School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Pleasanton Middle School
Address	5001 Case Avenue Pleasanton, CA 94566
County-District-School (CDS) Code	01 75101 6108971
Principal	Marco A. Lopez
District Name	Pleasanton Unified School District
SPSA Revision Date	10/22/25
Schoolsite Council (SSC) Approval Date	May 14, 2025
Local Board Approval Date	May 22, 2025

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Purpose and Description

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

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2022 California School Dashboard, our Students with Disabilities were in the lowest status level for 4 areas of the state indicators - ELA, Mathematics, Chronic Absenteeism, and Suspension Rate. In the 2023-2024 school year, PMS exited ATSI status based on the plan established to address ways to improve our school and student outcomes for our Students with Disabilities group in particular, based on doing a needs assessment and identifying resource inequities.

Goals Met to exit ATSI in 23-24:

- ELA as measured by CAASPP with more than 70 points below standard,
- Mathematics as measured by CAASPP with more than 95 points below standard
- Chronic Absenteeism was more than 20.0%
- Suspension Rate was more than 12.0%

For the 2024-25 school year, increase ELA CAASPP performance level for SWD students from 97.1 points below standard in 2021-22 to less than 70 points below standard in 2023-24.
For the 2024-25 school year, increase Mathematics CAASPP performance level for SWD students from 106.3 points below standard in 2021-22 to less than 95 points below standard in 2023-24.
For the 2024-25 school year, reduce chronic absenteeism rate for SWD students from 25.3% in 2021-22 to below 20.0% in 2023-24.
For the 2024-25 school year, reduce chronic absenteeism rate for SWD students from 25.3% in 2021-22 to below 20.0% in 2023-24.
For the 2024-25 school year, reduce suspension rate for SWD students from 14% in 2021-22 to below 12.0% in 2023-24.

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

Our SPSA goals are a product of collaboration among our administration, certificated employees, and advisory groups that include classified employees, students, and parent/guardians. We disaggregated data and looked at both standardized measures, curriculum based assessments, MAP progress monitoring (Reading & Math), and report card grades.

We created goals and action items based on a lens of "what do our students need?" Recognizing that our work is based on equity, we know that not all students need the same amount of type of support. We plan to use our resources, time, energy, and work to provide all student groups with what they need to learn skills and demonstrate mastery.

Our goals are as follows:
Goal 1: PMS students will demonstrate mastery of California Common Core Standards through use of effective instructional strategies and responsive intervention systems regardless of race, gender, socio-economic status or unique learning styles.

Actions

1.1 Teachers/administrators will regularly, monitor data and make appropriate adjustments to lesson plans, meet within department PLC's to analyze data and create action plans focused on the PLC questions.

1.2 All Pleasanton Middle School students will receive a PUSD loaner Chromebook, case, and charger. Students will have the option of declining a chromebook in favor of their own device.

1.3 Use of Collaboration time for teachers to identify essential skills, analyze assessments & data, share best practices to better serve the needs of all students, but specifically our ELD, SED, SWD, Hispanic, and AA students with a focus on PBIS, language rich strategies, and MTSS.

1.4 Intervention will be offered throughout the school day for students struggling in math and reading/writing and other academic and non-academic essential skills. This will include our Pride Time twice a week period. Funding supports additional ELD sections and a paraprofessional for individualized instruction.

1.5 Teachers will differentiate instruction to meet the academic needs of all students - including access to blended learning, advanced math classes, English Language Development classes and math/reading intervention classes

1.6 After school HW Club and tutoring by both credentialed staff, high school tutors, and community members will be made accessible to target students.

1.7 Continue implementing research based program for Reading Intervention Program to close reading deficits for all students.

1.8 Continue to recruit under-represented students for AVID

1.9 Provide academic, socio-emotional, nutrition and sports/recreational activities after school intervention programs for unduplicated students ("Panther Club").

Measurables
CFA's (subject based) Fall, Winter, Spring
Report card grades (C or better)
ELPAC
CAASPP

Goal 2: We will see increased positive connectedness between students, staff, admin, and community.

Actions
2.1 Conduct a leadership retreat in August to connect and set school site goals.

2.2 Maintain and hold Guiding Coalition meetings monthly to discuss priorities, assess what is working, and what our staff need to continue to maintain connectedness and support student learning and growth.

2.3 Conduct monthly meetings with our ILT team to develop vision and skills for each department chair to lead collaboration meetings.

2.4 Implement and built on student and staff recognition programs (Pride slips, Student Store, Panther PAW, etc.) to promote improved staff to student connection.

2.5 Add to the Panther Club - an after school free program in collaboration with PUSD's Expanded Learning. Provide a supervised environment with SEL, Academic, and Athletic/Recreational activities from 3-6 pm Monday thru Friday.

1:1 teacher MAP data coaching
PLC MAP data essential questions & intervention plans
Facilitate the creation of a list of differentiation strategies we see at PMS
Revise COST team to be compliant with PUSD COST model
Revise/update our MTSS problem solving flow chart
Assess and identify Tier 1 strategies in the classroom that support literacy & numeracy across the curriculum.

Measurables
MAP, Report Cards, CAASPP
Student suspension rates for ELD, SWD, Hispanic, SED

Goal 3: Emphasis on positive behavior strategies (PBIS), student connection, and restorative practices to provide students with what they need to lead to desired outcomes including mastery of content.

Actions
3.1 The District and Site PBIS teams will continue expanding the PBIS program expectations and outreach.

3.2 Increased SEL activities that are focused on de-escalation skills, problem solving, bully prevention and good decision making. Student and staff recognition program prioritizing the whole child.

3.3 Red Ribbon Week activities and education including Teen Esteem and/or No Place 4 Hate (or similar program promoting equity based results), or other educational programs that target empathy and anti-bullying skills. Activities that support shining a light on our student diversity as a strength in our school community.

3.4 Increase or maintain level of extra-curricular club/activities including competitive and intramural sports.

3.5 Student clubs: including BSU, Latino Student Union, GSA, D&D, Bollywood Dancers, Girls Who Code, and many others.

3.6 School Resource Officers, Admin, Counselors Class Presentations.

Measurables
Student suspension rate - decrease by 5% and rate of repeated suspendable behaviors.
Chronic Absenteeism rate - decrease to 8% from the baseline from 2022-23 ‘s 10.4%

Goal 4: During the 2023-24 school year at Pleasanton Middle School, 80% staff will attend a minimum of one professional development training beyond district mandatory days. Professional

Development training will consist of furthering one's knowledge/instructional practices related to the implementation of Capturing Kids' Hearts strategies, EL Achieve, Multi-tiered Systems of Support, PLCs, and equity based practices.

Actions
4.1 Provide curricular teams 3 of 4 Wednesday collaboration periods to work as Professional Learning Communities.

4.2 Professional Development in ELD strategies including EL Achieve Directed and Integrated strategies

4.3 Curricular Teams will collaboratively create a document for our school community to view all of our Essential Skills

Measurables
MAP, ELPAC, Suspension rate
Student & Staff climate survey results, School Quality survey.

Goal 5: Parents/guardians, of our underserved youth, give input, receive education or guidance, and the support needed to assist their students to have successful learning outcomes.

Actions
5.1 Parent classes and events will be held for our parents/guardians of ELD, SWD, and SED students to orient and educate on how to best support students' learner behaviors from home.

5.2 School and community events for families including BTSN, Open House, Panther Family Fun Nights, Spanish Speaking Family Nights, Panther-Fest (Club/extra curricular launch).

5.3 Translate school to home communications into home language using Parent Square online communication tool.

5.4 Grow and evolve Panther Club - an expanded learning program for ELD and SED students/families to provide connectedness and supervised academic, socio-emotional, recreational/sports programming.

Measurables
Chronic Absenteeism rate
Baseline & progress monitoring data from Panther Club
PUSD School Quality Survey

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School Vision and Mission

(Approved by SSC Spring 2026)
At Pleasanton Middle School, our students, staff, and community work together to build a school culture that embodies Panther PRIDE: Perseverance, Respect, Integrity, Discipline, and Excellence. Our dedicated teachers provide rigorous, student-focused instruction that aligns with essential standards, preparing students for high school and the modern world. We meet each student where they are, providing the specific academic and non-academic support they need to succeed. By fostering strong partnerships with our extended school community, we ensure every voice is heard and actively contributes to our shared goals.

Pleasanton Middle School embraces a student-centered approach that is centered around Diversity, Equity, and Inclusion. At Pleasanton Middle School, restorative practices are explored and implemented to meet the individual needs of all students. As visitors set foot onto the campus, home of the Panthers, they will be welcomed by the spirited sights and sounds of a diverse, inclusive, and kind student community. As visitors enter campus, pillars, banners and artwork promote the values and goals behind “Panther PRIDE” - perseverance, respect, integrity, discipline, and excellence. Our entire community works collaboratively and in unity to create a safe campus. Our zero tolerance to bullying and unsafe behaviors means all staff will intervene, model, and utilize Positive Behavior Intervention Systems, restorative practices, and progressive discipline to teach our students positive relationship building that allow all students, staff, and community to thrive.

Our Panther students participate in world-class courses and instruction that are designed to prepare them for high school and beyond. Our students are critical thinkers, communicators, and collaborators. Our classrooms utilize engaging and lively teaching and learning strategies including hands-on learning, technology, and student-centered approaches.

Our dedicated and purpose-driven Panther teachers are engaged annually in identifying the academic and non-academic essential skills that we want our students to learn. Our unified Essential Skills are explicitly communicated to our students and community. Teachers are continuously trained and use student-centered approaches including culturally responsive strategies in managing classrooms and instruction delivery. Our teachers, support staff, and school teams recognize that students learn at their own pace. We work in Professional Learning Communities to disaggregate learning data with the purpose of planning reteaching and interventions, enrichment, and refining instruction to benefit all students. When students need more support to learn, we provide a multi-tier system of support including reteaching in classrooms, a “flex period” called Pride Time, and multiple intervention courses in the areas of Reading, Math skills, and Success Skills. Our counseling and social worker team provides both access to learning and tiered intervention of social emotional learning and positive mental health practices for students. Equitable results across all student groups is our goal. In addition to the CORE curriculum, students have access to world-class elective courses in fine, performing, and practical Arts. Students can also participate in numerous interest-based clubs and a full offering of sports teams on our beautiful campus. Students and staff are valued and intentionally recognized for their effort, character, and growth at Pleasanton Middle School.

We enjoy a strong partnership with our community including our Parent Teacher Student Association, Pleasanton Partners in Education, School Site Council, our Associated Student Body leadership, our parent partners, and the greater Pleasanton community. Our approachable teachers, staff, and administration engage and empower all our stakeholder groups in decision-making that will point Pleasanton Middle School in a positive direction to make our school a great place for students to learn and grow.

School Profile

Pleasanton Middle School is located in the central region of Pleasanton, in Alameda County, incorporated in 1894. Pleasanton Middle School serves students in grades six through eight following a traditional calendar. Our school opened in 1991, and is a California Distinguished School. At the beginning of the 2024-2025 school year, 978 students were enrolled,

Pleasanton Middle School is a high achieving, comprehensive, Title I middle school that houses several special programs such as Spanish Dual Immersion, one Moderate/Severe Special Day class, one Moderate/Mild Special Day class, and a robust Resource program. Committed to helping all students experience academic success, the staff works hard to identify and serve each individual student who is not making adequate yearly progress. To that end, we offer a flex time (we call Pride Time) for interventions, reteaching, enrichment, and monitored work sessions, intensive intervention classes and academic support during the school day, and strategic interventions after school through the Study Hour, Extended Day Tutoring.

Teachers and administrators alike, participate in numerous trainings and professional development in order to better support student achievement. We anticipate that our ongoing efforts will result in providing optimal learning outcomes for all students.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Surveys via Google Forms are conducted on a continuous basis at Pleasanton Middle School. Students often participate in Google Form surveys for their teachers, counselors, and administrators to gather information regarding homework, technology, learning styles/needs, etc. Staff members also participate in Google Form surveys to gather feedback on everything from school culture and climate, standardized testing to technology and professional development needs, etc. Students, staff and parents participate in surveys at both the site level and the district level. Results from said surveys are then used to shape the organization, facilitation and implementation of the needs of both Pleasanton Middle School and Pleasanton Unified School District.

Students and staff also participate in the Healthy Kids Survey administered every other year.

Classroom Observations

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

Pleasanton Middle School administrators conduct weekly informal classroom walk-throughs. Formal observations are also set up with teachers for administrations to observe teachers and for teachers to observe other teachers. The goal of both walk-throughs and observations is to gather data that can be used to help shape the growth of our teachers and the most effective level of instruction for our students. Additionally, classroom observations help support teachers with classroom management by providing an additional layer of hands on support on a day to day basis.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Staff uses CAASPP, CAST, ELPAC, MAP tests (district benchmarks), unit tests, and formative assessments to formulate instruction.

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

When received, data results are provided to staff to analyze and drive instruction and to offer supports where needed. Other opportunities include: District committees, Collaboration, Staff Meetings, Job Embedded Days, and quarterly Students at Risk Teacher Team Conferences. The PMS site Instructional Specialist (IS), also works alongside the administration, COST team, and teachers to review site data and plan appropriate interventions to support all students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff will continue to engage in professional development that supports the district's Strategic Plan and Pleasanton Middle School's vision/mission statement.

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

The PMS teachers are credentialed for their content area and provided appropriate professional development to keep their mindset and strategies updated to provide a world class education to our students.

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

Blended Learning - increase the computer knowledge of students while moving them from consumers of technology to producers; citing credible sources; ability to conduct research; access to listening and speaking sources; access to historical documents; access to college and career information; and digital citizenship.

Ensuring that all students have access to the curriculum with a focus on the NGSS, Math, and ELA & ELD Common Core Standards - teachers have opportunities for professional growth in these areas.

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

Staff members share their areas of expertise and provide professional development for colleagues in the areas of personalized learning, instructional practices, WICOR strategies, educational technology, Executive Functioning and Study strategies, and strategies for working with English language learners. District instructional coaches provide on-going professional development or assistance in the areas of technology, math, and language arts - as needed by teachers.

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

Teachers have weekly collaboration meetings as professional learning communities (PLCs) and the opportunity to participate in non-contractual monthly department meetings and staff meetings. Leadership, Guiding Coalition, PBIS, CIC teams also meet monthly to collaborate and plan professional development opportunities.

Teaching and Learning

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

State standards are the foundation of all student learning. Each curriculum team identify and articulate Essential Standards for each course that drives assessments and reteaching, intervention, and enrichment. The Go Math curriculum is used with fidelity, and the newly adopted StudySync English/Language Arts curriculum are used. The NGSS standards are in the second year of implementation at Pleasanton Middle School and bridge materials are being used to teach the content standards.

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

Instructional time is protected to ensure the maximum number of minutes and teachers are trained in bell-to-bell instruction.

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

Teachers, in conjunction with administrators and district staff, have created curriculum maps that guide, pace, and set the content expectations for the academic year. Math, ELA Reading, and ACCEL intervention classes are provided for students who need extra support during the school day.

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

Use of board adopted CCSS curriculum for all grade-levels and content areas.

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

Use of research based Tier 1 instructional materials and strategies. Data based decisions including teacher referrals to our Coordination of Services Team (COST) to provide students with reteaching and multiple tiers of interventions to ensure student mastery of skills and standards. Research based Tier 2 and 3 based interventions for Reading Skills and Math Skills classes.

Opportunity and Equal Educational Access

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

Flex periods (PRIDE time) that provide both enrichment, student work time, and mandatory reteaching time for all students. General education reading skills, academic skills (executive skills), and math skills intervention classes. , ELD classes, after school Homework Club, Extended Day Panther Club.

Evidence-based educational practices to raise student achievement

Intervention strategies across the content areas are implemented such as: direct instruction; scaffolding; chunking of text, progress monitoring; modeling and demonstration; performance feedback; close reading; and sequential - simultaneous structured multi-sensory approaches. Each student has equal opportunity and access to rigorous classes and highly-qualified teachers.

Parental Engagement

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

Parent liaisons, Parent Project parent/guardian nine-week program, ELAC, DELAC committees, PTSA committee, PMS Parent/Guardian Coffee with the Principal, partnerships with community outreach (i.e. healthcare, mental health references, etc.), and district services through Student Services and Special Projects.

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

Parents/guardians/students/staff are involved in committees such as ELAC, DELAC, PTSA, and SSC and give input regarding the development and monitoring of the SPSA.

Funding

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

Homework Club, PRIDE time, Paraprofessional support of a Spanish-speaking Instructional Assistant, Reading Intervention classes.

Fiscal support (EPC)

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.

ELA: EL's, SED, SWD
Math: EL's, SWD, HISP, SED
Sci: EL's

Resource Inequities

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

Although our under-served student groups have a "real life" gap in access to opportunities outside of the school program, we utilize as many of our resources and funding to bridge these gaps during the instructional school day.

Our English Learners, Students Economically Disadvantaged, and Students with Disabilities (among other groups such as Hispanic students, African American, Native Americans, some Asian groups) do not have the same access to after school care, nutrition, tutoring, SEL, sports/enrichment programs. We identified the inequities through our PUSD School Quality surveys, disaggregated school performance data for MAP, CAASPP, and report card data, and qualitative data from our counseling and teaching staff.

We are starting to identify and fund programs that are intended to close and bridge the access gap. Programs such as free breakfast and lunch, our 2x/wk Flex Period ("Pride Time"), tier 3 intervention courses, Homework Club, after school sports and intramural program, extra-curricular clubs, and the expanded learning Panther Club. In the 25-26 SY, Panther Club will provide integrated classroom support for multiple student groups during the instructional day and after school.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.30%	0.21%	0.22%	3	2	2
African American	2.56%	2.22%	2.10%	26	21	19
Asian	44.33%	42.06%	41.50%	450	397	376
Filipino	0.89%	0.95%	1.10%	9	9	10
Hispanic/Latino	16.35%	19.39%	20.42%	166	183	185
Pacific Islander	0.30%	0.42%	0.22%	3	4	2
White	29.75%	27.75%	25.06%	302	262	227
Two or More Races	5.02%	6.46%	8.50%	51	61	77
Not Reported	0.49%	0.53%	0.88%	5	5	8
			Total Enrollment	1015	944	906

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	302	293	292
Grade 7	341	311	303
Grade 8	372	340	311
Total Enrollment	1,015	944	906

Conclusions based on this data:

1. Enrollment declined between the years of 202-21 to 22-23 by 20 students (-2%), overall.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	71	65	57	7.0%	6.9%	6.3%
Fluent English Proficient (FEP)	332	317	266	32.7%	33.6%	29.4%
Reclassified Fluent English Proficient (RFEP)		194			20.6%	

Conclusions based on this data:

1. The data indicates, between 2019-20 and 2021-22, an increase (+3.9%) of English Learners have moved to Reclassified Fluent English Proficient. We must acknowledge the work being done by students in staff in language development.
2. The number of English Learners (6.9%, 6.7%, 6.9%) have remained relatively flat. Fluent English Proficient (26.4%, 27.8%, 30.3%) has has shown a noticeable growth across the three year span.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	333	306	289	328	296	278	328	296	278	98.5	96.7	96.2
Grade 7	361	345	309	353	333	303	351	333	303	97.8	96.5	98.1
Grade 8	353	369	342	335	330	329	334	330	328	94.9	89.4	96.2
All Grades	1047	1020	940	1016	959	910	1013	959	909	97.0	94	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2581.	2585.	2576.	37.50	41.22	35.97	34.15	35.14	32.37	16.46	12.50	19.42	11.89	11.15	12.23
Grade 7	2605.	2602.	2602.	38.18	31.53	35.31	32.76	40.84	38.94	17.66	17.72	16.50	11.40	9.91	9.24
Grade 8	2598.	2600.	2594.	29.94	33.03	25.00	34.13	32.73	38.72	17.66	17.27	23.48	18.26	16.97	12.80
All Grades	N/A	N/A	N/A	35.24	35.04	31.79	33.66	36.29	36.85	17.28	15.95	19.91	13.82	12.72	11.44

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	35.06	41.55	33.09	51.22	47.64	56.47	13.72	10.81	10.43
Grade 7	31.43	30.33	36.63	59.43	61.56	55.12	9.14	8.11	8.25
Grade 8	31.23	30.91	26.30	52.25	53.03	59.63	16.52	16.06	14.07
All Grades	32.54	33.99	31.83	54.40	54.33	57.16	13.06	11.68	11.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	35.98	35.14	33.09	49.39	50.34	48.20	14.63	14.53	18.71
Grade 7	43.43	38.14	33.99	42.57	51.65	53.80	14.00	10.21	12.21
Grade 8	30.54	31.21	29.36	51.20	49.70	54.74	18.26	19.09	15.90
All Grades	36.76	34.83	32.05	47.63	50.57	52.42	15.61	14.60	15.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	18.90	19.93	20.14	75.00	71.28	72.30	6.10	8.78	7.55
Grade 7	21.14	14.41	20.46	72.00	77.78	69.97	6.86	7.81	9.57
Grade 8	23.42	23.64	15.90	65.47	63.33	74.62	11.11	13.03	9.48
All Grades	21.17	19.29	18.72	70.82	70.80	72.36	8.01	9.91	8.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	32.62	30.07	29.50	60.67	62.16	63.67	6.71	7.77	6.83
Grade 7	33.43	33.03	33.99	58.57	60.06	57.43	8.00	6.91	8.58
Grade 8	30.63	34.24	30.28	57.36	58.48	59.94	12.01	7.27	9.79
All Grades	32.25	32.53	31.28	58.85	60.17	60.24	8.90	7.30	8.48

Conclusions based on this data:

1. During the 2021-22 CAASPP the percentage of students who were proficient or above in Overall Proficiency was 72%, a decrease of -3% from 2019-20
2. During the 2021-22 CAASPP the percentage of students in the "Above" and "At or Near" for Writing was 86.8%, a decrease of 4% from 2019-20
3. During the 2021-22 CAASPP the percentage of students in the "Above" and "At or Near" for Research & Inquiry was 90.6%, an increase of .6% from 2019-20

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	332	306	289	324	298	282	324	298	282	97.6	97.4	97.6
Grade 7	361	345	309	343	335	305	343	335	305	95.0	97.1	98.7
Grade 8	353	369	342	334	331	329	334	331	329	94.6	89.7	96.2
All Grades	1046	1020	940	1001	964	916	1001	964	916	95.7	94.5	97.4

* 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 6	2587.	2591.	2598.	45.06	49.33	47.16	19.75	16.11	21.28	18.83	19.46	17.02	16.36	15.10	14.54
Grade 7	2612.	2603.	2619.	46.06	43.28	47.87	20.70	18.81	18.69	18.66	23.88	19.02	14.58	14.03	14.43
Grade 8	2618.	2622.	2610.	44.01	46.22	41.03	16.77	16.92	17.63	17.66	14.80	18.84	21.56	22.05	22.49
Grade 11															
All Grades	N/A	N/A	N/A	45.05	46.16	45.20	19.08	17.32	19.10	18.38	19.40	18.34	17.48	17.12	17.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	40.74	46.31	46.45	41.67	36.24	37.94	17.59	17.45	15.60
Grade 7	44.61	43.28	47.21	39.94	39.40	36.07	15.45	17.31	16.72
Grade 8	45.21	43.20	39.82	32.93	35.95	39.82	21.86	20.85	20.36
Grade 11									
All Grades	43.56	44.19	44.32	38.16	37.24	37.99	18.28	18.57	17.69

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	36.11	40.60	39.72	50.00	44.63	45.74	13.89	14.77	14.54
Grade 7	40.52	38.21	43.61	48.10	47.16	42.30	11.37	14.63	14.10
Grade 8	40.12	41.39	34.35	43.11	43.50	44.07	16.77	15.11	21.58
All Grades	38.96	40.04	39.08	47.05	45.12	44.00	13.99	14.83	16.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	38.27	36.91	40.43	51.23	50.34	47.87	10.49	12.75	11.70
Grade 7	41.40	34.03	37.05	46.06	54.33	50.82	12.54	11.64	12.13
Grade 8	35.33	36.56	32.52	53.29	51.36	53.80	11.38	12.08	13.68
All Grades	38.36	35.79	36.46	50.15	52.07	50.98	11.49	12.14	12.55

Conclusions based on this data:

1. During the 2021-22 CAASPP the percentage of students who were proficient or above in Overall Proficiency was 64%, a decrease of -6% from 2019-20
2. During the 2021-22 CAASPP the percentage of students who were proficient or above in Concepts/Procedures was 84.5%, a slight increase of +.2% from 2019-20
3. During the 2021-22 CAASPP the percentage of students who were proficient or above in Problem Solving/Modeling/Analysis was 86%, a decrease of -2% from 2019-20

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1527.6	1472.1	1494.3	1532.7	1462.8	1486.0	1522.1	1481.0	1502.2	23	24	21
7	1531.7	1519.0	1525.5	1537.6	1509.8	1522.6	1525.3	1527.4	1527.8	24	26	18
8	1542.7	1516.9	1516.5	1560.2	1511.2	1510.3	1524.6	1522.0	1522.2	18	23	22
All Grades										65	73	61

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	26.09	20.83	9.52	21.74	20.83	19.05	47.83	12.50	42.86	4.35	45.83	28.57	23	24	21
7	25.00	23.08	27.78	20.83	46.15	16.67	33.33	15.38	16.67	20.83	15.38	38.89	24	26	18
8	16.67	13.04	18.18	38.89	21.74	31.82	22.22	30.43	22.73	22.22	34.78	27.27	18	23	22
All Grades	23.08	19.18	18.03	26.15	30.14	22.95	35.38	19.18	27.87	15.38	31.51	31.15	65	73	61

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	39.13	25.00	19.05	52.17	20.83	42.86	4.35	16.67	14.29	4.35	37.50	23.81	23	24	21
7	29.17	38.46	33.33	29.17	30.77	11.11	20.83	15.38	27.78	20.83	15.38	27.78	24	26	18
8	50.00	21.74	27.27	22.22	39.13	36.36	16.67	13.04	9.09	11.11	26.09	27.27	18	23	22
All Grades	38.46	28.77	26.23	35.38	30.14	31.15	13.85	15.07	16.39	12.31	26.03	26.23	65	73	61

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	4.35	0.00	4.76	13.04	33.33	0.00	52.17	20.83	42.86	30.43	45.83	52.38	23	24	21
7	0.00	7.69	27.78	37.50	34.62	5.56	33.33	42.31	11.11	29.17	15.38	55.56	24	26	18
8	0.00	4.35	4.55	22.22	8.70	22.73	38.89	43.48	40.91	38.89	43.48	31.82	18	23	22
All Grades	1.54	4.11	11.48	24.62	26.03	9.84	41.54	35.62	32.79	32.31	34.25	45.90	65	73	61

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	13.04	20.83	10.00	65.22	25.00	55.00	21.74	54.17	35.00	23	24	20
7	8.33	7.69	27.78	54.17	57.69	27.78	37.50	34.62	44.44	24	26	18
8	27.78	8.70	4.55	44.44	39.13	50.00	27.78	52.17	45.45	18	23	22
All Grades	15.38	12.33	13.33	55.38	41.10	45.00	29.23	46.58	41.67	65	73	60

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	69.57	45.83	38.10	26.09	16.67	42.86	4.35	37.50	19.05	23	24	21
7	54.17	69.23	44.44	33.33	11.54	38.89	12.50	19.23	16.67	24	26	18
8	72.22	60.87	54.55	16.67	21.74	18.18	11.11	17.39	27.27	18	23	22
All Grades	64.62	58.90	45.90	26.15	16.44	32.79	9.23	24.66	21.31	65	73	61

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	8.70	8.70	5.00	26.09	39.13	20.00	65.22	52.17	75.00	23	23	20
7	12.50	7.69	29.41	33.33	57.69	11.76	54.17	34.62	58.82	24	26	17
8	5.56	4.35	9.09	33.33	39.13	36.36	61.11	56.52	54.55	18	23	22
All Grades	9.23	6.94	13.56	30.77	45.83	23.73	60.00	47.22	62.71	65	72	59

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	21.74	13.04	4.76	73.91	47.83	76.19	4.35	39.13	19.05	23	23	21
7	0.00	11.54	23.53	75.00	73.08	41.18	25.00	15.38	35.29	24	26	17
8	0.00	8.70	0.00	83.33	73.91	72.73	16.67	17.39	27.27	18	23	22
All Grades	7.69	11.11	8.33	76.92	65.28	65.00	15.38	23.61	26.67	65	72	60

Conclusions based on this data:

1. Our ELPAC results indicate that we have an opportunity for growth, across the grade levels, in the area of writing performance, where over 79% of students are in the Somewhat/Moderate range.
2. Overall Language scores on the ELPAC show 16.3% of all students are at Level 4, which is the lowest percentage of Level 4s in over 3 years.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
944	**15.3%**	**6.9%**	**0.0%**
Total Number of Students enrolled in Pleasanton 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	65	6.9%
Foster Youth	0	0.0%
Homeless	10	1.1%
Socioeconomically Disadvantaged	144	15.3%
Students with Disabilities	78	8.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	2.2%
American Indian	2	0.2%
Asian	397	42.1%
Filipino	9	1%
Hispanic	183	19.4%
Two or More Races	61	6.5%
Pacific Islander	4	0.4%
White	262	27.8%

Conclusions based on this data:

1. Staff will take a closer look at our historically underserved student groups such as Hispanic/Latino, Black/African American, Students w/ Disabilities and Socioeconomically Disadvantaged, and review academic performance, attendance, discipline data. We will collaborate to provide what each student group needs to demonstrate mastery.
2. White and Asian students make up the majority of the student population, at 73.7%. We are experiencing a steady decline in these two student groups.

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. There is an opportunity for growth in monitoring the suspension rate in the Conditions and Climate performance domain. Administration will continue tracking of discipline data to find patterns of behavior as well using more restorative practices among administration, counseling, teachers, and classified staff. We will focus on improving over-represented groups such as African American, Hispanic, SWD, and SEDs.

2. Staff will take a closer look at Academic Performance Areas in English Language Arts and Mathematics, strategies and practices to improve student performance and teaching strategies for all students, including strategically identifying the needs of underperforming student groups.

3. Staff will take a closer look at Chronic Absenteeism and find ways to connect with all students to ensure students are attending school and receiving support to do so. School programs will be evaluated and feedback will be provided in an effort to enhance the PMS attendance rate.

School and Student Performance Data

Academic Performance
English Language Arts

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

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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	2

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Orange	No Performance Color
42.1 points above standard	49.1 points below standard	103.7 points below standard
Declined 5.5 points	Declined 4 points	Increased 9.4 points
899 Students	135 Students	25 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	164.1 points below standard	58.1 points below standard
	13 Students	Maintained -0.5 points
		152 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
85.4 points below standard	69.6 points below standard	Fewer than 11 students - No Data for Privacy
Increased 5.1 points	Increased 10.3 points	1 Student
71 Students	18 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
85.1 points above standard	Fewer than 11 students - No Data for Privacy	35.4 points below standard
Maintained -1.8 points	9 Students	Increased 12.8 points
390 Students		168 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Green
53.4 points above standard	Fewer than 11 students - No Data for Privacy	31.4 points above standard
Increased 26.1 points	4 Students	Increased 7 points
61 Students		243 Students

Conclusions based on this data:

1. Based on CAASPP data, we will acknowledge our Reclassified ELs (+31.2 above), Two or More Races (+36 above), White (+38.8 above) and Asian (+87.9 above) in English Language Arts. Staff will identify effective strategies and access opportunities that these groups benefit from, and work to provide those opportunities to all student groups.
2. Based on CAASPP data, an opportunity for growth is finding ways to better support our SWDs, SEDs, AAs, Hispanic, and current English Learners.

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.

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	3

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Orange	No Performance Color
44.2 points above standard	68.2 points below standard	170.9 points below standard
Increased 5.3 points	Maintained 1.3 points	Declined 6.6 points
900 Students	139 Students	24 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
0 Students	146.6 points below standard	79.3 points below standard
	14 Students	Increased 20.6 points
		152 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
111.7 points below standard	139.9 points below standard	Fewer than 11 students - No Data for Privacy
Increased 11.2 points	Increased 3.4 points	1 Student
71 Students	18 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
104.8 points above standard	Fewer than 11 students - No Data for Privacy	66.9 points below standard
Increased 5.5 points	9 Students	Increased 25 points
391 Students		170 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
65.7 points above standard	Fewer than 11 students - No Data for Privacy	29 points above standard
Increased 45.4 points	4 Students	Increased 28.9 points
60 Students		243 Students

Conclusions based on this data:

1. Based on CAASPP measures, staff will acknowledge, identify strategies, and look to apply similar strategies that led to 83 Reclassified English Learners who demonstrated a +14.3 pts above standards in Mathematics performance.
2. Staff will provide greater access, resources, and supports for the following subgroups - Students with Disabilities (106.3 below standard), SED (80.1 below standard), AA (92.2 below standard), Hispanic (66.2 below standard)

School and Student Performance Data

Academic Performance
Science

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

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	1

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Orange	No Performance Color
62.3 science points	39.6 science points	27.6 science points
Maintained -0.8 points	Maintained 0.2 points	14 Students
325 Students	44 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	42.1 science points
	6 Students	Increased 2.4 points
		54 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
40.4 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 7.8 points	9 Students	
26 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
71.3 science points	Fewer than 11 students - No Data for Privacy	46.5 science points
Maintained -1.7 points	4 Students	Increased 7.9 points
145 Students		59 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
66.3 science points	Fewer than 11 students - No Data for Privacy	57.7 science points
Increased 9.1 points	2 Students	Maintained 1.8 points
18 Students		88 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	No Performance Color
43.6 making progress.	47.4 making progress.
Number Students: 55 Students	Number Students: 19 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**
7.5%	49.1%	0%	43.4%

Conclusions based on this data:

1. CAASPP data shows 44.6% of English Learners progressed at least one level; however, more work needs to be done to move students in Levels 1, 2, and 3 to Level 4.
2. More in-depth analysis is needed to review grade level and years enrolled in an English Language Learner program in order to better meet the needs of students, their language acquisition, and ability to transfer English skills across the content areas.
3. Staff needs to look closely at the 12.5% of students who decreased one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1. This data set does not apply to Pleasanton Middle School. The College and Career Readiness indicator is specific to high schools.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

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

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
6.6% Chronically Absent	12.7% Chronically Absent	22.2% Chronically Absent
Maintained 0	Increased 3.8	Increased 7.5
965 Students	79 Students	27 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	0% Chronically Absent	10% Chronically Absent
1 Student	0	Declined 3.8
	18 Students	180 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
19.5% Chronically Absent	34.8% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 1.9	Increased 9.8	2 Students
87 Students	23 Students	

Asian	Filipino	Hispanic
Green	No Performance Color	Green
3.7% Chronically Absent	Fewer than 11 students - No Data for Privacy	7.4% Chronically Absent
Maintained -0.2	9 Students	Declined 1.1
403 Students		188 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Orange
4.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	8.6% Chronically Absent
Declined 6.2	4 Students	Increased 1
69 Students		267 Students

Conclusions based on this data:

1. Based on attendance data, staff will acknowledge the Asian student group with 415 students showing a 3.9% chronically absent rate. Staff will identify causal factors that can be applied to all student subgroups.
2. Staff and parent groups will collaborative take a closer look at our high rate of absenteeism during the 2022 year and identify the underlying causes. We will create more opportunities for students to connect to school including sports, clubs, and a higher rate of connection to trusted staff members.
3. Current year attendance data is informing our work in creating greater connections with our students, especially under-represented student groups, to increase attendance rates.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1. This data set does not apply to Pleasanton Middle School. The graduation rate indicator is specific to high schools.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	4	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
2.7% suspended at least one day	3.6% suspended at least one day	3.7% suspended at least one day
Declined 0.5%	Maintained 0%	Declined 5.1%
979 Students	83 Students	27 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	4.8% suspended at least one day	7% suspended at least one day
1 Student	21 Students	Declined 0.9%
		185 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
8% suspended at least one day	4.3% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 2.2%	Declined 17.1%	3 Students
88 Students	23 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Yellow
2.2% suspended at least one day	Fewer than 11 students - No Data for Privacy	5.1% suspended at least one day
Increased 1.1%	9 Students	Maintained 0.1%
408 Students		195 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
4.3% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.7% suspended at least one day
Declined 0.7%	4 Students	Declined 2.2%
69 Students		268 Students

Conclusions based on this data:

1. Based on discipline data, our Students with Disabilities, English Learners, SEDs, AAs and Hispanic are disproportionately being suspended.
2. Based on more current suspension data administration, counseling, and staff will work to identify strategies to reduce suspension rates for SWDs, SEDs, ELDs, AAs, and Hispanic student groups who have the greatest percentages of suspensions. Training on restorative strategies and SEL instruction will be provided to reduce the rate of initial suspensions and repeat suspension of students.
3. A site Safety & Climate Plan will be implemented to improve behavior and climate.

Annual Review and Update

SPSA Year Reviewed: 2025-26

District Organizational Goal

Expand personalized learning strategies and growth-based assessments systemically to increase achievement and ensure access to opportunities that promote engagement

School Site Goal 1.1

PMS students will demonstrate mastery of California Common Core Standards through use of effective instructional strategies and responsive intervention systems regardless of race, gender, socio-economic status or unique learning styles.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Pupil Achievement: Statewide assessments:	For the 2025-26 school year, increase ELA CAASPP performance level for LTEL students from 113 points below standard in 2023-24 to less than 110 points below standard in 2025-26. For the 2025-26 school year, increase ELA CAASPP performance level for SWD students from 90.5 points below standard in 2023-24 to less than 110 points below standard in 2025-26. For the 2025-26 school year, increase Math CAASPP performance level for SWD students from 122.9 points below standard in 2023-24 to less than 119.9 points below standard in 2025-26.	
Pupil Achievement: Statewide assessments:	For the 2024-25 school year, increase ELA and Math CAASPP performance level for ELD students from 31.9 points below standard in ELA and 50.4 in Math below standard in 2024-25 to less than 25 points below (ELA) and 40(Math) below standard in 2024-25.	
Pupil Achievement: Statewide assessments:	For the 2025-26 school year, increase Math CAASPP performance level for LTEL students from 164.3 points below standard in 2023-24 to	

	less than 161.3 points below standard in 2025-26. For the 2025-26 school year, increase ELA CAASPP performance level for LTEL students from 113 points below standard in 2023-24 to less than 110 points below standard in 2025-26.	
Pupil Achievement: Statewide assessments:	For the 2025-26 school year, increase Math CAASPP performance level for SED students from 99.9 points below standard in 2023-24 to less than 96.9 points below standard in 2025-26. For the 2025-26 school year, increase Math CAASPP performance level for SWD students from 122.9 points below standard in 2023-24 to less than 95 points below standard in 2025-26.	

Strategies/Activities for Goal 1.1

1.1 Teachers/administrators will regularly monitor data and make appropriate adjustments to lesson plans, meet within department PLC's to analyze data and create action plans focused on the PLC questions.		Professional Development in research based instructional strategies and standards based assessments to drive MTSS and PLC work. 1000-1999: Certificated Personnel Salaries Donations 6000	
		Train teachers in EL Achieve to provide the language needs of our English Learners	
1.2 English Learners will be given access to on grade level content courses with both directed and integrated EL supports to increase the rate of English Learner reclassification rates.		Train teachers in EL Achieve to provide the language needs of our English Learners 5800: Professional/Consulting Services And Operating Expenditures Donations 20000	
		3 sections of Intervention Specialists to support EL students and support research based strategies and	

		lesson planning for EL content teachers. 1000-1999: Certificated Personnel Salaries Pleasanton Partners in Education (PPIE) 48000	
1.3 Use of Collaboration time for teachers to identify essential skills, analyze assessments & data, share best practices to better serve the needs of all students, but specifically our ELD, SED, SWD, Hispanic, and AA students with a focus on PBIS, language rich strategies, and MTSS.		Items needed for presentations, incentives 4000-4999: Books And Supplies 2023 Site Allocation (0299) 1500	
		Capturing Kids Hearts training for staff - goal is to train at least 51% of staff. 5800: Professional/Consulting Services And Operating Expenditures Donations 10000	
1.4 Intervention will be offered throughout the school day for students struggling in math and reading/writing and other academic and non-academic essential skills. This will include our Pride Time twice a week period. Funding supports additional ELD sections and a paraprofessional for individualized instruction.		Wages 2000-2999: Classified Personnel Salaries Title I 36991	
		Benefits 3000-3999: Employee Benefits Title I 11681	
		Supplemental Materials 4000-4999: Books And Supplies 2023 Site Allocation (0299) 9,463	
1.5 Teachers will differentiate instruction to meet the academic needs of all students - including access to blended learning, advanced math classes, English Language Development classes and math/reading intervention classes		Release time and hourly for teaching departments and intervention teachers to meet at least twice a year outside of PLC collaboration to identify/revise essential skills, develop common assessments, scaffold/chunk lessons, and plan reteaching/interventions. 1000-1999: Certificated Personnel Salaries 2023 Site Allocation (0299) 10000	

1.6 After school HW Club and tutoring by both credentialed staff, high school tutors, and community members will be made accessible to target students.		Twice a week HW club and tutoring for target students. Students may access credentialed staff, AVID & high school tutors at this time and have their questions answered. They may work on homework, test prep, etc. 1000-1999: Certificated Personnel Salaries Intervention (0009) 10,600	
1.7 Continue implementing research based program for Reading Intervention Program to close reading deficits for all students.		Intensive, researched-based reading intervention for students below grade level in reading. 4000-4999: Books And Supplies Intervention (0009) 10000	
1.8 Continue to recruit under-represented students for AVID		Release Time for AVID Teacher Substitute 1000-1999: Certificated Personnel Salaries 2023 Site Allocation (0299) 300	
1.9 Provide academic, socio-emotional, nutrition and sports/recreational activities after school intervention programs for unduplicated students ("Panther Club").		.40 FTE Counselor to focus on Intervention/Wellness Programs 1000-1999: Certificated Personnel Salaries Title I 17900	

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2025-26

District Organizational Goal

Monitor and enhance intervention and support structures to improve the physical, mental and social wellness of students, families, and staff

School Site Goal 2.1

PMS will see increased positive connectedness between students, staff, admin, and community.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Pupil Achievement: Statewide assessments:	If staff feel supported and valued by site leaders, we expect all students to indicate that they have a relationship with at least one member of staff on site that they feel comfortable approaching to discuss problems that may occur. In 25-26 restorative circles will be implemented in the classroom, with staff implementing at least 5 circle groups per quarter (20 total) in classrooms. .	
School Climate: Student suspension rates	For the 2025-26 school year, reduce suspension rate for English Learner subgroup from 14.5% to below 12.0% in 2024-25.	
School Climate: Student suspension rates	For the 2025-26 school year, reduce suspension rate for SWD students from 14% to below 12.0% in 2024-25.	
Pupil Engagement: School attendance rates	For the 2025-26 school year, reduce chronic absenteeism rate for SWD students from 25.3% in 2023-24 to below 20.0% in 2025-26.	
School Climate: Student suspension rates	For the 2024-25 school year, reduce suspension rate for SED students from 10.4% to below 8.0% in 2025-26.	
School Climate: Student suspension rates	For the 2024-25 school year, reduce suspension rate for Hispanic students from 8.5% to below 6.0% in 2025-26.	

Strategies/Activities for Goal 2.1

2.1 Meet with Site Instructional Leadership Team August to connect and set school site initiatives for the SY. PD will be provided as needed in order to build on the previous year's site goals.		Off site retreat for administration and department chairs 5800: Professional/Consulting Services And Operating Expenditures Donations 1000	
		Off site retreat for planning and goal setting. 4000-4999: Books And Supplies 2023 Site Allocation (0299) 100	
2.2 Maintain and hold Guiding Coalition meetings monthly to discuss priorities, assess what is working, and what our staff need to continue to maintain connectedness and support student learning and growth.		Books for Book Study 4000-4999: Books And Supplies Donations 750	
2.3 Conduct monthly meetings with our ILT team to develop vision and skills for each department chair to lead collaboration meetings.		Fund Department Chair positions 1000-1999: Certificated Personnel Salaries District Funded Resource 16000	
2.4 Implement and built on student and staff recognition programs (Pride slips, Student Store, Panther PAW, etc.) to promote improved staff to student connection.		Recognition for SEL awards 4000-4999: Books And Supplies Donations 1000	
		Panther PRIDE recognition program for students and staff 4000-4999: Books And Supplies Donations 5000	
2.5 Add to the Panther Club - an after school free program in collaboration with PUSD's Expanded Learning. Provide a supervised environment with SEL, Academic, and Athletic/Recreational		Expanded Learning staffing 2000-2999: Classified Personnel Salaries District Funded Resource 90000	
		Soccer supplies, equipment, uniforms (donated through	

activities from 3-6 pm Monday thru Friday.		partnership with Ballistics United Soccer Club) 4000-4999: Books And Supplies Donations 0	
		Snacks & Food 4000-4999: Books And Supplies Donations 7000	
		Recreation & Sports Equipment 4000-4999: Books And Supplies Donations 3000	
2.6 Send another 5 certificated staff members and administrators to Capturing Kids Hearts training to promote research based strategies to increase positive trends on school and class climate.		Capturing Kids Hearts 5800: Professional/Consulting Services And Operating Expenditures Donations 5000	

Analysis

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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.

Annual Review and Update

SPSA Year Reviewed: 2025-26

District Organizational Goal

Work intentionally to uncover systemic barriers to equity and inclusion, and then work strategically to foster an inclusive, equity-centered culture

School Site Goal 3.1

Emphasis on positive behavior strategies (PBIS), student connection, and restorative practices to provide students with what they need to lead to desired outcomes including mastery of content.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Climate: Student suspension rates	Decrease in student suspension rate from 4.1% in 2024-25 to 3.5%. In 25-26 decrease suspension rate by at least 2pts from 24-25.	
Pupil Engagement: Chronic absenteeism rates	Decrease in Chronic Absenteeism from 10.4% to below 8%.In 25-26, decreaseby at least 2 pts. fro 24-25.	

Strategies/Activities for Goal 3.1

3.1 The District and Site PBIS teams will continue expanding the PBIS program expectations and outreach.		PBIS met periodically to discuss a refresh of our recognition program once live instruction resumes 1000-1999: Certificated Personnel Salaries 2023 Site Allocation (0299) 2500	
		Staff will participate in PBIS professional development. 5800: Professional/Consulting Services And Operating Expenditures Intervention (0009) 2000	
3.2 Increased SEL activities that are focused on de-escalation skills, problem solving, bully prevention and good decision making. Student and staff recognition		Administration and SROs to give classroom presentations on school expectations, good decision making and bully prevention. 1000-1999: Certificated	

program prioritizing the whole child.		Personnel Salaries Donations 1000	
		Support the PRIDE slip initiative and recognize positive student behaviors. Incentives for positive behavior. 4000-4999: Books And Supplies Parent Organization 2500	
		SEL Curriculum 4000-4999: Books And Supplies Discretionary Funds	
3.3 School-wide response to Hate Speech (PRIDE Lessons, Activities, Assemblies, Tier 1 practices), Red Ribbon Week activities and education including Teen Esteem and/or No Place 4 Hate (or similar program promoting equity based results), or other educational programs that target empathy and anti-bullying skills. Activities that support shining a light on our student diversity as a strength in our school community.		Leadership/ASB students to create lunch time activities, Pleasanton Police Department to be involved in activities as well. Research new programs/curriculum that will increase PRIDE and anti-bullying skills, response to hate speech lessons generated by staff. 5800: Professional/Consulting Services And Operating Expenditures Donations 10000	
		Staff and ASB promote diversity and organize a Diversity Week including talent show. 4000-4999: Books And Supplies Donations 2500	
		Teen Esteem Programming 5000-5999: Services And Other Operating Expenditures Parent Organization 2000	
3.4 Increase or maintain level of extra-curricular club/activities including competitive and intramural sports.		.167 fte for Activity/Athletic Director 1000-1999: Certificated Personnel Salaries 2023 Site Allocation (0299) 17000	

		Coaching Stipends & Staffing Hourly & Referee fees 1000-1999: Certificated Personnel Salaries Donations 25000	
		Equipment for Athletics 4000-4999: Books And Supplies Donations 10000	
3.5 Student clubs: including BSU, Latino Student Union, GSA, D&D, Bollywood Dancers, Girls Who Code, and many others.		Supplies for club participation 4000-4999: Books And Supplies Donations 2500	
		Supplies for Panther Fest - Fall club launch 4000-4999: Books And Supplies Parent Organization 1500	
3.6 School Resource Officers, Admin, Counselors Class Presentations.		Classroom presentations once a semester discussing school expectations and respect. Costs to provide an optional handout to go with presentation to bring home. 4000-4999: Books And Supplies 2023 Site Allocation (0299) 400	

Analysis

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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.

Annual Review and Update

SPSA Year Reviewed: 2025-26

District Organizational Goal

Promote a professional culture that leverages collaboration and interest-based problem solving in order to recruit, develop and retain a culturally responsive and highly qualified workforce

School Site Goal 4.1

During the 2025-26 school year at Pleasanton Middle School, 80% staff will attend a minimum of one professional development training beyond district mandatory days. Professional Development training will consist of furthering one's knowledge/instructional practices related to the implementation of Capturing Kids' Hearts strategies, EL Achieve, Multi-tiered Systems of Support, PLCs, and equity based practices.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Pupil Achievement: Statewide assessments:	In 25-26, Hispanic students will increase by 3-5 pts in CAASPP ELA//Math in comparison to previous year	
Pupil Achievement: EL progress toward English proficiency	40% of ELD students RFP'd in 25-26	
School Climate: Student suspension rates	Decrease in student suspension rate from by 2-4pts in 2025-26	

Strategies/Activities for Goal 4.1

4.1 Provide curricular teams 3 of 4 Wednesday collaboration periods to work as Professional Learning Communities.		AVID Summer Training 1000-1999: Certificated Personnel Salaries 2023 Site Allocation (0299) 2000	
		Solution Tree Professional Development 5800: Professional/Consulting Services And Operating Expenditures Donations 5000	
4.2 Professional Development in ELD strategies including EL Achieve Directed and Integrated strategies		Provide professional development on Equity Based Grading strategies 1000-1999: Certificated Personnel Salaries Donations 5000	

4.3 Curricular Teams will collaboratively create a document for our school community to view all of our Essential Skills		Release days for teachers to work with teams to identify Essential Skills, common assessments, and intervention/reteaching 1000-1999: Certificated Personnel Salaries Donations 3000	

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2025-26

District Organizational Goal

Provide service to the community that includes multi-directional communication and efforts to promote authentic engagement and effective partnerships

School Site Goal 5.1

Parents/guardians, of our underserved youth, give input, receive education or guidance, and the supports needed to assist their students to have successful learning outcomes.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parental Involvement: Efforts to seek parent input & decision making	in 25-26 SY, A 5% increase (>56%) in parent responses to "School values input provided by families."	
Parental Involvement: Promotion of parental participation	In 25-26 SY, A 4% increase (>80%) in parent responses to "School encourages families to volunteer"	
Pupil Engagement: Chronic absenteeism rates	For the 2025-26 school year, reduce chronic absenteeism rate for SWD students from 25.3% in 2023-24 to below 20%	

Strategies/Activities for Goal 5.1

5.1 Parent classes and events will be held for our parents/guardians of ELD, SWD, and SED students to orient and educate on how to best support students' learner behaviors from home.		Fall, Winter, Spring Parent Classes teaching how to best support student learner behaviors at home. 1000-1999: Certificated Personnel Salaries Donations 2500	
		Supplies for Fall, Winter, Spring Parent Classes teaching how to best support student learner behaviors at home. 4000-4999: Books And Supplies 2023 Site Allocation (0299) 1000	
		Parents will have access to parenting classes such as PIQE, Axis Health, African	

		American Parent Network, Mariachi, and Parent Project, technology classes, ESL classes through Adult Ed. Admin led PTSA Book Discussions, Parent/Guardian Symposiums, ELAC, ELAC, SSC 5800: Professional/Consulting Services And Operating Expenditures District Funded Resource 0	
5.2 School and community events for families including BTSN, Open House, Panther Family Fun Nights, Spanish Speaking Family Nights, Panther-Fest (Club/extra curricular launch).		Back-to-School Night, Open House - Celebration of Learning, Poetry Night, Unified Art Showcase events, DI Potlucks, SSC, Band and Choral Concerts, Drama Productions, Title I Annual Mtg. 1000-1999: Certificated Personnel Salaries Donations 2000	
		Pantherfest, Family Fun Nights, Community Beautification evetns. 4000-4999: Books And Supplies Parent Organization 2000	
5.3 Translate school to home communications into home language using Parent Square online communication tool.			
5.4 Grow and evolve Panther Club - an expanded learning program for ELD and SED students/families to provide connectedness and supervised academic, socio-emotional, recreational/sports programming.			
5.5 Guiding Coalition for Safety and Climate includes administration, parent/guardians, staff,		Supplies & Food for Meetings 4000-4999:	

students, and community partners to identify root causes and strategies to result in perception and climate improvement.		Books And Supplies Donations 1000	
5.6 Community & Staff Events to Seek Feedback and Two-Way Communication		Meetings such as PTSA General & Board Meetings, School Site Council, Principal's Coffee 4000-4999: Books And Supplies Donations 2000	

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2025-26

District Organizational Goal

The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act requires at least 80 percent of the AMS funds to be expended to employ certificated or classified employees that provide arts education program instruction. The remaining funds must be used for training, supplies and materials, or arts educational partnership programs. These funds must be used to supplement (expand), not supplant (replace).

School Site Goal 6.1

PMS will increase participation of all students, especially underrepresented student groups through bolstering our enrichment programs.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Pupil Engagement: School attendance rates	Increase in student participation/enrollment in VAPA courses offered	

Strategies/Activities for Goal 6.1

Two sections of chorus will be offered during the school day including one section dedicated to students that have limited to zero experience in choir, and one section offered to students with at least one year experience.		0001-0999: Unrestricted: Locally Defined Prop 28 (ART and Music) 15000	
New kiln purchased for ceramics class in an effort to modernize classroom equipment and provide more access for all students during school and after school programs.		Prop 28 Supply Expenditure 0001-0999: Unrestricted: Locally Defined Prop 28 (ART and Music) 15,000	

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following stakeholder groups were involved in the SPSA: The following stakeholder groups were formed, and the SPSA goals were the foundation of each group's work for the school year.

School Site Council:
Topics Discussed at the School Site Council, where students, parents, and certificated and classified staff met six times to discuss the following:
-Introduction to SSC
-Purpose
-Roles
-Protocol
-By- Laws
-Theory of Action
-Budget Spending/Approval
-Title I Parent Involvement Policy & Compact
-Review previous year SPSA and current year SPSA Draft
-Budget
-Data Review
-Needs Assessment
-Goals
-Discussion of SPSA & Approval
-Safety Plan Presentation & Approval
-Budget Update Approvals
-Student Performance Update
-LCAP Update
-Review & Discuss current year's goals, and progress toward those goals
-Discussion of SPSA & Approval of current year SPSA
-Needs, focus areas for upcoming year

Certificated staff shared research based strategies, our tiered instruction and intervention programs, school safety, and student life to our School Site Council.

Site Instructional Leadership Team / Guiding Coalition/PBIS Team:
Department leaders, Guiding Coalition members, and Admin. Team met monthly to discuss instructional practices, data, site goals and needs for the year. Open communication took place among the Department leaders and that information was disseminated to members of each department, discussed, and feedback shared at the next Site Instructional Leadership Team meeting. SPSA data and goals were kept as the foundation of all decision making.

English Learners Advisory Council:
The PMS ELAC held 4 sessions during the year, each with a focus on student learning, supports for students, and parent/guardian engagement. The SPSA data and goals were discussed each meeting.

Pleasanton Middle School PTSA: The PTSA Association held 4 sessions during the year, each with a focus on how to support student learning and school climate. The PTSA Executive Board, principal, and teacher representative met monthly to discuss, in detail, what is stated above.

Pleasanton Middle Staff were briefed and had opportunities to provide feedback on our SPSA goals as well ongoing instructional practices and intervention strategies. Overall, the school site implemented a comprehensive approach in order to achieve full transparency throughout the entire 23-24 school year.

Theory of Action

If Pleasanton Middle School implements a comprehensive system in which staff establish and consistently communicate high expectations for all students across academic, social-emotional, and behavioral domains, and provides a multi-tiered system of supports (MTSS) that is responsive to individual student needs, and ensures that each student is known, valued, and supported as an individual, then students will demonstrate increased engagement, improved achievement, and positive school climate outcomes.

This will occur because clearly defined expectations combined with differentiated supports reduce barriers to learning, increase student access to instruction, and strengthen students' sense of belonging and self-efficacy. When students experience consistent expectations and targeted supports, they are more likely to meet or exceed grade-level standards and demonstrate positive behavioral and social-emotional growth.

Progress toward this outcome will be monitored through annual analysis of multiple measures, including academic performance data, student engagement indicators (e.g., attendance, chronic absenteeism), and school climate data (e.g., suspension rates, survey results), disaggregated by student group. This analysis will be used to evaluate effectiveness and ensure continuous improvement in outcomes for all students across academic, behavioral, and social-emotional domains.

Goals, Strategies, & Proposed Expenditures

Goal 1

District Organizational/LCAP Goal

Expand personalized learning strategies and growth-based assessments systemically to increase achievement and ensure access to opportunities that promote engagement

School Site Goal 1.1

PMS students will demonstrate mastery of California Common Core Standards through use of effective instructional strategies and responsive intervention systems regardless of race, gender, socio-economic status or unique learning styles.

Expected Annual Measurable Outcomes for School Site Goal 1.1

Metric/Indicator Baseline Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
Pupil Achievement: Statewide assessments:	ELA and Math CAASPP performance level for SWD students was 85.4 points below standard in ELA and 117.7 in Math below standard in 2024-25.	For the 2025-26 school year, increase ELA CAASPP performance level for LTEL students from 113 points below standard in 2023-24 to less than 110 points below standard in 2025-26. For the 2026-27 school year, increase ELA CAASPP performance level for SWD students Goal to Yellow: Improve by at least 3 points. For the 2026-27 school year, increase Math CAASPP performance level for SWD students from Goal to Yellow: Improve by at least 28 points Maintain Orange: Improve by at least 3 points
Pupil Achievement: Statewide assessments:	ELA and Math CAASPP performance level for ELD students was 31.9 points below standard in ELA and 50.4 in Math below standard in 2024-25.	For the 2026-27 school year, increase ELA Goal to Yellow: Improve by at least 3 points and Math Goal to Yellow: Improve by at least 3 points
Pupil Achievement: Statewide assessments:	ELA CAASPP performance for LTEL students was 113 pts below standard in 2024-25. Math CAASPP performance level for LTEL student group was 164.3 pts below standard in 2023-24 in Math below standard in 2024-25.	For the 2026-27 school year, increase Math CAASPP performance level for LTEL students from 164.3 points below standard in 2024-25 to less than 161.3 points below standard. For the 2026-27 school year, increase ELA CAASPP performance

		level for LTEL students from 113 points below to less than 110 points below standard in 2026-27.
Pupil Achievement: Statewide assessments:	ELA and Math CAASPP performance level for SED students was 51.4 points below standard in ELA and 80.1 in Math below standard in 2024-25.	For the 2026-27 school year, increase ELA CAASPP performance level for SED students. Goal to Yellow: Improve by at least 3 points For the 2026-27 school year, increase Math CAASPP performance level for SED Maintain Yellow: Improve by at least 3 points

Planned Strategies/Activities School Site Goal 1.1

Strategy/Activity 1

1.1 Teachers/administrators will regularly monitor data and make appropriate adjustments to lesson plans, meet within department PLC's to analyze data and create action plans focused on the PLC questions.

Students to be Served by this Strategy/Activity

All Students

Timeline

During 2025-26 school year

Person(s) Responsible

PMS Administrators, Intervention Specialists, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional Development in research based instructional strategies and standards based assessments to drive MTSS and PLC work.
Description	Train teachers in EL Achieve to provide the language needs of our English Learners

Strategy/Activity 2

1.2 English Learners will be given access to on grade level content courses with both directed and integrated EL supports to increase the rate of English Learner reclassification rates.

Students to be Served by this Strategy/Activity

English Learners

Timeline

During 2025-26 school year

Person(s) Responsible

Administration, Teachers, Intervention Specialists

Proposed Expenditures for this Strategy/Activity

Amount	20000
Source	Donations
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Train teachers in EL Achieve to provide the language needs of our English Learners
Amount	48000
Source	Pleasanton Partners in Education (PPIE)
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	3 sections of Intervention Specialists to support EL students and support research based strategies and lesson planning for EL content teachers.

Strategy/Activity 3

1.3 Use of Collaboration time for teachers to identify essential skills, analyze assessments & data, share best practices to better serve the needs of all students, but specifically our ELD, SED, SWD, Hispanic, and AA students with a focus on PBIS, language rich strategies, and MTSS.

Students to be Served by this Strategy/Activity

All students with a targeted focus on ELD, SED, SWD, Hispanic, and AA students.

Timeline

During 2024-25 school year

Person(s) Responsible

PMS Administrators, Intervention Specialist, Teachers, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	2023 Site Allocation (0299)
Budget Reference	4000-4999: Books And Supplies
Description	Items needed for presentations, incentives
Amount	10000
Source	Donations
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Capturing Kids Hearts training for staff - goal is to train at least 51% of staff.

Strategy/Activity 4

1.4 Intervention will be offered throughout the school day for students struggling in math and reading/writing and other academic and non-academic essential skills. This will include our Pride Time twice a week period. Funding supports additional ELD sections and a paraprofessional for individualized instruction.

Students to be Served by this Strategy/Activity

English Language Learners; Students below standard in reading, writing. and mathematics.

Timeline

Ongoing 2019-2026

Person(s) Responsible

Teachers, administrators, instructional aide, Intervention Specialists

Proposed Expenditures for this Strategy/Activity

Amount	36991
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Wages

Amount	11681
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Amount	9,463
Source	2023 Site Allocation (0299)
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Materials

Strategy/Activity 5

1.5 Teachers will differentiate instruction to meet the academic needs of all students - including access to blended learning, advanced math classes, English Language Development classes and math/reading intervention classes

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing 2019-2026

Person(s) Responsible

Teachers, administrators, Intervention Specialists, intervention teachers, counselors

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	2023 Site Allocation (0299)
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time and hourly for teaching departments and intervention teachers to meet at least twice a year outside of PLC collaboration to identify/revise essential skills, develop common assessments, scaffold/chunk lessons, and plan reteaching/interventions.

Strategy/Activity 6

1.6 After school HW Club and tutoring by both credentialed staff, high school tutors, and community members will be made accessible to target students.

Students to be Served by this Strategy/Activity

LCAP Identified Students

Timeline

2025-26 school year

Person(s) Responsible

District Coordinator, Site Coordinator, Site Administrators, Teachers, Parent Liaisons

Proposed Expenditures for this Strategy/Activity

Amount	10,600
Source	Intervention (0009)
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Twice a week HW club and tutoring for target students. Students may access credentialed staff, AVID & high school tutors at this time and have their questions answered. They may work on homework, test prep, etc.

Strategy/Activity 7

1.7 Continue implementing research based program for Reading Intervention Program to close reading deficits for all students.

Students to be Served by this Strategy/Activity

Students with reading deficits (2 years below grade level)

Timeline

2025-26 school year

Person(s) Responsible

Administrators, teachers, intervention specialists, Director of Literacy & Numeracy

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Intervention (0009)

Budget Reference	4000-4999: Books And Supplies
Description	Intensive, researched-based reading intervention for students below grade level in reading.

Strategy/Activity 8

1.8 Continue to recruit under-represented students for AVID

Students to be Served by this Strategy/Activity

Applicants for AVID Program

Timeline

2025-26 school year

Person(s) Responsible

Administrator overseeing AVID; AVID teacher; Counseling

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	2023 Site Allocation (0299)
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release Time for AVID Teacher Substitute

Strategy/Activity 9

1.9 Provide academic, socio-emotional, nutrition and sports/recreational activities after school intervention programs for unduplicated students ("Panther Club").

Students to be Served by this Strategy/Activity

Unduplicated students

Timeline

2025-26 school year

Person(s) Responsible

Expanded Learning staff / Counselor / Staff / Admin

Proposed Expenditures for this Strategy/Activity

Amount	17900
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.40 FTE Counselor to focus on Intervention/Wellness Programs

School Site Goal 1.2

Expected Annual Measurable Outcomes for School Site Goal 1.2

Metric/Indicator Baseline Expected Outcome

Planned Strategies/Activities School Site Goal 1.2

School Site Goal 1.3

Expected Annual Measurable Outcomes for School Site Goal 1.3

Metric/Indicator Baseline Expected Outcome

Planned Strategies/Activities School Site Goal 1.3

Goal 2

District Organizational/LCAP Goal

Monitor and enhance intervention and support structures to improve the physical, mental and social wellness of students, families, and staff

School Site Goal 2.1

PMS will see increased positive connectedness between students, staff, admin, and community.

Expected Annual Measurable Outcomes for School Site Goal 2.1

Metric/Indicator Baseline Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
Pupil Achievement: Statewide assessments:	60% of students indicated in a site survey to have strong relationships with at least one staff member who they feel comfortable discussing problems with.	If staff feel supported and valued by site leaders, we expect all students to indicate that they have a relationship with at least one member of staff on site that they feel comfortable approaching to discuss problems that may occur. In 26-27 restorative circles will be implemented in the classroom, with staff implementing at least 1 circle groups per week, in classrooms. Staff will also implement restorative circles as needed throughout the school year. .
School Climate: Student suspension rates	Suspension rate for English Learner subgroup is 14.5%.in 23-24	For the 2026-27 school year, reduce suspension rate for English Learner subgroup from 14.5% to below 12.0% in 2024-25.
School Climate: Student suspension rates	Suspension rate for Asian students is 2.2% in 24-25 SY	For the 2026-27 school year, reduce suspension rate for Asian students. Goal to Yellow: Maintain or Improve (Green: Decline .2%)
Pupil Engagement: Chronic absenteeism rates	Reduce chronic absenteeism rate for EL's and White student population by .5%	For the 2026-27 school year, reduce chronic absenteeism rate for EL students Goal to Yellow: Decline at least .5% and for White students Goal to Yellow: Maintain or Improve (Green: Decline .5%)
Pupil Achievement: EL progress toward English proficiency	Current EL progress proficiency 43.6%	In 26-27, Goal to Orange: Maintain or Improve (Yellow: +2%)
School Climate: Student suspension rates	The suspension rate for Hispanic students is 8.5% in 23-24	For the 2026-27 school year, reduce suspension rate for Hispanic

		students from 8.5% to below 6.0% in 2025-26.

Planned Strategies/Activities School Site Goal 2.1

Strategy/Activity 1

2.1 Meet with Site Instructional Leadership Team August to connect and set school site initiatives for the SY. PD will be provided as needed in order to build on the previous year's site goals.

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-26 school year

Person(s) Responsible

Administrators, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Donations
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Off site retreat for administration and department chairs
Amount	100
Source	2023 Site Allocation (0299)
Budget Reference	4000-4999: Books And Supplies
Description	Off site retreat for planning and goal setting.

Strategy/Activity 2

2.2 Maintain and hold Guiding Coalition meetings monthly to discuss priorities, assess what is working, and what our staff need to continue to maintain connectedness and support student learning and growth.

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-26 school year

Person(s) Responsible

Teachers, Administration, Intervention Specialist

Proposed Expenditures for this Strategy/Activity

Amount	750

Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Books for Book Study

Strategy/Activity 3

2.3 Conduct monthly meetings with our ILT team to develop vision and skills for each department chair to lead collaboration meetings.

Students to be Served by this Strategy/Activity

All students

Timeline

2024-25 school year

Person(s) Responsible

Administrators, Teachers, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	16000
Source	District Funded Resource
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Fund Department Chair positions

Strategy/Activity 4

2.4 Implement and built on student and staff recognition programs (Pride slips, Student Store, Panther PAW, etc.) to promote improved staff to student connection.

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-26 school year

Person(s) Responsible

Certificated staff, administrators, classified employees, counselors, student leadership, students

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Recognition for SEL awards
Amount	5000

Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Panther PRIDE recognition program for students and staff

Strategy/Activity 5

2.5 Add to the Panther Club - an after school free program in collaboration with PUSD's Expanded Learning. Provide a supervised environment with SEL, Academic, and Athletic/Recreational activities from 3-6 pm Monday thru Friday.

Students to be Served by this Strategy/Activity

Unduplicated Students currently - build to include all students

Timeline

2025-26

Person(s) Responsible

PUSD Expanded Learning, Administrators, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	90000
Source	District Funded Resource
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Expanded Learning staffing

Amount	0
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Soccer supplies, equipment, uniforms (donated through partnership with Ballistics United Soccer Club)

Amount	7000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Snacks & Food

Amount	3000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Recreation & Sports Equipment

Strategy/Activity 6

2.6 Send another 5 certificated staff members and administrators to Capturing Kids Hearts training to promote research based strategies to increase positive trends on school and class climate.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2025 -May 2026

Person(s) Responsible

Administrators / Counselors / Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Donations
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Capturing Kids Hearts

School Site Goal 2.2

Expected Annual Measurable Outcomes for School Site Goal 2.2

Metric/Indicator Baseline Expected Outcome

Planned Strategies/Activities School Site Goal 2.2

School Site Goal 2.3

Expected Annual Measurable Outcomes for School Site Goal 2.3

Metric/Indicator Baseline Expected Outcome

Planned Strategies/Activities School Site Goal 2.3

Goal 3

District Organizational/LCAP Goal

Work intentionally to uncover systemic barriers to equity and inclusion, and then work strategically to foster an inclusive, equity-centered culture

School Site Goal 3.1

Emphasis on positive behavior strategies (PBIS), student connection, and restorative practices to provide students with what they need to lead to desired outcomes including mastery of content.

Expected Annual Measurable Outcomes for School Site Goal 3.1

Metric/Indicator Baseline Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
School Climate: Student suspension rates	The student suspension rate in 2024-25 was 2.7%	Asian student group: Goal to Yellow: Maintain or Improve (Green: Decline .2%)
Pupil Engagement: Chronic absenteeism rates	The Chronic Absenteeism rate in 2024-25 was 6.6%.	For EL's: Goal to Yellow: Decline at least .5% For White students: Goal to Yellow: Maintain or Improve (Green: Decline .5%)

Planned Strategies/Activities School Site Goal 3.1

Strategy/Activity 1

3.1 The District and Site PBIS teams will continue expanding the PBIS program expectations and outreach.

Students to be Served by this Strategy/Activity

All Students but targeting our subgroups who are over-represented in suspensions - ELD, SWD, Hispanic, SEDs, and AA.

Timeline

2025-26 school year

Person(s) Responsible

District & Site Team, Administrators, Teachers, Counselors, Classifieds

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	2023 Site Allocation (0299)
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PBIS met periodically to discuss a refresh of our recognition program once live instruction resumes

Amount	2000
Source	Intervention (0009)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Staff will participate in PBIS professional development.

Strategy/Activity 2

3.2 Increased SEL activities that are focused on de-escalation skills, problem solving, bully prevention and good decision making. Student and staff recognition program prioritizing the whole child.

Students to be Served by this Strategy/Activity

All students

Timeline

2025-26 school year

Person(s) Responsible

Administrators, teachers, counselors, Leadership students, ASB officers/representatives, PBIS team, School Resource Officers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Administration and SROs to give classroom presentations on school expectations, good decision making and bully prevention.
Amount	2500
Source	Parent Organization
Budget Reference	4000-4999: Books And Supplies
Description	Support the PRIDE slip initiative and recognize positive student behaviors. Incentives for positive behavior.
Source	Discretionary Funds
Budget Reference	4000-4999: Books And Supplies
Description	SEL Curriculum

Strategy/Activity 3

3.3 School-wide response to Hate Speech (PRIDE Lessons, Activities, Assemblies, Tier 1 practices), Red Ribbon Week activities and education including Teen Esteem and/or No Place 4 Hate (or similar program promoting equity based results), or other educational programs that target empathy and anti-bullying skills. Activities that support shining a light on our student diversity as a strength in our school community.

Students to be Served by this Strategy/Activity

All students

Timeline

2025-26 school year

Person(s) Responsible

Administrators, teachers, Leadership students, School Resource Officers, DARE Officers, counselors, SSC

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Donations
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Leadership/ASB students to create lunch time activities, Pleasanton Police Department to be involved in activities as well. Research new programs/curriculum that will increase PRIDE and anti-bullying skills, response to hate speech lessons generated by staff.
Amount	2500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Staff and ASB promote diversity and organize a Diversity Week including talent show.
Amount	2000
Source	Parent Organization
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Teen Esteem Programming

Strategy/Activity 4

3.4 Increase or maintain level of extra-curricular club/activities including competitive and intramural sports.

Students to be Served by this Strategy/Activity

All students

Timeline

2025-26 school year

Person(s) Responsible

Administrators, counselors, teachers, ASB Officers, Leadership students, parent volunteers, classified staff

Proposed Expenditures for this Strategy/Activity

Amount	17000
Source	2023 Site Allocation (0299)
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	.167 fte for Activity/Athletic Director
Amount	25000
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Coaching Stipends & Staffing Hourly & Referee fees
Amount	10000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Equipment for Athletics

Strategy/Activity 5

3.5 Student clubs: including BSU, Latino Student Union, GSA, D&D, Bollywood Dancers, Girls Who Code, and many others.

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-26 school year

Person(s) Responsible

Staff, Student Leaders, ASB

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for club participation
Amount	1500
Source	Parent Organization
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for Panther Fest - Fall club launch

Strategy/Activity 6

3.6 School Resource Officers, Admin, Counselors Class Presentations.

Students to be Served by this Strategy/Activity

All Students

Timeline
2025-26 school year

Person(s) Responsible
SROs,
Admin., Counselors

Proposed Expenditures for this Strategy/Activity

Amount	400
Source	2023 Site Allocation (0299)
Budget Reference	4000-4999: Books And Supplies
Description	Classroom presentations once a semester discussing school expectations and respect. Costs to provide an optional handout to go with presentation to bring home.

School Site Goal 3.2

Expected Annual Measurable Outcomes for School Site Goal 3.2
Metric/Indicator Baseline Expected Outcome

Planned Strategies/Activities School Site Goal 3.2

School Site Goal 3.3

Expected Annual Measurable Outcomes for School Site Goal 3.3
Metric/Indicator Baseline Expected Outcome

Planned Strategies/Activities School Site Goal 3.3

Goal 4

District Organizational/LCAP Goal

Promote a professional culture that leverages collaboration and interest-based problem solving in order to recruit, develop and retain a culturally responsive and highly qualified workforce

School Site Goal 4.1

During the 2024-25 school year at Pleasanton Middle School, 80% staff will attend a minimum of one professional development training beyond district mandatory days. Professional Development training will consist of furthering one's knowledge/instructional practices related to the implementation of Capturing Kids' Hearts strategies, EL Achieve, Multi-tiered Systems of Support, PLCs, and equity based practices.

Expected Annual Measurable Outcomes for School Site Goal 4.1

Metric/Indicator Baseline Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
Pupil Achievement: Statewide assessments:	In 23-24, Hispanic/Latino student group declined 3.0-15 pts from previous year in English/Math CAASPP	In 26-27, Hispanic students will increase by 3-5 pts in CAASPP ELA//Math in comparison to previous year
Pupil Achievement: EL progress toward English proficiency	11 of 66 ELD (17%) students have been redesignated so far in 2023-2024 to RFP.	Reclassification of at least 30% of EL stuents
School Climate: Student suspension rates	The student suspension rate was 4.1% in 2023-24.	Decrease in student suspension rate from by 2-4pts in 2026-27

Planned Strategies/Activities School Site Goal 4.1

Strategy/Activity 1

4.1 Provide curricular teams 3 of 4 Wednesday collaboration periods to work as Professional Learning Communities.

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-26 school year

Person(s) Responsible

Admin., Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	2023 Site Allocation (0299)
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	AVID Summer Training
Amount	5000
Source	Donations
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Solution Tree Professional Development

Strategy/Activity 2

4.2 Professional Development in ELD strategies including EL Achieve Directed and Integrated strategies

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-26 school year

Person(s) Responsible

Admin, Staff

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide professional development on Equity Based Grading strategies

Strategy/Activity 3

4.3 Curricular Teams will collaboratively create a document for our school community to view all of our Essential Skills

Students to be Served by this Strategy/Activity

All

Timeline

2025-26 school year

Person(s) Responsible

Administrator, Dept Chairs, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Release days for teachers to work with teams to identify Essential Skills, common assessments, and intervention/reteaching

School Site Goal 4.2

Expected Annual Measurable Outcomes for School Site Goal 4.2
Metric/Indicator Baseline Expected Outcome

Planned Strategies/Activities School Site Goal 4.2

School Site Goal 4.3

Expected Annual Measurable Outcomes for School Site Goal 4.3
Metric/Indicator Baseline Expected Outcome

Planned Strategies/Activities School Site Goal 4.3

Goal 5

District Organizational/LCAP Goal

Provide service to the community that includes multi-directional communication and efforts to promote authentic engagement and effective partnerships

School Site Goal 5.1

Parents/guardians, of our underserved youth, give input, receive education or guidance, and the supports needed to assist their students to have successful learning outcomes.

Expected Annual Measurable Outcomes for School Site Goal 5.1

Metric/Indicator Baseline Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
Parental Involvement: Efforts to seek parent input & decision making	2024-25 Data of PUSD School Quality Survey - 51% of parent positive responses to "School values input provided by families."	in 26-27 SY, A 5% increase (>56%) in parent responses to "School values input provided by families."
Parental Involvement: Promotion of parental participation	2024-25 Data of PUSD School Quality Survey - 76% in parent positive responses to "School encourages families to volunteer"	In 26-27 SY, A 4% increase (>80%) in parent responses to "School encourages families to volunteer"
Pupil Engagement: Chronic absenteeism rates	The chronic absenteeism rate for SWD students in 2023-24 is 25.3%.	For the 2026-27 school year, reduce chronic absenteeism rate for SWD students from 25.3% in 2023-24 to below 20%

Planned Strategies/Activities School Site Goal 5.1

Strategy/Activity 1

5.1 Parent classes and events will be held for our parents/guardians of ELD, SWD, and SED students to orient and educate on how to best support students' learner behaviors from home.

Students to be Served by this Strategy/Activity

ELD, SWD, and SED students

Timeline

2025-26 School Year

Person(s) Responsible

Administrators, Counselors, Parent Liaisons, Adult Education, Student Services

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	Donations

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Fall, Winter, Spring Parent Classes teaching how to best support student learner behaviors at home.
Amount	1000
Source	2023 Site Allocation (0299)
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for Fall, Winter, Spring Parent Classes teaching how to best support student learner behaviors at home.
Amount	0
Source	District Funded Resource
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Parents will have access to parenting classes such as PIQE, Axis Health, African American Parent Network, Mariachi, and Parent Project, technology classes, ESL classes through Adult Ed. Admin led PTSA Book Discussions, Parent/Guardian Symposiums, ELAC, ELAC, SSC

Strategy/Activity 2

5.2 School and community events for families including BTSN, Open House, Panther Family Fun Nights, Spanish Speaking Family Nights, Panther-Fest (Club/extra curricular launch).

Students to be Served by this Strategy/Activity

All students

Timeline

2025-26 School Year

Person(s) Responsible

Administrators, Teachers, Counselors, Student Leadership, PTSA

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Back-to-School Night, Open House - Celebration of Learning, Poetry Night, Unified Art Showcase events, DI Potlucks, SSC, Band and Choral Concerts, Drama Productions, Title I Annual Mtg.
Amount	2000
Source	Parent Organization
Budget Reference	4000-4999: Books And Supplies
Description	Pantherfest, Family Fun Nights, Community Beautification evetns.

Strategy/Activity 3

5.3 Translate school to home communications into home language using Parent Square online communication tool.

Students to be Served by this Strategy/Activity

All

Timeline

2025-26 School Year

Person(s) Responsible

Admin/Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

5.4 Grow and evolve Panther Club - an expanded learning program for ELD and SED students/families to provide connectedness and supervised academic, socio-emotional, recreational/sports programming.

Students to be Served by this Strategy/Activity

English Learners and Socio-economic Disadvantaged students

Timeline

August 2025-May 2026

Person(s) Responsible

PUSD Expanded Learning Dept, Administrators, Counseling, Classified

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

5.5 Guiding Coalition for Safety and Climate includes administration, parent/guardians, staff, students, and community partners to identify root causes and strategies to result in perception and climate improvement.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2025-May 2026

Person(s) Responsible

Administrators, staff, parents/guardians, students

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Donations
Budget Reference	4000-4999: Books And Supplies

Description	Supplies & Food for Meetings

Strategy/Activity 6

5.6 Community & Staff Events to Seek Feedback and Two-Way Communication

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2025-May 2026

Person(s) Responsible

Administrators, PTSA

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Meetings such as PTSA General & Board Meetings, School Site Council, Principal's Coffee

School Site Goal 5.2

Expected Annual Measurable Outcomes for School Site Goal 5.2

Metric/Indicator Baseline Expected Outcome

Planned Strategies/Activities School Site Goal 5.2

School Site Goal 5.3

Expected Annual Measurable Outcomes for School Site Goal 5.3

Metric/Indicator Baseline Expected Outcome

Planned Strategies/Activities School Site Goal 5.3

Goal 6

District Organizational/LCAP Goal

The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act requires at least 80 percent of the AMS funds to be expended to employ certificated or classified employees that provide arts education program instruction. The remaining funds must be used for training, supplies and materials, or arts educational partnership programs. These funds must be used to supplement (expand), not supplant (replace).

School Site Goal 6.1

PMS will increase participation of all students, especially underrepresented student groups through bolstering our enrichment programs.

Expected Annual Measurable Outcomes for School Site Goal 6.1

Metric/Indicator Baseline Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
Pupil Engagement: School attendance rates	Desired outcome will be established after baseline data is collected	Increase in student participation/enrollment in VAPA courses offered

Planned Strategies/Activities School Site Goal 6.1

Strategy/Activity 1

Two sections of chorus will be offered during the school day including one section dedicated to students that have limited to zero experience in choir, and one section offered to students with at least one year experience.

Students to be Served by this Strategy/Activity

All Students

Timeline

25-26 School Year

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	Prop 28 (ART and Music)
Budget Reference	0001-0999: Unrestricted: Locally Defined

Strategy/Activity 2

New kiln purchased for ceramics class in an effort to modernize classroom equipment and provide more access for all students during school and after school programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

25-26 School Year

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	25,000
Source	Prop 28 (ART and Music)
Budget Reference	None Specified
Description	Prop 28 Supply Expenditure

School Site Goal 6.2

Expected Annual Measurable Outcomes for School Site Goal 6.2

Metric/Indicator Baseline Expected Outcome

Planned Strategies/Activities School Site Goal 6.2

School Site Goal 6.3

Expected Annual Measurable Outcomes for School Site Goal 6.3

Metric/Indicator Baseline Expected Outcome

Planned Strategies/Activities School Site Goal 6.3

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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	465,685.00

Allocations by Funding Source

Funding Source	Amount	Balance
Discretionary Funds	54,266	54,266.00
Parent Organization	18,566	10,566.00
Donations	233,063	102,813.00
Intervention (0009)	22,000	-600.00
2025 Site Allocation (0299)	43,701	43,701.00
Library (0421)	4,080	4,080.00
Music (0128)	7,551	7,551.00
Science (0142)	1,776	1,776.00
Prop 28 (ART and Music)	119,032	79,032.00
Graduation (0325)	4,275	4,275.00

Expenditures by Funding Source

Funding Source	Amount
2023 Site Allocation (0299)	44,263.00
District Funded Resource	106,000.00
Donations	130,250.00
Intervention (0009)	22,600.00
Parent Organization	8,000.00
Pleasanton Partners in Education (PPIE)	48,000.00
Prop 28 (ART and Music)	40,000.00
Title I	66,572.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	15,000.00
1000-1999: Certificated Personnel Salaries	168,800.00
2000-2999: Classified Personnel Salaries	126,991.00
3000-3999: Employee Benefits	11,681.00
4000-4999: Books And Supplies	63,213.00
5000-5999: Services And Other Operating Expenditures	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	53,000.00
None Specified	25,000.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

3 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Marco Lopez	Principal
Beth Louderback	Other School Staff
Karen Cobb	Other School Staff
Grace Villa	Classroom Teacher
Linda Teitell	Classroom Teacher
Emery Boots	Secondary Student
Alexa King	Parent or Community Member
David Hammond	Parent or Community Member
Tracey McLean	Parent or Community Member
Cindy Xu	Secondary Student
Akhil Gunampally	Secondary Student
Yessenia Peña	Other School Staff

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
	District/School Liaison Team for schools in Program Improvement

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/2026.

Attested:

	Principal, Marco A. Lopez on 5/20/26
	SSC Chairperson, Emery Boots on 5/20/26

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.
Goals, Strategies, & Proposed 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.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Theory of Action

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program