4000-4999: Books And Supplies Other	25,542
		5800: Professional/Consulting Services And Operating Expenditures District Central funding	
STRATEGY: Strengthen Extended Day Interventions and Supports			
Tier II & III: Continue extended day programming to provide academic supports, to targeted struggling students- Level Up Program	Site funds for Level Up Mentor timecards	1000-1999: Certificated Personnel Salaries Site Supplemental	26,000
		None Specified	

SPSA Goals and Strategies

Goal 2

Goal #	Description
GOAL 2	Equity

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Family Engagement			
Continue having a bilingual ELAC planning and implementation team to listen to needs and inform engagement about designated & integrated ELD, school supports and opportunities and add additional Family Resource & Education nights	Site SPSA	2000-2999: Classified Personnel Salaries Site Supplemental	1,100
Continue to host & support Pacific Islander Attendance Improvement and Parent Education		1000-1999: Certificated Personnel Salaries Site Title 1 Family Engagement	500
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture. Continue Monthly heritage education and celebration, advisory lessons, library book showcase and annual Cultural Fair Event.	Cultural Fair is PTA event	None Specified Site Supplemental	
Host resource nights to educator parents on resources to help students connect & succeed	Timecards for staff to plan & attend parent ed nights	1000-1999: Certificated Personnel Salaries Site Title 1 Family Engagement	500
Community Service Specialist (Leal) will work with families & staff to identify students & families who need connection to support before, during and after school to thrive.		2000-2999: Classified Personnel Salaries Site Title 1	126,152
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.			
Continue 2 AVID Electives (Goldrath)	District-provided .34 FTE for AVID elective teachers	1000-1999: Certificated Personnel Salaries District Central funding	57,374
Support teachers to participate in professional development, support	District-provided resources	5000-5999: Services And Other Operating Expenditures	34,163

teacher led student field trips, tutors, and supplies for the class		District Central funding	
STRATEGY: Responsive" Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture. ML Goals, Restorative Practices	District-provided resources		
Collaborative discussions around grading for equity and continue to share recommendations for grading and professional development about the different types of English learners and ELD standards.	Monday Staff & Department Meetings	None Specified Other	
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.	District-provided resources		
Provide opportunities for all students, regardless of wealth, to participate in the field trips by providing scholarship help		0001-0999: Unrestricted: Locally Defined Site Supplemental	5,000
After School CCE for students who aren't able to get into this elective during their day because of Guided Studies or ELD	pay teacher lead	1000-1999: Certificated Personnel Salaries Site Supplemental	4000

SPSA Goals and Strategies

Goal 3

Goal #	Description
GOAL 3	Wellness

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, 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-provided materials and resources	None Specified Other	
Student Recognition	District Funded	0000: Unrestricted District Central funding	2000
Parent Education Nights to targeted audiences like Pacific Islanders	already listed in Equity goal	None Specified Other	
2 RJ TOSAs use restorative practices to help students & staff resolve conflicts; Support student wellness through academic support, social & emotional support, key resource for foster youth & students with compromised housing (Schmitt & TBD)	1 position is fully district funded and the 2nd position is.5 District funded & .5 PTA funded	1000-1999: Certificated Personnel Salaries District Central funding	300,000
Staff Wellness activitites	Site SPSA & PTA activities	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	500
Morning Cozy Club Safe Space	DisSite SPSA	1000-1999: Certificated Personnel Salaries Site Supplemental	6,000
Student connection during lunch & brunch	Pay for staff for running additional clubs & connections		6,000
Weekly whole school advisory lessons & small group support developed by committee to support academic achievement & promote social emotional wellness & sense of belonging using Wayfinder on Wednesday and school needs on Friday continue ETA as example of small group; have a resource walking fair option during advisory throughout the year	timecards	1000-1999: Certificated Personnel Salaries Site Lottery	1000

		1000-1999: Certificated Personnel Salaries Site PTA	
STRATEGY: Strategy: Supporting Students with Compromised Housing/Foster Youth			
see Attendance champions above		2000-2999: Classified Personnel Salaries Site Title 1	
see Community Worker on goal 2: Equity		2000-2999: Classified Personnel Salaries Site Supplemental	
3 Wellness Team Members: 2 counselors & 1 social worker		1000-1999: Certificated Personnel Salaries District Central funding	581,990
STRATEGY: Strategy: Reducing Chronic Absenteeism			
Celebrate student achievements through various recognition events- Academic Excellence, Bobcat PRIDE, Goal Completion, Pep Rallies, etc			
Restorative Justice Materials/Attendance Champion Program	District Funded	5800: Professional/Consulting Services And Operating Expenditures District Central funding	2,000
AYSO Play- students connected to activities they like after school	Site funded 3 seasons for AYSO with their coaches	2000-2999: Classified Personnel Salaries Site Supplemental	6000
Have various sensory locations and tools including flexible seating, dog therapy, to help students regulate their emotions		4000-4999: Books And Supplies Site Supplemental	500
Activities to promote community service yearlong			
Continued Partnership with Community Partners- allCove, Friends for Youth, SMUHSD Empowerment through Action (ETA)		0000: Unrestricted Site Supplemental	500
Continued collaboration with Ed Foundation to support clubs to connect students to students & each other around shared interests		1000-1999: Certificated Personnel Salaries Other	10,000
Annual Newcomer Soccer Training & Match w/ Abbott		None Specified Site Supplemental	1500

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.

Our designated & integrated ELD practices are working to support our target students: LTELs. Lead by teacher leaders, we need to continue to stay the course collaborating with each other, using research based practices to get students sharing their thinking aloud to process and then writing it down with common practices like CER. Our expanded learning day has provided students with some group support led by a mentor which has shown favorable results.

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 not major differences in the budgeted expenditures & implementation.

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

The district added Project Career Map field trips to allow students to explore careers in STEM. That's in goal 1.

GOAL 2 ANALYSIS

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

Our Community Specialist & ELAC team approach has been very successful with connecting with families and providing targeted support based on needs.

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

This year we were specific to add a Pacific Islander Parent Education night & Poly Club. This is a concerned area of focus.

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

We want to have more Family Education nights and put on resource fair events to connect & educator families to important resources on site & in the community.

GOAL 3 ANALYSIS

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

Our MTSS, Care Team & Restorative approach have resulted in an increase in Caring Adult relationships on CHKS and students feeling an increased sense of safety.

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

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

We will use Title 1 funds to have a full time Community Service Specialist who helps students & families during the day get connected to resources and runs our before & after school expanded opportunities.

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	$1,469,624.00

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 ($)
	$56,240.00
District Central funding	$1,067,234.00
Other	$137,708.00
Site Lottery	$6,000.00
Site Supplemental	$75,290.00
Site Title 1	$126,152.00
Site Title 1 Family Engagement	$1,000.00

Subtotal of state or local funds included for this school: $1,469,624.00

Total of federal, state, and/or local funds for this school: $1,469,624.00

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
	56,240.00
District Central funding	1,067,234.00
Other	137,708.00
Site Lottery	6,000.00
Site Supplemental	75,290.00
Site Title 1	126,152.00
Site Title 1 Family Engagement	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,500.00
0001-0999: Unrestricted: Locally Defined	5,000.00
1000-1999: Certificated Personnel Salaries	1,188,737.00
2000-2999: Classified Personnel Salaries	197,182.00
4000-4999: Books And Supplies	31,042.00
5000-5999: Services And Other Operating Expenditures	34,163.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00
None Specified	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

		6,000.00
2000-2999: Classified Personnel Salaries		50,240.00
0000: Unrestricted	District Central funding	2,000.00
1000-1999: Certificated Personnel Salaries	District Central funding	1,029,071.00
5000-5999: Services And Other Operating Expenditures	District Central funding	34,163.00
5800: Professional/Consulting Services And Operating Expenditures	District Central funding	2,000.00
1000-1999: Certificated Personnel Salaries	Other	112,166.00
4000-4999: Books And Supplies	Other	25,542.00
1000-1999: Certificated Personnel Salaries	Site Lottery	1,000.00
4000-4999: Books And Supplies	Site Lottery	5,000.00
0000: Unrestricted	Site Supplemental	500.00
0001-0999: Unrestricted: Locally Defined	Site Supplemental	5,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	45,500.00
2000-2999: Classified Personnel Salaries	Site Supplemental	20,790.00
4000-4999: Books And Supplies	Site Supplemental	500.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	500.00
None Specified	Site Supplemental	2,500.00
2000-2999: Classified Personnel Salaries	Site Title 1	126,152.00
1000-1999: Certificated Personnel Salaries	Site Title 1 Family Engagement	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	322,845.00
Goal 2	228,789.00
Goal 3	917,990.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

12 Secondary Students

Name of Members	Role
Jessica Notte	Principal
Ms. Auerback	Parent or Community Member
Ms. McGinty	Parent or Community Member
Ms. Gordan	Parent or Community Member
Ms. Choslovsky	Parent or Community Member
Mr. Klinger	Classroom Teacher
Mr. Drumm	Classroom Teacher
Ms. Alfonso	Other School Staff
Jacob Choslovsky	Secondary Student
Jag Metzger	Secondary Student
Angel Aranzolo	Secondary Student
Addie Murphy	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5.29.26.

Attested:

	Principal, Jessica Notte on 5.29.26
	SSC Chairperson, Jag Metzger on 5.29.26

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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