



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cruickshank School	Middle	24657716112288	4/22/2026	May 26, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by

the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

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

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

Schoolwide Program

Targeted Support and Improvement

Cruickshank Middle School is identified as TSI eligible based on 2024-2025 California School Dashboard data released in November 2025. This is Herbert Cruickshank's first year of eligibility as Students with Disabilities (SWD) were indicated as 'Red', or "Very High" category for Chronic Absenteeism, Suspension Rates, English Language Arts, and Mathematics.

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

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Plan Description

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

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The School Plan for Student Achievement (SPSA) for Cruickshank Middle School is designed to meet Every Student Succeeds Act (ESSA) requirements. Each site identifies resource inequities, analyzes data, and isolates identified needs. From this work, Cruickshank Middle School creates goals and then selects actions and/or strategies to meet the goal. Cruickshank Middle School selects measurable outcomes to drive the actions. Cruickshank Middle School continuously meets with its Educational Partners throughout the year to provide updates and to gather input and feedback.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is developed through partnerships with the site leadership team, the school site council, and the English Language Advisory Committee. The plan is reviewed periodically throughout the school year with the aforementioned educational partners. The plan is formally reviewed and adopted by the school board in May.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

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

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

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

Other Needs

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

Use of state and local assessments to modify instruction and improve student achievement (ESEA) include, but are not limited to: Data from state and local assessments including the California Assessment of Student Performance and Progress (CAASPP), Initial and Summative English Language Proficiency Assessments for California (ELPAC), District

Progress Assessments (DPA), Oral Reading Fluency (ORF) using Acadience, Writing Performance Task (WPT), and teachers in professional learning communities (PLCs) are used to inform the principal's placement of students into tiered groups for appropriate interventions.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cruickshank 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.32%	0.63%	1.12%	2	4	7
African American	4.87%	4.92%	5.13%	30	31	32
Asian	11.04%	11.59%	10.74%	68	73	67
Filipino	1.14%	0.48%	1.28%	7	3	8
Hispanic/Latino	53.73%	54.76%	57.69%	331	345	360
Pacific Islander	0.16%	0.16%	0.48%	1	1	3
White	23.05%	20.95%	17.95%	142	132	112
Two or More Races	4.06%	4.92%	4.33%	25	31	27
Not Reported	1.62%	1.59%	1.28%	10	10	8
Total Enrollment				616	630	624

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 7	316	317	308
Grade 8	300	313	316
Total Enrollment	616	630	624

Conclusions based on this data:

- Many different races are represented in the Student Population of Cruickshank Middle School, including American Indian (1%), African American (5%), Asian (11%), Filipino (1%), Hispanic/ Latino (57%), Pacific Islander (0.5%), White (18%), and Two or More Races (4%).
- There were 624 students enrolled at Cruickshank during the 2024-2025 school year. 308 students in 7th Grade and 316 students in 8th Grade.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	31	25	28	5%	4.0%	4.5%
Fluent English Proficient (FEP)	66	76	67	10.7%	12.1%	10.7%
Reclassified Fluent English Proficient (RFEP)	2	3	9	6%	12%	32%

Conclusions based on this data:

1. 4.5% of the Cruickshank school population are English Learners.
2. Approximately 11% of Cruickshank Students are Fluent English Proficient.
3. In 2025 approximately 32% of the Cruickshank students were Reclassified Fluent English Proficient (RFEP).

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 7	298	310	318	289	308	305	289	305	304	97.0	99.4	95.9
Grade 8	300	316	318	294	305	304	294	303	303	98.0	96.5	95.6
All Grades	598	626	636	583	613	609	583	608	607	97.5	97.9	95.8

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 7	2517.	2527.	2540.	13.84	13.44	16.45	29.41	30.16	34.21	21.80	23.93	23.68	34.95	32.46	25.66
Grade 8	2527.	2549.	2553.	10.54	13.86	13.20	26.53	30.36	32.67	29.59	28.38	30.36	33.33	27.39	23.76
All Grades	N/A	N/A	N/A	12.18	13.65	14.83	27.96	30.26	33.44	25.73	26.15	27.02	34.13	29.93	24.71

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 7	13.84	13.16	16.78	59.17	61.51	61.51	26.99	25.33	21.71
Grade 8	10.54	16.50	15.51	55.10	49.83	59.08	34.35	33.66	25.41
All Grades	12.18	14.83	16.14	57.12	55.68	60.30	30.70	29.49	23.56

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 7	16.26	17.91	25.33	46.02	53.04	48.36	37.72	29.05	26.32
Grade 8	11.90	18.24	17.22	53.06	52.03	57.62	35.03	29.73	25.17
All Grades	14.07	18.07	21.29	49.57	52.53	52.97	36.36	29.39	25.74

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 7	10.38	9.51	10.20	72.32	74.43	71.05	17.30	16.07	18.75
Grade 8	12.24	14.85	11.55	70.41	70.96	75.25	17.35	14.19	13.20
All Grades	11.32	12.17	10.87	71.36	72.70	73.15	17.32	15.13	15.98

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 7	12.11	15.08	17.43	62.63	62.95	63.82	25.26	21.97	18.75
Grade 8	14.63	19.47	18.81	63.61	64.36	67.66	21.77	16.17	13.53
All Grades	13.38	17.27	18.12	63.12	63.65	65.73	23.50	19.08	16.14

Conclusions based on this data:

1. 16.45% of seventh graders were at Standard Exceeded while 34% were at Standard Met on 2024-25 CAASPP English Language Arts/Literacy assessment (Overall).
2. 13.2% of eighth graders were at Standard Exceeded while 32.67% were at Standard Met on 2024-25 CAASPP English Language Arts/Literacy assessment (Overall).
3. 607/636 (95.8%) of students enrolled at Cruickshank Middle were assessed in English Language Arts/ Literacy.

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 7	298	310	318	289	307	309	289	304	309	97.0	99	97.2
Grade 8	302	316	318	294	303	304	294	302	304	97.4	95.9	95.6
All Grades	600	626	636	583	610	613	583	606	613	97.2	97.4	96.4

* 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 7	2496.	2501.	2505.	10.73	11.84	14.89	15.57	14.80	13.59	27.68	26.97	27.18	46.02	46.38	44.34
Grade 8	2494.	2486.	2516.	7.48	8.28	13.49	13.61	10.26	15.79	23.81	21.52	22.70	55.10	59.93	48.03
Grade 11															
All Grades	N/A	N/A	N/A	9.09	10.07	14.19	14.58	12.54	14.68	25.73	24.26	24.96	50.60	53.14	46.17

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 7	12.46	13.82	14.89	41.87	41.45	39.81	45.67	44.74	45.31
Grade 8	7.14	6.29	12.50	43.54	40.73	46.38	49.32	52.98	41.12
Grade 11									
All Grades	9.78	10.07	13.70	42.71	41.09	43.07	47.51	48.84	43.23

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 7	10.73	10.86	14.24	49.83	54.61	50.49	39.45	34.54	35.28
Grade 8	8.84	7.62	13.16	53.74	52.65	50.66	37.41	39.74	36.18
All Grades	9.78	9.24	13.70	51.80	53.63	50.57	38.42	37.13	35.73

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 7	8.65	11.84	13.27	62.28	59.21	55.66	29.07	28.95	31.07
Grade 8	5.10	5.96	8.88	61.90	58.61	63.49	32.99	35.43	27.63
All Grades	6.86	8.91	11.09	62.09	58.91	59.54	31.05	32.18	29.36

Conclusions based on this data:

1. 13.49% of eighth graders were at Standard Exceeded while 15.79% were at Standard Met on 2024-25 CAASPP Mathematics assessment (Overall).
2. 14.89% of seventh graders were at Standard Exceeded while 13.59% were at Standard Met on 2024-25 CAASPP Mathematics assessment (Overall).
3. 613/636 (96.4%) of students enrolled at Cruickshank Middle were assessed in Mathematics.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1524.5	1519.8	1520.1	1496.4	1505.5	1500.0	1552.1	1533.8	1539.7	11	13	16
8	1542.0	*	1513.4	1530.3	*	1501.8	1553.1	*	1524.7	19	*	18
All Grades										30	23	34

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
7	9.09	7.69	12.50	45.45	61.54	31.25	27.27	23.08	25.00	18.18	7.69	31.25	11	13	16
8	15.79	*	5.56	52.63	*	27.78	10.53	*	38.89	21.05	*	27.78	19	*	18
All Grades	13.33	8.70	8.82	50.00	56.52	29.41	16.67	26.09	32.35	20.00	8.70	29.41	30	23	34

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
7	18.18	15.38	25.00	36.36	46.15	31.25	27.27	30.77	6.25	18.18	7.69	37.50	11	13	16
8	31.58	*	16.67	36.84	*	33.33	15.79	*	16.67	15.79	*	33.33	19	*	18
All Grades	26.67	17.39	20.59	36.67	52.17	32.35	20.00	26.09	11.76	16.67	4.35	35.29	30	23	34

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
7	18.18	7.69	6.25	36.36	23.08	50.00	18.18	53.85	6.25	27.27	15.38	37.50	11	13	16
8	10.53	*	0.00	36.84	*	22.22	26.32	*	33.33	26.32	*	44.44	19	*	18
All Grades	13.33	8.70	2.94	36.67	30.43	35.29	23.33	39.13	20.59	26.67	21.74	41.18	30	23	34

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
7	9.09	7.69	25.00	72.73	69.23	50.00	18.18	23.08	25.00	11	13	16
8	5.26	*	11.11	63.16	*	61.11	31.58	*	27.78	19	*	18
All Grades	6.67	13.04	17.65	66.67	65.22	55.88	26.67	21.74	26.47	30	23	34

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
7	18.18	41.67	37.50	63.64	50.00	31.25	18.18	8.33	31.25	11	12	16
8	52.63	*	33.33	31.58	*	22.22	15.79	*	44.44	19	*	18
All Grades	40.00	45.45	35.29	43.33	45.45	26.47	16.67	9.09	38.24	30	22	34

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
7	18.18	7.69	25.00	45.45	30.77	25.00	36.36	61.54	50.00	11	13	16
8	15.79	*	0.00	36.84	*	44.44	47.37	*	55.56	19	*	18
All Grades	16.67	17.39	11.76	40.00	30.43	35.29	43.33	52.17	52.94	30	23	34

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
7	45.45	16.67	12.50	45.45	83.33	75.00	9.09	0.00	12.50	11	12	16
8	21.05	*	0.00	63.16	*	94.44	15.79	*	5.56	19	*	18
All Grades	30.00	13.64	5.88	56.67	86.36	85.29	13.33	0.00	8.82	30	22	34

Conclusions based on this data:

1. In 2024-2025, 34 English Learners took the ELPAC compared to 23 students in the previous year.
2. ELPAC Level 4 (overall) saw an decreased from 15.8%-14.2% while Level 3 decreased from 50%-39.3%.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
624	58.8%	4.5%	0.6%
Total Number of Students enrolled in Cruickshank 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	28	4.5%
Foster Youth	4	0.6%
Homeless	3	0.5%
Socioeconomically Disadvantaged	367	58.8%
Students with Disabilities	57	9.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	5.1%
American Indian	7	1.1%
Asian	67	10.7%
Filipino	8	1.3%
Hispanic	360	57.7%
Two or More Races	27	4.3%
Pacific Islander	3	0.5%
White	112	17.9%

Conclusions based on this data:

1. The Local Information System is recording 0.6% (4 students) of the school population is Foster Youth.
2. The Local Information System is recording 9.1% (57 students) for Students with Disabilities.
3. Many different races are represented in the Student Population of Cruickshank Middle School, including African American, American Indian, Asian, Filipino, Hispanic, Pacific Islander, students of Two or More Races, and White.

School and Student Performance Data

Overall Performance

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

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

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- The California Dashboard shows Chronic Absenteeism as Orange. It was an increase of 1.3% with 20% as chronically absent.
- The California Dashboard showed that the Suspension Rate for our students as Orange with 9.4% suspended at least 1 day.

3. The California Dashboard shows how well students are meeting grade-level standards on the English Language Arts assessment and on the Math assessment as compared to the state average. In English Language Arts Cruickshank is in the Yellow at 10.5 points below the standard (an increase of 10 points). In Math, Cruickshank is in the Yellow at 62.2 points below standard (an increase of 19.3).

School and Student Performance Data

Academic Performance English Language Arts

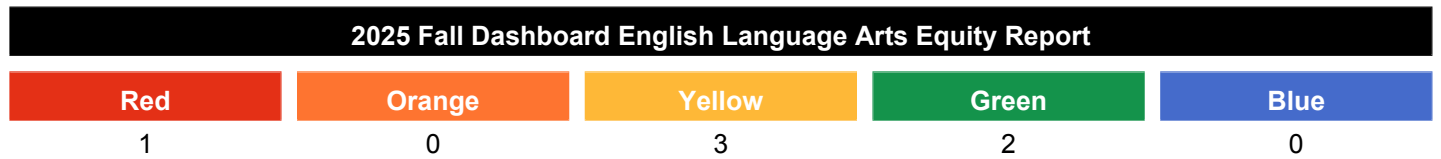
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 10.5 points below standard Increased 10 points 584 Students	English Learners  Yellow 64.1 points below standard Increased 7.8 points 52 Students	Long-Term English Learners  No Performance Color 113.2 points below standard Maintained -2.3 points 24 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Yellow 27.7 points below standard Increased 11.5 points 360 Students

Students with Disabilities  Red 139.8 points below standard Maintained -2.7 points 54 Students	African American  No Performance Color 81.7 points below standard Declined 6.3 points 28 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  Green 34.7 points above standard Increased 10.5 points 64 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Yellow 24.6 points below standard Increased 9.4 points 337 Students
Two or More Races  No Performance Color 54.9 points above standard Increased 13.8 points 27 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Green 6.8 points above standard Increased 21.7 points 104 Students

Conclusions based on this data:

1. The 2025 ELA Dashboard shows All Students as Yellow, 10.5 points below standard and a 10 point increase.
2. The 2025 ELA Dashboard shows Students with Disabilities as Red, 139.8 points below standard and maintained with a -2.7 point difference and EL Students as Yellow, 64.1 points below standard, a 7.8 point increase.
3. The 2025 ELA Dashboard shows Socioeconomically Disadvantaged Students as Yellow, 27.7 points below standard and a 11.5 point increase, Hispanic Students as Yellow, 24.6 points below standard with an increase of 9.4 points.

School and Student Performance Data

Academic Performance Mathematics

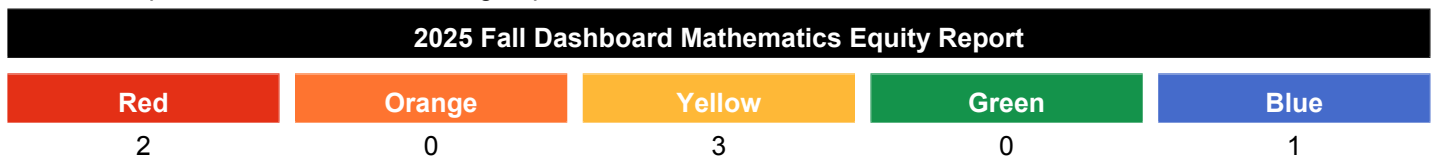
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 62.2 points below standard Increased 19.3 points 583 Students	English Learners  Red 119.3 points below standard Maintained 0.2 points 54 Students	Long-Term English Learners  No Performance Color 161.3 points below standard Increased 23.5 points 24 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Yellow 84.3 points below standard Increased 22 points 360 Students

Students with Disabilities  Red 182.7 points below standard Declined 9.8 points 54 Students	African American  No Performance Color 140.7 points below standard Increased 25.2 points 28 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  Blue 0.2 points above standard Increased 26.6 points 65 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Yellow 86 points below standard Increased 12.9 points 335 Students
Two or More Races  No Performance Color 26.1 points above standard Increased 42.8 points 27 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Yellow 29.3 points below standard Increased 37 points 104 Students

Conclusions based on this data:

1. The 2025 Math Dashboard shows All Students as Yellow, 62.2 points below standard and increased 19.3 points..
2. The 2025 Math Dashboard shows Socio-economically Disadvantaged Students as Yellow, 84.3 points below standard and an increase of 22 points, Students with Disabilities as Red, 182.9 points below standard and a decline of 9.8 points, and Hispanic as yellow with 86 points below standard and a increase of 12.9 points.
3. The 2025 Math Dashboard shows English Learners as Red, 119.3 points below standard and maintained 0.2 points and White as Yellow, 29.3 points below standard and an increase of 37 points.

School and Student Performance Data

Academic Performance Science

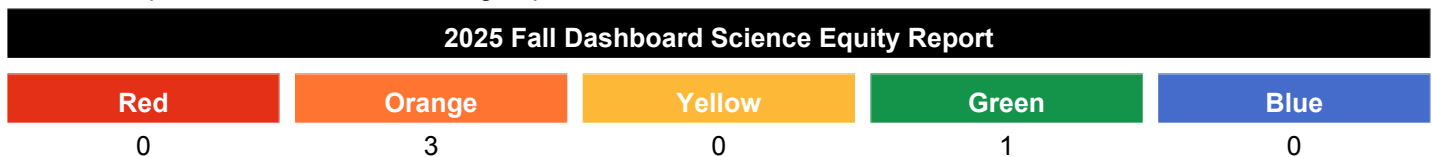
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Orange 42.6 science points Maintained 0.2 points 293 Students	English Learners No Performance Color 31.3 science points Declined 2.3 points 27 Students	Long-Term English Learners No Performance Color 26.6 science points Declined 3.9 points 11 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 39 science points Maintained 0.1 points 183 Students

Students with Disabilities  No Performance Color 28.3 science points Increased 3.3 points 20 Students	African American  No Performance Color 32.4 science points Increased 3.6 points 11 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Green 54.2 science points Increased 5.9 points 35 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 39 science points Maintained -1.2 points 181 Students
Two or More Races  No Performance Color 61.3 science points Increased 11.7 points 12 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 42.2 science points Maintained -1.3 points 48 Students

Conclusions based on this data:

1. On the 2025 Science Assessment All Students scored 42.6 science points and were in the Orange level were they maintained with 293 students taking the assessment.
2. On the 2025 Science Assessment the following subgroups were in the Orange level: Hispanic at 39 science points - maintained -1.2 points, Socioeconomically Disadvantaged at 39 Science points and maintained at 0.1 point, and White at 42.2 science points and maintained at -1.3 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 17.9 making progress. Number Students: 28 Students	 No Performance Color 20 making progress. Number Students: 25 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
53.6%	28.6%	3.6%	14.3%

Conclusions based on this data:

- Overall the Dashboard shows the English Learner Progress as 17.9% (of 28 students) are making progress towards English Language Proficiency.
- The 2025 Fall Dashboard shows that 14.3% of English Learner students progressed at least one ELPI level, 28.6% maintained ELPI Level 1, 2L, 2H, 3L, or 3H, and 3.6% maintained ELPI Level 4.
- 53.6% of English Learners decreased one ELPI Level. No performance color was given since there were less than 30 ELs enrolled.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students



Orange

20% Chronically Absent

Increased 1.3

660 Students

English Learners



No Performance Color

19.4% Chronically Absent

Declined 4.7

36 Students

Long-Term English Learners



No Performance Color

19.2% Chronically Absent

Declined 5.8

26 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Socioeconomically Disadvantaged



Red

27.1% Chronically Absent

Increased 3.4

421 Students

Students with Disabilities  Red 32.3% Chronically Absent Increased 7.7 65 Students	African American  Red 41% Chronically Absent Increased 1 39 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  Green 4.2% Chronically Absent Declined 1 71 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Red 20.3% Chronically Absent Maintained 0.4 380 Students
Two or More Races  Yellow 11.8% Chronically Absent Declined 12 34 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Red 23.9% Chronically Absent Increased 8.7 117 Students

Conclusions based on this data:

1. The 2025 Chronic Absenteeism data for All Students is Orange with 20% of students Chronically Absent with a decline of 1.3%.
2. The 2025 Chronic Absenteeism data for Students with Disabilities was Red with 32.3% Chronically Absent, an increase of 7.7%. Two or More Races were Yellow with 11.8% Chronically Absent, a decline of 12%.
3. The 2025 Chronic Absenteeism data for Socio-economically Disadvantaged Students is Red with 32.3% of students Chronically Absent, an increase of 7.7%. African American students were Red with 41% Chronically absent, an increase of 1%. Hispanic and White students were chronically absent at very high levels, placing these subgroups in Red.

School and Student Performance Data

Conditions & Climate Suspension Rate

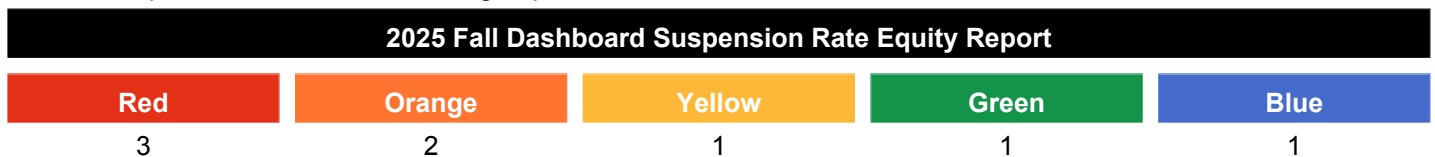
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 9.4% suspended at least one day Increased 1.1% 681 Students	English Learners Blue 0% suspended at least one day Declined 9.4% 37 Students	Long-Term English Learners No Performance Color 0% suspended at least one day Declined 7.4% 27 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Orange 10.5% suspended at least one day Maintained 0.2% 439 Students

Students with Disabilities  Red 17.9% suspended at least one day Increased 5.8% 67 Students	African American  Red 30% suspended at least one day Increased 8.4% 40 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  Green 1.4% suspended at least one day Maintained 0.1% 72 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Yellow 8.4% suspended at least one day Declined 1.5% 391 Students
Two or More Races  Orange 5.4% suspended at least one day Increased 3.2% 37 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Red 12.3% suspended at least one day Increased 6.2% 122 Students

Conclusions based on this data:

1. The 2025 Dashboard on Suspension Rate was Orange and showed that 9.4% of All Students (681) were suspended at least 1 day which increased 1.1%, as well as the Two or more Races as they increased by 3.2%.
2. The 2025 Dashboard on Suspension Rate showed that 17.9% of students with disabilities were suspended at least 1 day an increase of 5.8% and in the Red.
3. The 2025 Dashboard on Suspension Rate showed that 10.5% of Socio-Economically Disadvantaged Students were suspended at least 1 day which maintained at 0.2% and is orange. 30% of African American students were suspended at least 1 day, an increase of 8.4% and is in the red, 8.4% of Hispanic students were suspended at least one day with a decrease of 1.5% and is in the yellow, and 12.3% of White students were suspended at least 1 day an increase of 6.2% and is in the red.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement - English Language Arts/Math/Science/CTE

Cruickshank Middle School students will demonstrate continuous improvement in the areas of Language Arts, Mathematics, and Science.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percent of students who meet Key Performance Indicators by providing an equitable Guaranteed Viable Curriculum (GVC), assessments, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college, and/ or career.

Our goal is to strengthen ambitious instruction by building consistent collaboration among teachers so they plan, observe, and refine lessons together. This aligns with the Center for Model Schools' focus on collaborative teaching and ambitious instruction as key drivers of school improvement.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

On the California School Dashboard ALL Students were at a Yellow level at 10.5 points below standard for English Language Arts. Our English Learners were in the Yellow color at 64.1 points below standard. Our students with Disabilities were in the Red color at 139.5 points below standard. Our African American Students had no performance color but were 81.7 points below standard.

On the California School Dashboard ALL Students were at an Yellow level at 62.2 points below standard for Mathematics. Our English Learners were in the Red color at 119.3 points below standard. Our students with Disabilities were in the Red color at 182.7 points below standard. Our African American Students had no performance color but were 140.7 points below standard.

On District Performance Assessments for Reading/ Language Arts, students show a need for Comprehension of Literature, Comprehension of Informational Text, and Vocabulary.

On District Performance Assessments for Mathematics, students show a need for Algebra and Algebraic Thinking, and Geometry.

Herbert Cruickshank Middle School is eligible for Targeted Support and Improvement (TSI) based on the following subgroup:

Students with Disabilities: Eligibility Criterion 1: Chronic Absenteeism, Suspension Rates, English Language Arts, and Mathematics

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard: Language Arts	2025 California Dashboard All Students: 10.5 Points below standard Students with Disabilities: 139.8 points below standard African American Students: 81.7 points below standard English Learners: 64.1 points below standard	2026 California Dashboard All Students: 5 points below standard Students with Disabilities: 129.8 points below standard African American Students: 71.7 points below standard English Learners: 54.1 points below standard
California School Dashboard: Math	2025 California Dashboard All Students: 62.2 Points below standard Students with Disabilities: 182.7 points below standard African American Students: 140.7 points below standard English Learners: 119.3 points below standard	2026 California Dashboard All Students: 52.2 points below standard Students with Disabilities: 172.7 points below standard African American Students: 130.7 points below standard English Learners: 109.3 points below standard
California School Dashboard: English Language Progress Indicator	2025 California Dashboard English Learner Students: 18% making progress toward English language proficiency	2026 California Dashboard English Learner Students: 40% making progress toward English language proficiency
District Progress Assessment (DPA) Growth Reading	2025-2026 Overall DPA 1 - 35% On or Above Grade Level DPA 2 - 42% On or Above Grade Level English Learner Students DPA 1 - 4% DPA 2 - 13% Students with Disabilities DPA 1 - 8% DPA 2 - 8% African American Students DPA 1 - 19% DPA 2 - 22%	2026 - 2027 Overall 50% On or Above Grade Level English Learner Students 20% On or Above Grade Level Students with Disabilities 15% On or Above Grade Level African American Students 30% On or Above Grade Level
EL Reclassification Rate	2025 - 2026 EL Reclassification Rate - 9 out of 28 Students - 32%	2026 - 2027 EL Reclassification Rate - 40%
District Progress Assessment (DPA) Growth Math	2025-2026 Overall	2026- 2027 Overall

	DPA 1 - 24% On or Above Grade Level DPA 2 - 28% On or Above Grade Level English Learner Students DPA 1 - 4% DPA 2 - 12% Students with Disabilities DPA 1 - 8% DPA 2 - 5% African American Students DPA 1 - 3% DPA 2 - 5%	35% On or Above Grade Level English Learner Students 20% On or Above Grade Level Students with Disabilities 15% On or Above Grade Level African American Students 15% On or Above Grade Level
California Science Test	2025 California Dashboard 8th Grade Overall 43.6 Science Points English Learner Students 31.3 Science Points Students with Disabilities 28.3 Science Points African American Students 32.4 Science Points	2026 California Dashboard 8th Grade Overall 50 Science Points English Learner Students 40 Science Points Students with Disabilities 35 Science Points African American Students 40 Science Points

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1. All teachers collaborate through Focused Collaboration, focusing on continual improvement. The school and district support structured collaboration meetings so that teachers can analyze, discuss, and use assessment results and other student progress information within the school's programs. These activities guide student placement, instructional planning and delivery, as well as progress monitoring decisions. Collaborative discussions center on strengthening the implementation of the locally adopted instructional programs and research-supported lesson design and delivery to support the mastery of content standards for all students. All PLCs engage in Instructional Rounds a minimum of two times a year with the goals of: Improving teaching and learning by capitalizing on collective teacher experience, knowledge of instructional strategies, and content.	All Students	21200 3010 1000-1999: Certificated Personnel Salaries Additional hours for training, data/progress monitoring activities including AVID training related expenses 10364 3010 1000-1999: Certificated Personnel Salaries Substitute salaries to accommodate training and data/progress review activities 150 3010 2000-2999: Classified Personnel Salaries Additional hours for training, data/progress monitoring activities

	Developing the habit of observing and focusing on students, their needs, their reactions to instructional strategies, and ultimately, their achievement of instructional goals. Intensive intervention programs, materials, and supplies are provided for identified students. Additional certificated staff may be hired to implement interventions; this may include a clinician or clinicians. Celebrations may be utilized to enhance instruction. These opportunities will enhance successful language development, reading comprehension, writing, and cultural awareness. Building deep, trusting relationships with colleagues through the development of common professional language and a productive attitude toward our work with students that persists beyond the research lesson. ("The Art & Science of Teaching / Making the Most of Instructional Rounds," 2011 Marzano)	20350 3010 2000-2999: Classified Personnel Salaries CPO Clerk 6800 3010 3000-3999: Employee Benefits Certificated benefits 16971 3010 3000-3999: Employee Benefits Classified staff benefits 97860 3010 4000-4999: Books And Supplies Supplemental materials and supplies (Incl. AVID, Math, Science, ELA, ELD, and Materials and books for book talks) 10000 3010 5700-5799: Transfers Of Direct Costs Printshop 5000 3010 5800: Professional/Consulting Services And Operating Expenditures Maintenance Agreements 10000 3010 5800: Professional/Consulting Services And Operating Expenditures Professional and Staff Development 10000 0824 1000-1999: Certificated Personnel Salaries Additional hours for training, data/progress monitoring activities 5000 0824 1000-1999: Certificated Personnel Salaries Substitute salaries to accommodate training, data/progress review activities including IEP's, 504's, PBIS, Leadership Team, Curriculum - Priority Standards, etc. 25000 0824
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			4000-4999: Books And Supplies Supplemental materials and supplies (Incl. PBIS materials, diplomas/graduation supplies, non-capitalized equipment) 6000 0824 5000-5999: Services And Other Operating Expenditures Professional Development 4000 0824 5700-5799: Transfers Of Direct Costs Printshop 0 0824 5800: Professional/Consulting Services And Operating Expenditures Professional/Consulting Services and Operating Expenditures - including consulting services, maintenance agreements, software licenses, professional services, temporary help services, online subscription services. 10000 3010 4000-4999: Books And Supplies Science supplies 0 3010 1000-1999: Certificated Personnel Salaries Math Clinician 10000 3010 5800: Professional/Consulting Services And Operating Expenditures Agendas/ Planners
1.2	2. AVID (Advancement Via Individual Determination) helps students develop the skills they need to be successful in college, career, and life and improves academic achievement through its focus on writing, critical thinking, teamwork, organization, and reading skills (WICOR). Provide AVID professional learning for teachers to reevaluate their beliefs and expectations around student potential and to learn and practice activities that transform classrooms and campuses. The AVID Program is a research-based and effective model for minimizing achievement gaps and promoting college and career readiness for all students.	All Students	5000 3010 4000-4999: Books And Supplies AVID Summer Institute 4000 3010 5000-5999: Services And Other Operating Expenditures AVID Membership Fee 2500 3010 4000-4999: Books And Supplies AVID Weekly

	AVID's proven learning support structure, known as WICOR, incorporates teaching and learning methodologies in the critical areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula. Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in their academic lives and careers. This includes instruction specific to the development of study skills. In this way, students needing intensive instruction can progress and participate in daily lessons with their grade-level peers, as well as receive support in identified areas of strategic need. Watt, K. M., Huerta, J., & Hong, E. (2013). The effect of AVID on academic performance and college readiness. <i>Journal of Education for Students Placed At Risk (JESPAR)</i>, 18(1), 1–17.		2000 3010 1000-1999: Certificated Personnel Salaries AVID Site Lead 400 3010 3000-3999: Employee Benefits Employee Benefits 5000 3010 4000-4999: Books And Supplies Supplies for AVID INCLUDING agendas, binders, organizational tools, AVID elective class 8000 3010 2000-2999: Classified Personnel Salaries AVID Tutors 1000 3010 3000-3999: Employee Benefits Employee Benefits 5000 3010 4000-4999: Books And Supplies AVID Professional Development and Materials 15000 3010 5800: Professional/Consulting Services And Operating Expenditures AVID College Field Trips 3700 3010 1000-1999: Certificated Personnel Salaries Substitutes for AVID Site Leads Training 8000 3010 5000-5999: Services And Other Operating Expenditures AVID Conference - Professional Development
1.3	3. Implement an effective Response to Intervention (RtI²) program to improve student achievement. Increase the reading level of students three or more grade levels below in reading through the utilization of intervention materials. These materials could include the SIPPS Challenge and the SIPPS Plus program, which provides a structured literacy approach to foundational skills instruction through	All Students	2500 3010 5000-5999: Services And Other Operating Expenditures Intervention Materials 2500 3010 4000-4999: Books And Supplies

	explicit instructional routines focused on phonological awareness, spelling sounds, and sight words, with immediate application to reading connected text and spelling. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based foundational skills program proven to help both new and struggling readers in grades K–12 build skills and confidence for fluent, independent reading. READ 180 focuses on utilizing adaptive technology to improve literacy in students in grades 4–12 who read at least two years below their grade level. Analyze academic data to determine the level of Tier 2 or 3 targeted intervention(s) and support(s) needed in weekly Tier 2/3 meetings. Fuchs, D., & Fuchs, L. S. (2017). Responsiveness-to-intervention (RTI) from promise to practice. Guilford Press. Shefelbine, J., & Yopp-Singer, H. K. (2017). Systematic instruction in phonological awareness, phonics, and sight words (SIPPS) (3rd ed.). Collaborative Classroom.		Intervention supplies and materials
1.4	4. Staff participate in professional development activities at the site and district levels. These activities focus on the Guaranteed Viable Curriculum (GVC), locally adopted standards-aligned instructional materials and strategies for all core instructional areas, and the intensive intervention program used at the school. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute.	All Students	4000 0824 1000-1999: Certificated Personnel Salaries Professional Development 1910 0824 4000-4999: Books And Supplies Supplies and materials to meet PD needs
1.5	5. Increase Student Achievement through the Implementation of Extended Learning Opportunities. Provide Instructional Advisors who will work with 10–15 at-promise students based on poor grades, attendance, and behavior. Instructional advisors regularly check students' progress via the Aeries grade book and consult with their teachers, contact parents regularly to keep them informed regarding their student's progress at school. Provide tutorial support for any students who need additional help with their work. Provide other extended academic learning opportunities (e.g., STEAM programs, foreign language).	All Students	10000 0824 1000-1999: Certificated Personnel Salaries Additional Hours for Extended Day Program Teachers 3245 0824 1000-1999: Certificated Personnel Salaries Certificated benefits 5000 0824 4000-4999: Books And Supplies Non-capitalized equipment 0 3010

	Participate in speech and writing festivals, spelling bees, Academic Pentathlon and Decathlon, STEAM fairs, etc. Provide teachers with the opportunity to identify and mentor students. DuBois, D. L., & Silverthorn, N. (2005). Natural mentoring relationships and adolescent adjustment: Evidence from a longitudinal study. <i>Child Development</i>, 76(1), 141-156. Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. <i>Review of Educational Research</i>, 88(4), 547-588		1000-1999: Certificated Personnel Salaries Additional Hours for Extended Day Program Teachers 0 3010 1000-1999: Certificated Personnel Salaries Certificated Benefits
1.6	6. Student Achievement Monitoring System The school and district provide and support an easily accessible electronic data management system. Schools uniformly administer, score, analyze, and use student achievement data from diagnostic and other assessments (progress monitoring, formative, summative, and curriculum-embedded). Assessment results are used to ensure proper program placement and identify specific student learning patterns or needs. Assessment results also inform teacher instructional practices. An assessment guide is provided by the district and is located on the district web page, under the direction of the Department of Curriculum, Instruction, and Staff Development. Mandinach, E. B., & Gummer, E. S. (2016). What does it mean to be data literate? <i>Educational Measurement: Issues and Practice</i>, 35(4), 39-41.	All Students	0 0824 5000-5999: Services And Other Operating Expenditures Software
1.7			
1.8			
1.9			
1.10			
1.11			
1.12			

1.13			
1.14			
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1.20			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1.1 - Cruickshank had strong collaboration in their Professional Learning Communities (PLCs). All PLCs met regularly during the morning PLC time and the Wednesday afternoon PLC time. The afternoon time is structured for teachers to meet as a department team. As a staff, we have worked toward increasing rigor in instruction, the intentional and planned use of higher-order questions, and the planning and display of the learning objective/learning goal. During the 24/25 school year a focus on data has been implemented all year. This led to the improvement of instructional strategies. The Principal and Lead Teacher attended training for the Center of Model Schools and have brought back strategies to the entire staff focusing on Ambitious Instruction and Collaborative Teaching.

1.2 - Cruickshank continues to work toward full school-wide implementation of AVID. In the summer of 2025, Cruickshank sent a team of five teachers and one administrators to the AVID Summer Institute in San Diego. In the summer of 2026, we plan to send a team to the Summer Institute. As part of the AVID plan and goals, the counselor has set up and scheduled a Career Day that will allow all CMS students the opportunity to see options for college or career pathways. On weekday mornings, we offered AVID tutorials to any students who needed additional support. We had several AVID tutors who supported Cruickshank during tutorials and in the classrooms.

1.3 - Response to Intervention - This year, the intervention teacher continued to use the READ 180 program, a program designed to help students who are reading two or more grade levels below standard. Students were assessed each quarter to determine the need or whether exit from the intervention class was necessary. Additional resources, including a focus on writing, was implemented in the intervention class.

1.4 - This year, we continued our partnership with MCOE for math instruction and science instruction. We were able to bring in a consultant to work with the math department and the science department.

1.5 - We offered many activities either before or after school, including: AVID tutorials, esports, Chess Club, student mentors, among others. We strive to offer opportunities to meet the needs of all students.

1.6 - The school uses the district-adopted school management system for all students.

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

We were unable to hire a Math Clinician. We had to meet the needs of those struggling in math in either the first period intervention or through the intervention teacher. During the 2026/2027 school year Cruickshank plans to use our first period class to offer math intervention to students with the need.

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.

Continue to focus on Professional Development for instruction, including Center for Model Schools and Universal Design for Learning.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Social-Emotional Learning and Student Wellness

Cruickshank Middle School will provide a safe, more culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills and receive additional supports to increase their engagement in learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals

Provide a welcoming, safe, culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills and receive additional supports to increase their engagement in learning as measured by attendance and suspension rates.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

On the California Dashboard for All Students, the chronically absent color was yellow with a rate of 20%. This was an increase of 1.3% from the previous year (based on 660 students).

The CA Dashboard shows the following for Chronically absent:

All Students - Yellow - 20% Chronically Absent - Increase 1.3%

Students with Disabilities - Red - 32.3% Chronically Absent - Increased 7.7%

African American Students - Orange - 41% Chronically Absent - Increase 1%

Socio-Economically Disadvantaged - Red - 27.1% Chronically Absent - Increase 3.4%

White - Red - 23.9% Chronically Absent - Increase 8.7%

Hispanic - Red - 20.3% Chronically Absent - Maintained 0.4%

English Learners - No Performance Color - 19.4% Chronically Absent - Decrease 4.7%

On the California Dashboard, All Students were at the Orange level with 9.4% of students suspended at least 1 day.

This was an increase of 1.1% from the previous year.

The CA Dashboard shows the following for Suspension:

All Students - Yellow - 9.4% Suspended at least 1 day - Increase 1.1%

Students with Disabilities - Red - 17.9% Suspended at least 1 day- Increase 5.8%

African American Students - Red- 30% Suspended at least 1 day - Increase 8.4%

English Learners - Blue - 0% Suspended at least 1 day - Declined 9.4%

For the 2025/2026 school year Merced City Schools moved away from the California Healthy Kids Survey and implemented the Center for Model Schools (CMS) survey.

On the CMS Survey, Students report how safe (mostly safe and very safe) they feel at school in the following areas:

Outside around school - 77%, In your classroom - 87%, Hallways - 73%, Bathrooms - 57%.

On the CMS Survey, Students report on Academic Personalism - teachers connecting with students in the classroom and support them in achieving academic goals (strongly agree and agree): teacher notices if I have trouble learning - 72%, Willing to give extra help - 83%, Helps me catch up - 81%, gives me suggestions on how to improve - 82%, Explains in a different way if I don't understand - 84%.

On the CMS Survey, Students report on Student- Teacher Trust (strongly agree and agree): teachers keep their promises - 71%, Teachers treat me with respect - 91%, feel safe with my teachers - 92%, feel comfortable with my teachers - 89%, Teachers always listen to student ideas - 84%.

On the CMS Survey, Students report on Peer support for academic work (strongly agree and agree): teacher notices if I have trouble learning - 57%, feel important to pay attention in class - 49%, feel it is important to attend school every day - 60%, try hard to get good grades - 67%.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Chronic Absenteeism Rate	Yellow - 20% Chronically Absent - Increase 1.3%	Below 15% Chronic absenteeism rate
California School Dashboard Suspension Rate	All Students - Orange -9.4% Suspended at least 1 day - increase 1.1% African American Students - Red - 30 % Suspended at least 1 day - Increased 8.4%	Decrease in suspension rate 6% or below. Decrease in suspension rate 20% or below
CMS Survey - Safety	Outside around school - 77% In classroom - 87% Hallways - 73% Bathrooms - 57%	Outside around school - 80% In classroom - 90% Hallways - 80% Bathrooms - 70%
CMS Survey - Academic Personalism	teacher notices I have trouble learning - 72%	teacher notices I have trouble learning - 80%

	Willing to give extra help - 83% Helps me catch up - 81% suggests how to improve - 82% Explains in a different way - 84%	willing to give extra help - 90% Helps me catch up - 90% suggests how to improve - 90% Explains in a different way - 90%
CMS Survey - Student Teacher trust	Keep their promises - 71% Treat me with respect - 91% Feel safe with teacher - 92% Feel comfortable with teacher - 89% Always listen to student ideas - 84%	Keep their promises - 80% Treat me with respect - 95% Feel safe with teacher - 95% Feel comfortable with teacher - 95% Always listen to student ideas - 90%
CMS Survey - Peer support for academic work	Notices I have trouble learning - 57% Important to pay attention in class - 49% important to attend school - 60% Try to get good grades - 67%	Notices I have trouble learning - 70% Important to pay attention in class - 60% important to attend school - 70% Try to get good grades - 75%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Provide effective Positive Behavior Interventions and Supports to promote positive student behavior. PBIS is a system of support based on a three-tiered framework to improve and integrate all the data, systems, and practices affecting student outcomes every day. Tier 1 provides universal support to all students. The focus is to establish regular, proactive support while preventing unwanted behaviors. Tier 2 supports students who are at-risk/at-promise for developing more serious problem behaviors before they start. It helps students to develop the skills needed to access the core program. Tier 3 focuses on students who need more intensive and individualized support to improve their behavioral and academic outcomes. PBIS is part of the Multi-Tiered System of Supports (MTSS). MTSS is an instructional framework that includes universal screening of all students, multiple tiers of instruction, and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. McIntosh, K., Goodman, S., & Sugai, G. (2023). Integrating Academics and Behavior in Tiered Systems of Support: Evidence-Based Practices for School Teams. Guilford Press.	All Students.	10000 0824 4000-4999: Books And Supplies PBIS & CD Supplies 0
2.2	2. Provide all staff training in the concept of Conscious Discipline. Research suggests that parents with children in schools implementing Conscious Discipline perceive the school climate positively, even when they do not feel safe where they live (Rain, 2014).	All Students.	0 0824 4000-4999: Books And Supplies CD Staff Development

2.3	3. Implement a monthly or quarterly attendance award program and a Student of the Month recognition program. Students will be recognized for monthly or quarterly perfect attendance, defined as having no absences or tardies. A monthly or quarterly "Parents and Pastries" event will be held to recognize students and invite parents to join the celebration. Smart as a Cookie Edutopia. (2025, April 11). 13 Ways to Celebrate Students' Small Wins and Build Motivation.	All Students.	3000 0824 4000-4999: Books And Supplies Awards and Recognition
2.4	4. Provide all students with structured Social Emotional Learning (SEL) to help them comprehend their emotions, feel those emotions fully, and demonstrate empathy for others. This SEL could include teaching students Conscious Discipline-related strategies. Social-Emotional Learning helps students make positive, responsible decisions, create frameworks to achieve their goals, and build positive relationships with others. Supporting students' social and emotional development is positively related to attendance, grades, test scores, graduation rates, college and career readiness, and overall well-being (Aspen Institute, 2019).	All Students.	0 0824 4000-4999: Books And Supplies CD supplies
2.5	5. Develop growth mindsets in both students and staff. A growth mindset teaches students that the human brain is like a muscle that can be trained through repetition and practice. When students realize this, they develop a growth mindset: the belief that abilities can be developed through commitment and hard work. And once they have a growth mindset, they can learn anything. Students with a growth mindset earned higher grades over time compared to students with a fixed mindset. (Blackwell, Trzesniewski, & Dweck 2007)	All Students.	4045 0824 4000-4999: Books And Supplies Staff Development and Resource material
2.6	6. Student Agendas All students will be supplied with an agenda. This agenda will allow all students to work toward the school AVID goal of agendas/ writing down all work. The agenda will also have the school handbook printed in it so that students and families can always refer to the agenda for questions about the school and/ or expectations. Engagethebrain.org (undated). Homework Planners: Why Students Need to Use One.	All Students.	6000 0824 5000-5999: Services And Other Operating Expenditures Student Agendas

2.7	7. Lanyards All students will be given a lanyard to hold their ID cards. This will help with the safety and the security of all students and the site. Thapa, A., Cohen, J., Guffey, L. E., & Higgins-D'Alessandro, A. (2013). A review of school climate research. <i>Review of Educational Research</i>, 83(3), 357–385.	All Students.	6000 0824 5000-5999: Services And Other Operating Expenditures Custom Lanyards - safety
2.8	8. PBIS Statewide Conference The multilevel results indicated significant effects of SWPBIS on children's behavior problems, concentration problems, social-emotional functioning, and prosocial behavior. Children in SWPBIS schools also were 33% less likely to receive an office discipline referral than those in the comparison schools. The effects tended to be strongest among children who were first exposed to SWPBIS in kindergarten. Bradshaw, C. P., Waasdorp, T. E., & Leaf, P. J. (2012). Effects of school-wide positive behavioral interventions and supports on the incidence of school discipline problems. <i>School Psychology Review</i>, 41(1), 88–104.	All Student	5000 0824 5000-5999: Services And Other Operating Expenditures PBIS Staff Development
2.11			
2.12			
2.13			
2.14			
2.19			
2.20			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2.1 - PBIS

We have PBIS Tier 1, Tier 2, and Tier 3 teams that meet regularly to discuss the needs of the site. At the meetings, they examine school discipline data to identify and address the site's needs. This year, the PBIS team redesigned and fully implemented a Passport Walk at the beginning of the school year. All students, teachers, and staff were involved and participated in the walks. Students rotated from station to station to understand campus expectations. With PBIS, we teach the expectations and then hold students accountable.

2.2 - Conscious Discipline

Administrators, counselors, and teachers have been trained in Conscious Discipline. Much of the work with Conscious Discipline is integrated with the PBIS team's efforts. School counselors are being trained with Hatching Results, implementing core curriculum, Individual Student Planning, and other Tier 1 activities.

2.3 - Attendance Awards

Monthly and/or quarterly, celebrations are scheduled to recognize students for their hard work. The ceremony is called "Parents and Pastries," and we have had great success in bringing families to campus to celebrate students. These events have been scheduled in the mornings before school begins. This structure has given parents the opportunity to attend celebrations without missing time from work.

2.4 - Social Emotional Learning

As part of our first-period intervention and enrichment program, we have incorporated structured lessons focusing on Social-Emotional Learning, AVID skills, PBIS, among other topics. We strive to meet the needs of all students. We also employ two full-time counselors who are available for students throughout the school day. As part of the Center for Model Schools Data, the team will review and analyze data on Supportive Environments to ensure the site is taking into account the needs of all of our students.

1.5 - Growth Mindset

Staff development is focused on fostering a growth mindset and meeting the needs of all students.

1.6 - Student Agendas

Students are supplied with an agenda that they are expected to use and have with them every day. The agenda also includes the school handbook, so that students can review it when needed.

1.7 - Lanyards

All students are provided with a lanyard and are expected to have their ID card with them every day.

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

PBIS

This year, we have revamped the site's PBIS team and the site's PBIS expectations. All teachers are involved in the implementation of PBIS. All staff members have fully implemented the digital infraction form. We will look to send some or all of the PBIS Team to the PBIS conference during the 26-27 school year.

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

We will continue to schedule events that are interesting to families and have the potential to engage the most families.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Family and Community Empowerment

Cruickshank Middle School will empower families to become full partners in the education of their students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals

Empower families and educational partners to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

On the CMS Survey, Parents report on Parent Connectedness (To a great extent and somewhat): Your voice is valued at school - 73%, Comfortable sharing your concerns with leadership - 85%, Welcomed when you enter school - 81%, Important part of improving the school - 65%.

On the CMS Survey, Parents report on Assessment of school safety (To a great extent and somewhat): My child feels safe at this school- 83%, My child is affected by bullying - 24%, The school addresses bullying - 70%, The teacher and Principal can do more to make the school a safe place - 62%, Teacher/ staff let me know if there is a problem with my child's behavior - 66%

On the CMS Survey, Parents report on Parent Satisfaction (Extremely likely and somewhat likely): How likely are you to recommend this school to a parent looking for a school for their child - 95%, How satisfied are you with the education your child is receiving at this school - 85%.

On the CMS Survey, Parents report on Teacher Trust (Strongly agree and agree): The teacher respects me - 83%, Teachers do their best to help my child learn - 89%, Have my child's best interest in mind- 85%, Comfortable sharing my concerns with teachers at the school - 89%.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CMS Survey - Parent Connectedness	Voice is valued - 73% Comfortable sharing concerns - 85% Feel welcomed at school - 81% Important part of improving school - 65%	Voice is valued - 80% Comfortable sharing concerns - 90% Feel welcomed at school - 90% Important part of improving school - 75%
CMS Survey - School Safety	My child feels safe - 83% My child affected by bullying - 24% School addresses bullying - 70% Teacher Principal can do more - 62% Informed of Child behavior issues - 66%	My child feels safe - 100% My child affected by bullying - 10% School addresses bullying - 80% Teacher Principal can do more - 50% Informed of Child behavior issues - 75%

CMS Survey - Parent Satisfaction	Likely to recommend school - 95% Satisfied with the education - 85%	Likely to recommend school - 95% Satisfied with the education - 95%
CMS Survey - Teacher Trust	Teacher Respects me - 83% Teachers do best to help child learn - 89% Have child's best interest in mind - 85% Comfortable sharing concerns - 89%	Teacher Respects me - 90% Teachers do best to help child learn - 95% Have child's best interest in mind - 90% Comfortable sharing concerns - 95%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1. Parental Involvement/School Climate Parental involvement at the school site is an important component of student achievement. Parent-teacher communication will be facilitated through the use of applications such as ParentSquare. Timely responses to parent inquiries are essential. The Cruickshank School Site Council (SSC) is composed of certificated and classified staff, administration, parent, student, and community representatives who review and make recommendations regarding the educational programs at Cruickshank. Center for Model Schools Survey is used to gather feedback on the effectiveness of programs, school climate, and parent and student needs, including Parent Ed topics. Parent Ed workshops will be offered throughout the year. Workshops will include strategies to increase student achievement and Social-Emotional Learning. Interpretation and translation services for parent meetings and conferences will be provided as needed. CMS Ideas: Possible Parent Ed Topics: Aeries Parent Portal Google Classroom Social-Emotional-related topics Study skills – AVID/10-24-7 Strategy Committees: SSC, ELAC, PTC, Band Boosters, etc.	All Students	1000 0824 5000-5999: Services And Other Operating Expenditures Parent Involvement

	Jeynes, W. H. (2012). A meta-analysis of the efficacy of various parental involvement programs for urban students. Goodall, J., & Ghent, K. (2015). The impact of parental engagement in schools: A review of existing research.		
3.2	Community Outreach Facilitate meaningful two-way communication between families and the school to build and strengthen the home-school connection. Parents play an integral role in assisting their children's learning; when there is strong communication between parents and school, academic achievement is increased (Epstein & Connors Tadros, 1995).	All Students	500 0824 5900: Communications Postage
3.3	3. Increase student and family engagement through recognizing students for academic, behavioral, and attendance achievement. Award recognition and assemblies promote a positive environment on campus. Award ceremonies in the areas of honor roll, attendance, and exceptional behavior are scheduled at least quarterly. Additionally, assemblies focusing on self-esteem, PBIS, positive choices, and other relevant topics will be scheduled one to two times per quarter. Award ceremonies will allow for family and community engagement where possible. Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary Educational Psychology, 25(1), 54-67.	All Students	2000 0824 5800: Professional/Consulting Services And Operating Expenditures Awards and Recognition
3.4	4. Provide an annual graduation ceremony for all school stakeholders to build strong community relations. The fundamental goal of the Merced City School District's educational philosophy is to ensure that students achieve proficiency in the core curriculum to prepare them for educational opportunities and careers. While working to meet this aim, students may also qualify for the eighth-grade diploma. To earn a diploma and participate in all graduation activities (graduation ceremony, dance, and field trip), students must meet the requirements set forth by the MCSD School Board of Education. For specific graduation ceremony requirements, refer to Board Policy: Eighth Grade (MCSD AR 51231). Pugh, J. (2012). The purpose of graduation ceremonies. Journal of College Student Development, 53(1), 1-11.	All Students	4000 0824 4000-4999: Books And Supplies Graduation supplies

3.5	5. Increase parental engagement through opportunities for parents to connect with the school at academic events in each subject (English/Social Studies, Math, Science, P.E., and Electives). When parents are engaged in their children's school lives, students have the home support and knowledge they need to not only finish their assignments but also develop a lifelong love of learning (Waterford.org, 2018).	All Students	500 0824 5000-5999: Services And Other Operating Expenditures Parent Engagement Supplies
3.6	6. Provide students and parents with information on college and career planning through events such as Career Days. Families play an important role in helping their youth become college and career-ready. The goal of the AVID program is to prepare students for college. Career events will provide both students and parents with more information on college and financial aid, equipping parents with the knowledge they need to help prepare their students for college. Bryan, J., & Henry, L. (2012). A model for predicting academic success in college: The role of family and peer support. Journal of College Student Development, 53(3), 456-469.	All Students	1000 0824 5000-5999: Services And Other Operating Expenditures Printshop supplies
3.7	7. Provide robust parent education opportunities to ensure parents are acutely aware of key strategies for student success. Increased parental engagement in school is a necessary variable for student success, according to a 1995 study titled A Generation of Evidence: The Family is Critical to Student Achievement.	All Students	500 0824 5000-5999: Services And Other Operating Expenditures Parent engagement supplies
3.11			
3.12			
3.13			
3.14			
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1.1 - Parent Involvement/School Climate

Cruickshank saw high attendance of students and parents at celebrations such as the quarterly Parents and Pastries recognition events. Other events, such as band concerts, sports, Open House, Back to School Night, and eighth-grade meetings, also brought many families to campus.

1.2 - Community Outreach

The site and district use ParentSquare to reach out to and communicate with families regularly. This also allows parents to contact teachers directly. The district and site also use Aeries to update grades regularly so parents can precisely track student academic progress.

1.3 - Family Engagement/Recognition

Cruickshank saw high attendance of students and parents at celebrations such as the quarterly Parents and Pastries recognition events. Other events, such as band concerts, sports, Open House, Back to School Night, and eighth-grade meetings, also brought many families to campus.

1.4 - Graduation

We recognize and celebrate student success with a graduation/promotion ceremony. This is always the most well-attended event of the school year.

1.5 - Engagement - Academic Success

Cruickshank hosted a district Family Engagement Night in March. The event was an overwhelming success.

1.6 - College and Career

The school counselors, in partnership with the AVID team, hosted a College and Career Fair in May that was attended by every student at Cruickshank Middle School.

1.7 - Parent Education Opportunities

The district hosted opportunities for parents to get involved and learn more about their students' education.

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

The site intended to schedule and hold specific parent education nights. Those events did not take place at the school site, though there were still opportunities for parent education held by the district, specifically the FERC department. Cruickshank did host other parent engagement meetings including a middle school transition meeting that was very well attended by the community.

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.

Specific parent engagement activities will be scheduled at least two times per year as defined in strategy 1.1 of Goal 3.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Targeted Services for At-Promise Groups

To increase academic achievement and a sense of belonging for African-American, Students with Disabilities, and Foster Youth by providing additional targeted programs, services, and supports designed to meet the unique needs of these student groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

To increase academic achievement and a sense of belonging for African-American and Foster Youth the District will provide additional targeted programs, services, and supports designed to meet the unique needs of these student groups.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

On the California School Dashboard ALL Students were at a Yellow level at 10.5 points below standard for English Language Arts. Our English Learners were in the Yellow color at 24.6 points below standard. Our students with Disabilities were in the Red color at 139.5 points below standard. Our African American Students had no performance color but were 81.7 points below standard.

On the California School Dashboard ALL Students were at an Yellow level at 62.2 points below standard for Mathematics. Our English Learners were in the Red color at 119.3 points below standard. Our students with Disabilities were in the Red color at 182.7 points below standard. Our African American Students had no performance color but were 140.7 points below standard.

On the California Dashboard for All Students, the chronically absent color was yellow with a rate of 20%. This was an increase of 1.3% from the previous year (based on 660 students).

The CA Dashboard shows the following for Chronically absent:

All Students - Yellow - 20% Chronically Absent - Increase 1.3%

Students with Disabilities - Red - 32.3% Chronically Absent - Increased 7.7%

African American Students - Orange - 41% Chronically Absent - Increase 1%

Socio-Economically Disadvantaged - Red - 27.1% Chronically Absent - Increase 3.4%

White - Red - 23.9% Chronically Absent - Increase 8.7%

Hispanic - Red - 20.3% Chronically Absent - Maintained 0.4%

English Learners - No Performance Color - 19.4% Chronically Absent - Decrease 4.7%

On the California Dashboard, All Students were at the Orange level with 9.4% of students suspended at least 1 day. This was an increase of 1.1% from the previous year.

The CA Dashboard shows the following for Suspension:

All Students - Yellow - 9.4% Suspended at least 1 day - Increase 1.1%

Students with Disabilities - Red - 17.9% Suspended at least 1 day- Increase 5.8%

African American Students - Red- 30% Suspended at least 1 day - Increase 8.4%

English Learners - Blue - 0% Suspended at least 1 day - Declined 9.4%

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard: Language Arts	2025 All Students: 10.5 Points below standard Students with Disabilities: 139.8 points below standard African American Students: 81.7 points below standard Foster Youth: No Data	2026 All Students: 5 points below standard Students with Disabilities: 129.8 points below standard African American Students: 71.7 points below standard Foster Youth: No Data
California School Dashboard: Math	2025 All Students: 62.2 Points below standard Students with Disabilities: 182.7 points below standard African American Students: 140.7 points below standard Foster Youth: No Data	2026 All Students: 52.2 points below standard Students with Disabilities: 172.7 points below standard African American Students: 130.7 points below standard Foster Youth: No Data
California School Dashboard: Suspension Rate	2025 Students with Disabilities: 17.9% Suspended at least 1 day African American Students: 30% Suspended at least 1 day Foster Youth: No Data	2026 Students with Disabilities: 10% Suspended at least 1 day African American Students: 15% Suspended at least 1 day Foster Youth: No Data
California School Dashboard: Chronic Absenteeism Rate	2025 Students with Disabilities: 32.3% Chronically Absent African American Students: 41% Chronically Absent Foster Youth: No Data	2026 Students with Disabilities: 25% Chronically Absent African American Students: 35% Chronically Absent Foster Youth: No Data

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	This program establishes targeted instructional advisory support for African American students. Instructional advisors will meet regularly with students and will also collaborate closely with teachers to ensure individual student needs are effectively addressed.	African American Students Foster Students Socio-Economically Disadvantaged Students	4000 0824 1000-1999: Certificated Personnel Salaries Teacher Advisors

	DuBois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J. C. (2011). Effects of youth mentoring programs on educational outcomes: A meta-analytic review.		2000 0824 2000-1999: Classified Personnel Salaries Instructional Aide Support
4.2	To address the specific needs of identified students requiring additional support, a targeted extended day program will be established. Sessions will be offered two to three days per week, either before or after school, with a focus on delivering essential instructional and behavioral mentoring. Durlak, J. A., Weissberg, R. P., Pachan, A. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. American Journal of Community Psychology, 45(3-4), 294–309.	African American Students Foster Students Socio-Economically Disadvantaged Students	6500 0824 1000-1999: Certificated Personnel Salaries Extended Day Opportunity
4.5			
4.7			
4.10			
4.11			
4.12			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We benefited from a full-time technician from 'Restorative Justice League' who was on campus every day, offering comprehensive support to all students and specifically focusing on our 'at-promise' groups. In addition, we established widely accessible tutorial sessions several days each week for all students.

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

We project an increase in positive measured outcomes for our 'at-promise' student populations.

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.

4.2. This targeted extended-day program aims to improve student achievement for our 'at-promise' students.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$413,495.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
0824	\$130,200.00
3010	\$283,295.00

Subtotal of state or local funds included for this school: \$413,495.00

Total of federal, state, and/or local funds for this school: \$413,495.00

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
0824	\$130,200	0.00
3010	\$283,295	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0824	130,200.00
3010	283,295.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	80,009.00
2000-2999: Classified Personnel Salaries	30,500.00
3000-3999: Employee Benefits	25,171.00
4000-4999: Books And Supplies	180,815.00
5000-5999: Services And Other Operating Expenditures	40,500.00
5700-5799: Transfers Of Direct Costs	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	42,000.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	0824	42,745.00
2000-2999: Classified Personnel Salaries	0824	2,000.00
4000-4999: Books And Supplies	0824	52,955.00
5000-5999: Services And Other Operating Expenditures	0824	26,000.00
5700-5799: Transfers Of Direct Costs	0824	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	0824	2,000.00
5900: Communications	0824	500.00
1000-1999: Certificated Personnel Salaries	3010	37,264.00
2000-2999: Classified Personnel Salaries	3010	28,500.00
3000-3999: Employee Benefits	3010	25,171.00
4000-4999: Books And Supplies	3010	127,860.00
5000-5999: Services And Other Operating Expenditures	3010	14,500.00
5700-5799: Transfers Of Direct Costs	3010	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	3010	40,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	357,450.00
Goal 2	34,045.00
Goal 3	9,500.00
Goal 4	12,500.00

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

Name of Members	Role
Jerod Garst	Principal
Adrienne Nau	Other School Staff
Calvin Her	Classroom Teacher
Vanessa Olmos	Other School Staff
Sandra Lee	Parent or Community Member
Shannon Lowe	Parent or Community Member
Jannette McAuley	Parent or Community Member
Liam Gil	Secondary Student
Cody Moua	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Cruickshank Leadership Team

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 April 29, 2026.

Attested:



Principal, Jerod Garst on 4/29/2026



SSC Chairperson, Nancy Xiong on 4/29/2026

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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