School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Chaboya Middle School	43-69435-6110159	4/21/2026	6/18/2026

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

- Schoolwide Program

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

Table of Contents

SPSA Title Page 1
Table of Contents....3
Plan Description....5
Educational Partner Involvement....5
Resource Inequities....5
Comprehensive Needs Assessment Components....5
    California School Dashboard (Dashboard) Indicators....5
    Other Needs....6
School and Student Performance Data....7
    Student Enrollment....7
    CAASPP Results....9
    ELPAC Results....13
    Student Population....15
    Overall Performance....17
    Academic Performance....19
    Academic Engagement....26
    Conditions & Climate....28
Goals, Strategies, & Proposed Expenditures....30
    Goal 1....30
    Goal 2....35
    Goal 3....40
Budget Summary....44
    Budget Summary....44
    Other Federal, State, and Local Funds....44
Budgeted Funds and Expenditures in this Plan....45
    Funds Budgeted to the School by Funding Source....45
    Expenditures by Funding Source....45
    Expenditures by Budget Reference....45
    Expenditures by Budget Reference and Funding Source....45
    Expenditures by Goal....46
School Site Council Membership....47
Recommendations and Assurances....48
Instructions....49
Appendix A: Plan Requirements....56
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements....59
Appendix C: Select State and Federal Programs....62

Plan Description

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

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

2 Schoolwide Program

Chaboya Middle School's goals, strategies, and proposed expenditures are written to support the district's strategic goals: Conditions of learning, engagement, and student outcomes; qualified staff assignment, effective implementation of academic standards, community engagement, support programs, and rigorous and supportive learning environments.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

The Educational Partner Engagement process is an ongoing, annual process.

During Staff Meetings our staff has created, reviewed, and revised their department goals under the guidance of the admin team to develop the SPSA and the annual review and update. Our School Site Council made up of community members, students, teachers, and classified staff have also provided feedback and voted to approve.

Resource Inequities

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

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

No inequities found at this time.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Students with Disabilities are in the Red performance category and Hispanic and long-Term English Learners are in the Orange performance category for English Language Arts. Students with Disabilities are in the Red performance category and Hispanic and Long-Term English learners are in the Orange performance category for mathematics. These student groups are lower than the performance of other student groups, and than the overall student population. Chaboya is planning to address these achievement gaps by implementing the following interventions and supports: "Colts Level Up", an after school tutoring program; classroom academic interventions; differentiated assignments; adopted curriculum; professional development for teachers; individualized i-Ready lessons; SEL curriculum; and individualized and group counseling support.

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

The data from the California School Dashboard identifies students with disabilities, Hispanic, and Long-Term English learners as performing at two more more performance levels below the "all student" performance in ELA, and students with disabilities, Long-Term English learners, socioeconomically disadvantaged students and Hispanic students as performing at two more more performance levels below the "all student" performance in Math. Chaboya is planning to address these achievement gaps by implementing the following interventions and supports: "Colts Level Up", an after school tutoring program; classroom academic interventions; differentiated assignments; adopted curriculum; professional development for teachers; individualized i-Ready lessons; SEL curriculum; and individualized and group counseling support.

Other Needs

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

Chaboya plans on using the following steps to address chronic absenteeism and suspension rates, as well as support students with disabilities, Hispanic students, Socioeconomically Disadvantaged and Long-Term English learners, to improve student outcomes: utilizing individualized i-Ready lessons to provide tailored academic support; integrate educational online learning platforms to provide supplemental learning opportunities to students; implementing Positive Behavioral Interventions and Supports (PBIS) recognition to promote positive behavior and reduce suspensions; utilizing our Wellness Center to support students' mental and emotional well-being; and organizing regular assemblies and school-wide recognition, such as Student of the Month, to celebrate achievements and encourage engagement at school. Additionally, Chaboya will maintain regular family communication through platforms like ParentSquare, events like Coffee with the Principal, informational workshops and presentations with the counseling staff, Principal Newsletters, and the Discover Chaboya! welcome back event, ensuring parents are active partners in their children’s education. Furthermore, professional development for teachers will be prioritized to equip them with the skills and strategies necessary to address diverse student needs effectively. These comprehensive steps are designed to foster a supportive and inclusive educational environment, enhancing overall student performance and well-being.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	0.60%	0.74%	0.96%	5	6	8
Asian	69.57%	69.45%	69.70%	583	566	582
Filipino	4.53%	4.54%	5.03%	38	37	42
Hispanic/Latino	12.41%	13.87%	14.85%	104	113	124
Pacific Islander	0.12%	0.25%	%	1	2	
White	6.92%	6.13%	5.51%	58	50	46
Multiple/No Response	5.73%	5.03%	3.83%	48	41	32
			Total Enrollment	838	815	835

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	406	419	406
Grade 8	432	396	429
Total Enrollment	838	815	835

Conclusions based on this data:

1. Student enrollment has increased: From 2024-2025 to 2025-2026 there has been an increase of 20 students on campus.
2. The percentage of students at each grade-level changed in the 2025-2026 school year from the previous year from 51.4% 7th grade students and 48.6% 8th grade students to 48.6% 7th grade students and 51.4 % of 8th grade students.
3. Overall, the percentage of students enrolled at Chaboya by demographic group has changed slightly in the 2025-2026 school year compared to the previous year. There is an increase of 0.03% of Asian students, an increase of 0.22% of African American students, a decrease of about 0.63% in white students, and a 0.98% increase in Hispanic and Latino students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	68	70	57	10.0%	8.1%	6.8%
Fluent English Proficient (FEP)	387	362	358	48.4%	46.2%	42.9%
Reclassified Fluent English Proficient (RFEP)	219	197	180	26.7%	26.1%	21.56%

Conclusions based on this data:

1. The percentage of English Language Learners (ELLs) has decreased from the 2024-2025 school year to the 2025-2026 school year from 8.1% to 6.8% .
2. The percentage of Fluent English Proficient (FEP) learners decreased from the 2024-2025 to the 2025-2026 school year from 46.2% to 42.9% respectively.
3. The percentage of Reclassified Fluent English Proficient (RFEP) students has decreased from 26.1% in 2024-2025 to 21.56% in 2025-2026.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	428	406	422	427	404	420	427	404	420	99.8	99.5	99.5
Grade 8	434	440	395	431	436	393	430	436	393	99.3	99.1	99.5
All Grades	862	846	817	858	840	813	857	840	813	99.5	99.3	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2624.	2639.	2622.	43.33	50.25	42.86	39.11	34.65	35.24	10.07	7.92	12.62	7.49	7.18	9.29
Grade 8	2635.	2641.	2639.	36.74	43.35	44.02	45.12	37.16	34.10	10.47	13.07	12.47	7.67	6.42	9.41
All Grades	N/A	N/A	N/A	40.02	46.67	43.42	42.12	35.95	34.69	10.27	10.60	12.55	7.58	6.79	9.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	38.64	40.84	40.95	55.74	52.72	50.71	5.62	6.44	8.33
Grade 8	33.95	37.16	38.93	56.74	54.59	50.38	9.30	8.26	10.69
All Grades	36.29	38.93	39.98	56.24	53.69	50.55	7.47	7.38	9.47

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	48.48	57.92	49.05	44.50	36.88	43.10	7.03	5.20	7.86
Grade 8	47.67	47.94	46.06	42.56	43.58	44.53	9.77	8.49	9.41
All Grades	48.07	52.74	47.60	43.52	40.36	43.79	8.40	6.90	8.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	22.48	24.26	20.00	73.07	69.80	72.62	4.45	5.94	7.38
Grade 8	26.05	26.15	28.50	68.37	67.43	63.61	5.58	6.42	7.89
All Grades	24.27	25.24	24.11	70.71	68.57	68.27	5.02	6.19	7.63

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	36.77	46.29	40.71	57.38	48.76	52.86	5.85	4.95	6.43
Grade 8	39.07	42.89	42.49	55.81	51.61	50.89	5.12	5.50	6.62
All Grades	37.92	44.52	41.57	56.59	50.24	51.91	5.48	5.24	6.52

Conclusions based on this data:

1. From 2023-2024 to 2024-2025 school year the percent of students who met or exceeded standards in ELA decreased by 4.51%
2. The percent of students who met or exceeded standards in ELA overall was 78.11% during the 2024-2025 school year.
3. From the 2023-2024 to the 2024-2025 school year, there was an increase in the percentage of students who scored below standard for the Writing assessment, from 6.90% to 8.61% respectively.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	428	406	422	427	404	420	427	404	420	99.8	99.5	99.5
Grade 8	433	440	396	430	437	395	430	437	395	99.3	99.3	99.7
All Grades	861	846	818	857	841	815	857	841	815	99.5	99.4	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2640.	2651.	2645.	57.14	63.37	60.71	20.37	15.84	15.95	11.48	11.14	13.57	11.01	9.65	9.76
Grade 8	2658.	2664.	2674.	55.35	57.44	60.00	18.60	16.48	13.92	14.42	12.59	12.91	11.63	13.50	13.16
Grade 11															
All Grades	N/A	N/A	N/A	56.24	60.29	60.37	19.49	16.17	14.97	12.95	11.89	13.25	11.32	11.65	11.41

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	62.30	66.83	60.95	27.17	24.50	29.76	10.54	8.66	9.29
Grade 8	54.19	55.61	56.71	35.58	32.95	30.13	10.23	11.44	13.16
Grade 11									
All Grades	58.23	61.00	58.90	31.39	28.89	29.94	10.39	10.11	11.17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	48.95	51.24	49.29	39.58	39.60	41.43	11.48	9.16	9.29
Grade 8	47.21	47.37	53.92	41.16	40.05	34.94	11.63	12.59	11.14
All Grades	48.07	49.23	51.53	40.37	39.83	38.28	11.55	10.94	10.18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	50.59	51.24	45.71	42.15	41.58	45.71	7.26	7.18	8.57
Grade 8	46.05	53.32	52.15	45.81	37.76	37.72	8.14	8.92	10.13
All Grades	48.31	52.32	48.83	43.99	39.60	41.84	7.70	8.09	9.33

Conclusions based on this data:

1. From 2023-2024 to 2024-2025 school year the percent of students who met or exceeded standards in Mathematics overall decreased by 1.1%.
2. The percent of student who met or exceeded standards in Mathematics overall was 75.32% during the 2024-2025 school year.
3. In each of the subset tests (concepts & procedures, problem solving, Data analysis Communicating reasoning), the majority of students (89% or above) were above and at or near standard during the 2024-2025 school year.

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
7	1559.3	1558.3	1541.2	1561.6	1556.1	1539.8	1556.7	1560.1	1542.1	30	29	33
8	1578.0	1569.0	1536.9	1590.0	1575.4	1525.4	1565.5	1562.1	1547.7	32	27	23
All Grades										62	56	56

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	43.33	41.38	24.24	36.67	27.59	39.39	10.00	13.79	18.18	10.00	17.24	18.18	30	29	33
8	50.00	40.74	17.39	25.00	37.04	39.13	12.50	14.81	26.09	12.50	7.41	17.39	32	27	23
All Grades	46.77	41.07	21.43	30.65	32.14	39.29	11.29	14.29	21.43	11.29	12.50	17.86	62	56	56

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	53.33	51.72	48.48	30.00	24.14	24.24	6.67	10.34	12.12	10.00	13.79	15.15	30	29	33
8	59.38	55.56	17.39	28.13	29.63	43.48	3.13	7.41	26.09	9.38	7.41	13.04	32	27	23
All Grades	56.45	53.57	35.71	29.03	26.79	32.14	4.84	8.93	17.86	9.68	10.71	14.29	62	56	56

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	16.67	17.24	21.21	50.00	44.83	27.27	20.00	17.24	30.30	13.33	20.69	21.21	30	29	33
8	21.88	11.11	13.04	34.38	44.44	21.74	25.00	29.63	43.48	18.75	14.81	21.74	32	27	23
All Grades	19.35	14.29	17.86	41.94	44.64	25.00	22.58	23.21	35.71	16.13	17.86	21.43	62	56	56

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	26.67	34.48	27.27	60.00	51.72	51.52	13.33	13.79	21.21	30	29	33
8	31.25	29.63	21.74	62.50	66.67	52.17	6.25	3.70	26.09	32	27	23
All Grades	29.03	32.14	25.00	61.29	58.93	51.79	9.68	8.93	23.21	62	56	56

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	73.33	58.62	69.70	16.67	31.03	12.12	10.00	10.34	18.18	30	29	33
8	75.00	73.08	56.52	18.75	23.08	26.09	6.25	3.85	17.39	32	26	23
All Grades	74.19	65.45	64.29	17.74	27.27	17.86	8.06	7.27	17.86	62	55	56

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	20.00	27.59	21.21	60.00	48.28	33.33	20.00	24.14	45.45	30	29	33
8	40.63	19.23	21.74	31.25	61.54	34.78	28.13	19.23	43.48	32	26	23
All Grades	30.65	23.64	21.43	45.16	54.55	33.93	24.19	21.82	44.64	62	55	56

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	23.33	20.69	18.18	63.33	75.86	69.70	13.33	3.45	12.12	30	29	33
8	9.38	7.41	0.00	81.25	88.89	91.30	9.38	3.70	8.70	32	27	23
All Grades	16.13	14.29	10.71	72.58	82.14	78.57	11.29	3.57	10.71	62	56	56

Conclusions based on this data:

1. The overall ELPAC assessment results have decreased from the 2023-2024 to the 2024-2025 school year, while the number of English learners has not changed.
2. Students declined in their written language skills from 14.29% of students at Level 4 in the 2023-2024 school year to 10.71% of students at Level 4 in the 2024-2025 school year; students need increased opportunity to practice their writing skills in class.
3. The Reading domain is an area of growth for English Learners: the percentage of students who scored at a "Well Developed" level decreased from 23.64% in the 2023-2024 school year to 21.43% in the 2024-2025 school year.

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**
815	**17.3%**	**8.6%**	**0.0%**
Total Number of Students enrolled in Chaboya 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	70	8.6%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	141	17.3%
Students with Disabilities	43	5.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.7%
American Indian	0	0.0%
Asian	566	69.4%
Filipino	37	4.5%
Hispanic	113	13.9%
Two or More Races	41	5%
Pacific Islander	2	0.2%
White	50	6.1%

Conclusions based on this data:

1. Of the 838 students at Chaboya, the Socioeconomically Disadvantaged Student Group has the highest enrollment with 141 students, followed by ELLs Student Group with 70 students, and Students with Disabilities student group with 43 students.
2. Of the 815 students at Chaboya, the Asian student group has the highest enrollment with 566 students, followed by the Hispanic student group with an enrollment of 113, the White student group with an enrollment of 50, the Filipino student group with an enrollment of 37, the African American student group with an enrollment of 6, the Pacific Islander student group with an enrollment of 2, and 41 students who self-identify of belonging to two or more races.
3. Chaboya does not have students who self-identify as American Indian.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall, Chaboya students score at the Highest Performance level in Mathematics (Blue), and the second-highest performance level in ELA (Green) on the CAASPP assessments for the 2024-2025 school year.
2. Suspension rate improved significantly from the color orange for the 2022-2023 reporting school year to the color yellow for the 2023-2024 school year, to the color green for the 2024-2025 school year. This trend indicates that

other means of corrective discipline for student behaviors is working to effectively address discipline issues on campus.

3. Chronic absenteeism improved from being "Orange" for the 2023-2024 school year to being "Green" for the 2024-2025 school year, indicating that the school's effort to support students and families and improve regular school attendance are resulting in improved school attendance for our community.

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
1	2	1	3	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	 Green	 Orange
72.9 points above standard	13.6 points above standard	64.7 points below standard
Declined 10.1 points	Maintained -1.7 points	Declined 39.7 points
804 Students	154 Students	50 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	0 Students	6.5 points above standard
		Declined 7.5 points
		142 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
98.3 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 30.8 points	6 Students	
45 Students		

Asian	Filipino	Hispanic
 Green	 Blue	 Orange
94.5 points above standard	71.4 points above standard	34 points below standard
Declined 10.1 points	Increased 34.2 points	Declined 29 points
562 Students	37 Students	110 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Green
81.6 points above standard	Fewer than 11 students - No Data for Privacy	62.1 points above standard
Increased 20.7 points	1 Student	Declined 8.4 points
39 Students		50 Students

Conclusions based on this data:

1. In the area of ELA during the 2024-2025 school year, the overall performance of Chaboya students was 72.9 points Above Standard. English learners (154 students) performed 13.6 points above standard.
2. In the area of ELA during the 2024-2025 school year, Hispanic students performed 34 points below standard, in comparison to all other racial/ethnic groups scoring 62.1 and above points higher in ELA. Hispanic students require additional academic supports and focus to support improved learning acquisition.
3. In the area of ELA during the 2024-2025 school year Long-Term English learners (LTEL) (50 students) and students with disabilities (45 students) respectively performed 64.7 and 98.3 points below grade level. LTEL and students with disabilities require additional academic supports and focus to support improved learning acquisition.

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
1	2	1	1	4

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	Green	Orange
85.4 points above standard	11.9 points above standard	87.4 points below standard
Maintained 0.6 points	Increased 9.7 points	Declined 28.6 points
806 Students	155 Students	50 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Yellow
0 Students	0 Students	10.1 points below standard
		Maintained 0.3 points
		144 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
143.6 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 17.2 points	6 Students	
45 Students		

Asian	Filipino	Hispanic
 Blue	 Blue	 Orange
118.5 points above standard	54.5 points above standard	57.4 points below standard
Maintained 1.2 points	Increased 48.9 points	Declined 9.7 points
562 Students	37 Students	111 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
85.6 points above standard	Fewer than 11 students - No Data for Privacy	70.4 points above standard
Increased 32.1 points	1 Student	Maintained -2.4 points
40 Students		50 Students

Conclusions based on this data:

1. During the 2024-2025 school year in the area of Math, the overall performance of Chaboya students was 85.4 points above standard. Based upon the data for student groups, the focus area for growth is increasing the academic performance of students with disabilities, Long-Term English learners, and Hispanic students.
2. During the 2024-2025 school year in the area of Math, the performance of the Asian student group was at the highest performance level. Based upon the data, the focus area of growth is improving the academic performance of Hispanic students, who scored 57.4 points below standard.
3. During the 2024-2025 school year, the performance of the socioeconomically disadvantaged student group was 10.1 points below standard. Based upon this data, another focus area of growth is improving the academic performance of students in the socioeconomically disadvantaged group.

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	0	1	1	2

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Blue	Blue	No Performance Color
71.8 science points	57.1 science points	45.1 science points
Maintained 1.6 points	Increased 6.2 points	Increased 2.4 points
390 Students	68 Students	22 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Green
0 Students	0 Students	55.5 science points
		Declined 2 points
		65 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
36.3 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 5.4 points	2 Students	
19 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
75.9 science points	68.5 science points	50.7 science points
Maintained 0.6 points	Increased 16.1 points	Declined 3.1 points
271 Students	17 Students	46 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
71.6 science points	Fewer than 11 students - No Data for Privacy	70.9 science points
Increased 9.5 points	1 Student	Maintained 1.4 points
26 Students		28 Students

Conclusions based on this data:

1. The performance of All Students in Science is at the highest performance level (Blue).
2. The performance of Hispanic students is lower than the performance of students belonging to other racial/ethnic student groups.
3. Students with Disabilities have the lowest performance in Scieence of all student groups.

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.

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

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

This section provides 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**
	
Orange	Orange
52% making progress.	50% making progress.
Number Students: 50 Students	Number Students: 36 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**
18.4%	30.6%	6.1%	44.9%

Conclusions based on this data:

1. The 2025 Dashboard indicates that of our 81.6% of English language learners are making progress toward English Language proficiency or maintaining their EPLI levels. 52% of the English Learners are making progress, and 50% of the Long-Term English Learners are making progress.
2. 44.9% of students progressed at least one ELPI level.
3. 18.4% of students decreased one ELPI level. Based on this data, a focus on implementing effective instructional practices to increase the academic proficiency for our ELLs is needed to address this learning gap.

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.

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 Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 Green	 Green
6.7% Chronically Absent	9.6% Chronically Absent	9.6% Chronically Absent
Declined 1.3	Declined 5.3	Declined 5.6
826 Students	73 Students	52 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	16.3% Chronically Absent
1 Student		Declined 3
		153 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
21.7% Chronically Absent	Fewer than 11 students - No Data for Privacy	0 Students
Declined 6.8	6 Students	
46 Students		

Asian	Filipino	Hispanic
 Green	 Yellow	 Orange
3.3% Chronically Absent	5.3% Chronically Absent	23.1% Chronically Absent
Declined 0.9	Maintained 0.1	Declined 1.9
570 Students	38 Students	117 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Blue
9.5% Chronically Absent	Fewer than 11 students - No Data for Privacy	2% Chronically Absent
Declined 3	3 Students	Declined 8
42 Students		50 Students

Conclusions based on this data:

1. Per the 2025 dashboard data, students who are socioeconomically disadvantaged or identified as having a disability are more likely to be chronically absent than other students.
2. Students who identify as Hispanic are more likely to be chronically absent than other students.
3. Student who are English Learners or Long-Term English Learners are more likely to be chronically absent than other students.

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	3	3	2	1

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Green	Yellow	Yellow
2.5% suspended at least one day	8% suspended at least one day	9.3% suspended at least one day
Declined 0.9%	Maintained 0%	Declined 0.9%
835 Students	75 Students	54 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	0 Students	7.8% suspended at least one day
1 Student		Increased 0.6%
		154 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
10.6% suspended at least one day	Fewer than 11 students - No Data for Privacy	0 Students
Declined 5.7%	6 Students	
47 Students		

Asian	Filipino	Hispanic
 Green	 Blue	 Orange
1% suspended at least one day	0% suspended at least one day	10.2% suspended at least one day
Declined 0.8%	Declined 5.1%	Increased 2.2%
577 Students	39 Students	118 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Orange
2.4% suspended at least one day	Fewer than 11 students - No Data for Privacy	4% suspended at least one day
Declined 6%	3 Students	Increased 2.3%
42 Students		50 Students

Conclusions based on this data:

1. The overall suspension rate for the 2024-2025 school year declined by 0.9%, and the performance level is in the "Green".
   Suspension rates for the 2024-2025 school year declined for Students with Disabilities and for Long-Term English Learners, compared to the 2023-2024 school year.
2. Suspension rates for Hispanic students increased by 2.2% for the 2024-2025 school year, compared to the 2023-2024 school year.
3. Continued implementation of preventative behavioral interventions, other means of correction, and a positive school environment will support the decline of suspension rates at Chaboya.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Conditions of Learning
Chaboya Middle School will provide the conditions for learning needed to meet the needs of all students for a high quality education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards.

Identified Need

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

The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Chaboya Middle School is rated in the green color for all students. While suspensions at Chaboya Middle School are low, the dashboard indicates a need to focus on Hispanic, White and Socioeconomically Disadvantaged students.

Students in grades 7-8, are assessed in Math and Language Arts on the CAASPP. At Chaboya Middle School, 78.11 % of students met or exceeded standards for ELA, and 75.34% of students met or exceeded standards for Mathematics. Proficiency gaps for ELA and for Mathematics exist for Students with Disabilities, Long-Term English Learners, Hispanic students and students who are socioeconomically disadvantaged.

Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 52% of ELs at Chaboya Middle School are making progress towards English language proficiency, and 50% of Long-Term English Learners are making progress towards English Language proficiency, putting Chaboya Middle Schools in "Orange". At Chaboya Middle School, 41% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP).

The California Science Test (CAST) measures progress towards Science standards for 8th graders. At Chaboya Middle School, all students scored 71.8 points above standard, in the Blue performance area. Proficiency gaps exist for Hispanic students, who are scoring at 50.7 points above standard, and in the Yellow performance area.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade level proficiency. In March of 2026, 74% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading, and 77% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated needs for supports for students with disabilities, English learners, and Hispanic students in both Reading and Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is Green with 2.5% suspended at least one day. 10.2% of Hispanic students, 7.8% of Socioeconomically Disadvantaged students and 4% of White students were suspended, putting them in orange.	The overall suspension rate will decrease, with rates for identified groups decreasing by 3%.
CAASPP ELA	Students in the following sub groups met or exceeded standards at lower rates than all students: (Source: Test Results for California Assessment website) • Students with Disabilities: 9.52% met or exceeded standards, compared with 78.11% for all students. • Long-Term English Learners: 22.23% met or exceeded standards, compared with 78.11% for all students. • Hispanic/LatinX students: 35.09% met or exceeded standards, compared with 78.11% for all students.	The proficiency gap of all subgroups will decrease by 5%.
CAASPP Math	Students in the following sub groups met or exceeded standards at lower rates than all students: (Source: Test Results for California Assessment website) • Students with Disabilities: 14.29% met or exceeded standards, compared with 75.34% for all students. • Long-Term English Learners: 28.58% met or exceeded standards, compared with 75.34% for all students. • Hispanic/LatinX students: % met or exceeded standards, compared with 75.34% for all students.	The proficiency gap of all subgroups will decrease by 5%.
CAST	Students in the following sub groups met or exceeded standards at lower rates than all students: (Source: Test Results for California Assessment website) • Students with Disabilities: 0% met or exceeded standards, compared with 67.85% for all students. 64.71% of Students with Disabilities Nearly Met Standards. • English Learners: 4.35% met or exceeded standards, compared with 67.85% for	The proficiency gap of all subgroups will decrease by 5%.

	all students. 60.87% nearly met standard, and 34.78% did not meet standard. • Hispanic/LatinX students: 34.04% met or exceeded standards, compared with 67.85% for all students. While proficiency gaps for several student group exist, science scores increase across different student groups, compared with the previous school year.	
ELPAC	21.43% of all ELs scored a 4 on ELPAC. 52% of English Learners are making progress towards English language proficiency, and 50% of Long-Term English Learners are making progress towards English Language Proficiency.	75% of English Learners will make progress towards proficiency.
iReady Reading T3 Diagnostic	Students in the following sub groups achieved "mid or above" grade level and "early on" grade level at lower rates than all students: • 36% of Hispanic/LatinX students, a gap of 38% • 1.5% of English learners, a gap of 72.5% • 19% of students with disabilities (Special Education tab in iReady), a gap of 55%	The proficiency gap of all subgroups will decrease by 5%.
iReady Math T3 Diagnostic	Students in the following sub groups achieved "mid or above" grade level and "early on" grade level at lower rates than all students: • 34.5% of Hispanic/LatinX students, a gap of 42.5% • 7% of English learners, a gap of 70% • 21% of students with disabilities (Special Education tab in iReady), a gap of 56%	The proficiency gap of all subgroups will decrease by 5%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: Tier 1 instructional strategies to support the development of academic	All students	5000 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures None Specified None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	language, Tier 1 strategies to increase student engagement, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies.		
1.2	Intervention and Instructional Support Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports, and with instructional materials.	EL students Students below grade level Students with behavior that impedes learning.	6155 Supplemental Fund 1000-1999: Certificated Personnel Salaries Colts Level Up! Intervention 1340 Supplemental Fund 3000-3999: Employee Benefits Benefits 2000 Supplemental Fund 4000-4999: Books And Supplies Instructional materials
1.3	Digital Content Students will have access to digital content that supports learning in Language Arts, Math, and Science.	All Students ELs Students below grade level Students with behavior that impedes learning.	6600 General Fund 4000-4999: Books And Supplies Digital Licenses for Supplemental Materials 2000 Supplemental Fund 4000-4999: Books And Supplies Digital Licenses for students below grade level, EL 600 Title III 4000-4999: Books And Supplies Digital Licenses for EL students
1.5			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both qualitative and quantitative indicators. The comparison of CAASPP results

between 2023-2024 and 2024-2025 reveals that while a higher percentage of Hispanic and LatinX students met or exceeded standards in math in 2024-2025, a lower percentage of Hispanic and LatinX students met or exceeded standards in ELA in 2024-2025. There was a lower percentage of English Learners and Students with Disabilities who met or exceeded standards in ELA in 2024-2025 than in 2023-2024. There was a higher percentage of Students with Disabilities who met or exceeded standards in math in 2024-2025 than in 2023-2024, but a lower percentage of English Learners who met or exceeded standards in math in 2024-2025 than in 2023-2024. This means that our efforts to strengthen Tier 1 instruction will continue in the 2026-2027 school year. Analysis of student achievement data and classroom assessments indicates a need for stronger alignment and consistent instruction of essential standards in both Mathematics and English Language Arts. Students continue to need support with foundational math skills, reading comprehension, academic writing, and applying grade level concepts. During the upcoming school year, the school will focus on prioritizing essential standards and strengthening instruction to improve student achievement for all learners.

Activity 1.1: Professional Development: Our collaboration on Tier 1 instructional strategies will continue in the 2026-2027 school year. The professional development will support all students, including students who are working towards proficiency. Achievement gaps still exist for students with disabilities, Hispanic/LatinX students and English Learners in English Language Arts, Math and Science proficiency.

Activity 1.2: After-school instructional support will continue to take place several times a week, and provide students with disabilities, English learners and Hispanic/LatinX students who are below grade level with support. Digital content was used to support the learning of all students in English Language Arts, Math, Science and Social Studies (History), with an emphasis on supporting English Learners and students who are below grade level. Funding for Action 1.2 will continue to allow after school support three days a week (during most weeks). throughout the school year.

Activity 1.3: This strategy is successful in supporting students, and funding will continue next year.

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

Our school experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year. Expenditure differences:

Activity 1.1: Professional Development: For the 2025-2026 we used school and district resources for professional development, and did not use outside resources. For the 2026-2027 school year, the funding for this action item will allow the school to use outside resources to complement our professional development.

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.

From our analysis, here are the planned adjustments for our 2026-2027 School Plan for Student Achievement (SPSA). No changes will be made to current goal focusing on providing the conditions to meet the needs of all students for a high quality education.
During the 2025-2026 school year the Chaboya staff reviewed assessment data and worked collaboratively to implement strategies with the goal of increasing student engagement and developing students' academic language. The Instructional Leadership Team led collaborative work within departments to analyze student work and discuss the implementation of different instructional strategies. Collaboration within departments, led by the Instructional Leadership Team, will continue in the 2026-2027 school year.

Activity 1.2: The level of funding of Colts Level Up! will be maintained, so that this after-school support will continue to be offered three times a week (during most weeks). This aligns with our effectiveness analysis and implementation experiences from the current year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Engagement
Chaboya Middle School will provide programs that support positive student and family engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child.

Identified Need

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

The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Chaboya Middle School is rated in the green with 6.7% of students chronically absent. The dashboard indicates a need to focus on students who Hispanic, socio-economically disadvantaged students, students with disabilities, and Filipino students.

Suspension rate indicates the amount of engagement that students have at school. Chaboya Middle School is rated green on the California School Dashboard. While suspensions at Chaboya Middle School are very low, the dashboard indicates a need to focus on students Hispanic and white students, and Socioeconomically Disadvantaged students.

Chronic Absenteeism rates for all students are 6.7%. There is a need to focus on Students with Disabilities, Hispanic/Latino students, students who are Socioeconomically Disadvantaged and Filipino students.

According to the PowerSchool Incident Management Report, there were 245 incidents during the 2024-2025 school year. Other means of correction (OMC) were used as a consequence in 92% of incidents reported in PowerSchool. The report indicated a need to focus on students that are Hispanic/Latino and Asian Indian.

In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 7-8. Results of that survey indicate that 97% of staff, 97.5% of students, and 95% of parents/caregivers are familiar or very familiar with school wide rules.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Engagement	New: The overall Student Chronic Absentee Rate is green with 6.7% chronically absent. • 21.7% of students with disabilities were chronically absent, putting them in orange. • 23.1% of Hispanic students were chronically absent, putting them in red.	The overall rate of students that are chronically absent will decrease by 3%, with rates for identified groups decreasing by 3%.
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is green with 2.5% suspended at least one day. • 10.2% of Hispanic students were suspended, putting them in orange. • 7.8% of Socioeconomically Disadvantaged students were suspended, putting them in orange.	The overall suspension rate will decrease, with rates for identified groups decreasing by 3%.
PowerSchool Chronic Absenteeism Report	Need to update: 7.9% of all students were identified as chronically absent from August 2024 to April 2025 in PowerSchool. Student groups of Concern 40% of Hispanic/Latino	4% or less of all students will be chronically absent from August 2024 to April of 2025. Student groups of concern will be chronically absent at the levels as follows: 35% of Hispanic/Latino.
PowerSchool Incident Management	Need to update: 83% of all office referrals resulted in OMC from August 2024 to April 2025 in PowerSchool. Student groups that were referred disproportionately included Hispanic/LatinX students.	Student groups that were referred disproportionately will decrease in office referrals by 5% for all subgroups.
EESD Safety Survey	Need to update: In fall 2023, 91% of staff are familiar or very familiar with the school wide rules. 89% of students are familiar or very familiar with the school wide rules. 86% of community are familiar or very familiar with the school wide rules.	In fall 2024, 100% of staff will be familiar or very familiar with the school wide rules. 95% of students will be familiar or very familiar with the school wide rules. 91% of community will be familiar or very familiar with the school wide rules.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	PBIS	All Students	9149 Supplemental Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students.This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, attending conferences and school assemblies.	Students below grade level Students with behavior that impedes learning.	4000-4999: Books And Supplies PBIS supplies (i.e. rewards, posters, Wellness materials) 3000 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Assemblies
2.2	Family Engagement Opportunities: In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.	All Students Students below grade level Students with behavior that impedes learning.	4200 General Fund 4000-4999: Books And Supplies Family events 200 Supplemental Fund 4000-4999: Books And Supplies Family events 1350 Supplemental Fund 1000-1999: Certificated Personnel Salaries Discover Chaboya!, parent/caregivers information nights, Leadership pre-school day 294 Supplemental Fund 3000-3999: Employee Benefits Benefits
2.3	Family Communication: Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook	All Students ELs	500 Title III 5800: Professional/Consulting Services And Operating Expenditures Translation Services for EL Families
2.4	Enrichment Opportunities: The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons. Students will have the opportunity to participate in a variety of enrichment activities. Activities may include, but are not limited to: collaborations with	All Students Under-served students Students below grade level Students with behavior that impedes learning.	2000 Supplemental Fund 1000-1999: Certificated Personnel Salaries Teacher-Led Clubs 1215 Title III 4000-4999: Books And Supplies Field Trips

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	local high school groups, field trips, and teacher led clubs.		440 Supplemental Fund 3000-3999: Employee Benefits Benefits
2.5	Extracurricular Sports Students will have the opportunity to participate in a variety of extracurricular sports outside of school hours.	All Students	25953 General Fund 1000-1999: Certificated Personnel Salaries Coaches & Game Support 5664 General Fund 3000-3999: Employee Benefits 1383 General Fund 4000-4999: Books And Supplies Supplies & Equipment 2100 General Fund 5700-5799: Transfers Of Direct Costs Busses 7000 General Fund 5800: Professional/Consulting Services And Operating Expenditures Referees 600 General Fund 5000-5999: Services And Other Operating Expenditures League Dues

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2 as demonstrated by both qualitative and quantitative indicators. Chaboya Middle School is now in green for Chronic Absenteeism, with a decline of 1.3%. The dashboard indicates that while progress was made and chronic absenteeism rates for English Learners and Long-Term English Learners declined from the previous school year, we need to continue our focus on reducing the chronic absenteeism of of Hispanic and LatinX students and Students with Disabilities. Suspension rates improved from yellow to green and declined by 0.9% from the previous year

which indicates an improvement in student engagement at school. Efforts to reduce suspension rates need to focus on Hispanic students and students who are Socioeconomically Disadvantaged.

Activity 2.1: We will continue to fund the implementation of a strong system of Positive Behavior and Supports, to decrease Chronic Absenteeism and improve student engagement.

Activity 2.2: We will continue funding for Family Engagement opportunities, to deepen our collaboration with the families and the community, and we will increase the number of parent information nights that we will be offering during the 2026-2027 school year. This year we offered parent information sessions on mental health and SEL, and we will continue these sessions next year.

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

Need to update:

Our school experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year. Expenditure Differences:

Activity 2.2: This strategy was successfully implemented and used to host a variety of events, including a parent information night on how to support students academically and with mental health. Based on the expressed interest by parents and caregivers, we will continue to offer parent information nights during the 2026-2027 school year.

Activity 2.4: The budget to support student-led clubs will be increased to reflect the vast interest of the students in having these clubs.

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.

Need to update:

From our analysis, here are the planned adjustments for our 2026-2027 School Plan for Student Achievement (SPSA). No changes will be made to current goal focusing on positive student and family engagement. We will continue to monitor chronic absenteeism and suspension rates, as well as the number of office referrals and the school's Safety Survey.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Outcomes
Students at Chaboya Middle School will progress towards proficiency in Math, Language Arts, and Science.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

Identified Need

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

The California School Dashboard utilizes student scores on the CAASPP test in Language Arts, Math, and Science (CAST). Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 7-8, are assessed in Math and Language Arts on the CAASPP.

Chaboya Middle School scored blue in Math because students maintained their proficiency levels. Chaboya Middle School scored green in Language Arts because all students scores declined by 10.1 points.

The California Science Test (CAST) measures progress towards Science standards for 8th graders. At Chaboya Middle School, 67.85 % of all students scored proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade level proficiency. In March of 2026, 74% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. In March of 2026, 77.0% of all students were “Early on” or “Mid or Above” grade level proficiency in Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	78.11% of all students are proficient.	82% of all students will be proficient.
CAASPP Math Results	75.34% of all students are proficient.	79% of all students will be proficient.
CAST Results	67.85% of all students are proficient.	72% of all students will be proficient.
iReady Reading T3 Diagnostic	74% of all students are proficient.	78% of all students will be proficient.
iReady Math T3 Diagnostic	77.0% of all students are proficient.	81% of all students will be proficient.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Effective Learning Environments:	All Students	28824 General Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	In order for all students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, copier maintenance and supplies, overtime for staff to complete projects that are outside of their working hours.		4000-4999: Books And Supplies Classroom / Department Budgets / Clerical Supplies 3500 General Fund 4000-4999: Books And Supplies General Operational Supplies (i.e. Copier & Maintenance, Decor and Admin Supplies) 238 General Fund 5000-5999: Services And Other Operating Expenditures Mileage 20723 General Fund 1000-1999: Certificated Personnel Salaries Site-Based Committees (i.e. ILT, Scheduling, SEAT) 4560 General Fund 3000-3999: Employee Benefits Benefits 724 Title III 4000-4999: Books And Supplies Library Books 1500 General Fund 5000-5999: Services And Other Operating Expenditures Computer Repairs
3.2	Academic Progress Monitoring Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, and collaboration time.	All Students Students below grade level Students with behavior that impedes learning.	3000 Supplemental Fund 1000-1999: Certificated Personnel Salaries Collaboration Release Time (i.e. IEP transition meetings) 654 Supplemental Fund 3000-3999: Employee Benefits Benefits
3.3	ELA Support Class	Students below grade level	2500 General Fund 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			RTI ELA class

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Based on our analysis of metrics and outcomes, the implementation of activities showed varying levels of effectiveness in achieving Goal 3 as demonstrated by both qualitative and quantitative indicators. iReady Reading assessment data indicates that while the iReady scores for assessment 3 for all students did not change significantly from 2024-2025 to 2025-2026, the Reading cores for English Learners, Hispanic and LatinX students, and Students with Disabilities decreased in 2025-2026 compared to the Reading scores from 2024-2025. From the first iReady Diagnostics assessment in Reading administered in September 2025 to the last iReady Diagnostics assessment in Reading administered in March 2026, the percentage of students scoring “Mid or above grade level” and “Early on Grade Level” for all students increased by 1.5%. The percentage of English Learners scoring “Mid or above grade level” and “Early on Grade Level” decreased during this time period by 6.5%. The percentage of Hispanic/LatinX students scoring “Mid or above grade level” and “Early on Grade Level” increased by 3% during this time period. The percentage of students with disabilities scoring “Mid or above grade level” and “Early on Grade Level” increased by 4% during this time period.

iReady Math assessment data for the 2025-2026 school year indicates a 6% increase in proficiency for all students from the first assessment in September of 2025 to the third assessment in March of 2026. For English Learners, the percentage of students scoring “Mid or above grade level” and “Early on Grade Level” decreased by 7% during the 2025-2026 school year. The percentage of Hispanic and LatinX students scoring “Mid or above grade level” and “Early on Grade Level” increased by 9.5%, and the percentage of Students with Disabilities scoring “Mid or above grade level” and “Early on Grade Level” increased by 2% during the 2025-2026 school year.

The staff will continue to develop effective learning environments to support the growth of all students in academics. Analysis of student achievement data and classroom assessments indicates a need for stronger alignment and consistent instruction of essential standards in both Mathematics and English Language Arts. Students continue to need support with foundational math skills, reading comprehension, academic writing, and applying grade level concepts. During the upcoming school year, the school will focus on prioritizing essential standards and strengthening instruction to improve student achievement for all learners.

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

Our school experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year. Successful Implementation:

Activity 3.2: Academic Progress Monitoring: Staff met and collaborated on supporting specific students, but not all the funds allocated to this goal were spent. This collaborative work happened mostly during staff meeting time and during minimum days, after the instructional day.

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.

From our analysis, here are the planned adjustments for our 2026-2027 School Plan for Student Achievement (SPSA). No changes will be made to current goal focusing on progress towards proficiency in Math, Language Arts, and Science.

No Metrics Modifications: We will continue to analyze iReady and CAASPP data. Activity Modifications:

Activity 3.3: The planned expenditure will fund materials for a RTI ELA class, to support student who are 2 or more years below grade level in Reading. This expenditure aligns with our goal of closing achievement gaps for students who need additional support.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$154,966.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title III	$3,039.00

Subtotal of additional federal funds included for this school: $3,039.00

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

State or Local Programs	Allocation ($)
General Fund	$115,345.00
Supplemental Fund	$36,582.00

Subtotal of state or local funds included for this school: $151,927.00

Total of federal, state, and/or local funds for this school: $154,966.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	125,240.00	9,895.00
Supplemental Fund	38,528.00	1,946.00
Title III	3,990.00	951.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	115,345.00
Supplemental Fund	36,582.00
Title III	3,039.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	59,181.00
3000-3999: Employee Benefits	12,952.00
4000-4999: Books And Supplies	62,895.00
5000-5999: Services And Other Operating Expenditures	2,338.00
5700-5799: Transfers Of Direct Costs	2,100.00
5800: Professional/Consulting Services And Operating Expenditures	15,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	46,676.00
3000-3999: Employee Benefits	General Fund	10,224.00
4000-4999: Books And Supplies	General Fund	47,007.00
5000-5999: Services And Other Operating Expenditures	General Fund	2,338.00
5700-5799: Transfers Of Direct Costs	General Fund	2,100.00

5800: Professional/Consulting Services And Operating Expenditures	General Fund	7,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	12,505.00
3000-3999: Employee Benefits	Supplemental Fund	2,728.00
4000-4999: Books And Supplies	Supplemental Fund	13,349.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	8,000.00
4000-4999: Books And Supplies	Title III	2,539.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,695.00
Goal 2	65,048.00
Goal 3	66,223.00

School Site Council Membership

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

1 School Principal

1 Classroom Teachers

2 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Michal Nozik	Principal
Irene Khor	Classroom Teacher
Regina Zamora	Other School Staff
Tien Pham	Parent or Community Member
Sidharth Dalmia	Parent or Community Member
Kaitlyn Ly	Secondary Student
Aubrilyn Nguyen	Secondary Student
Diana Halteh	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
see attachment	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/21/2026.

Attested:

see attachment	Principal, Michal Nozik on 4/21/2026
See attachment	SSC Chairperson, Diana Halteh on 4/21/2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/21/2026.

Attested:



Principal, Michal Nozik on 4/21/2026

SSC Chairperson, Diana Halteh on 4/21/2026



EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

GENERAL BUDGET/UNRESTRICTED LOTTERY

FY 2026-27

SCHOOL:	CHABOYA	SITE #	015	ALLOCATION:	$ 72,645.00
			3 digits - 0##		

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Hourly Teacher	010-1100-0	1120	00-1170	1000	015	13,740	ILT 48 h, Scheduling 30 h + LBS
SEAT School Enrichment*(required $55.86 x 125 hours)*	010-1100-0	1120	00-1170	1000	015	**6,983**	CONTRACTED SEAT HOURS
Substitute Teachers (*paid by site)*	010-1100-0	1150	00-1170	1000	015		
Subs for absences are charged to the District:	010-1100-0	1150	00-1298	1000	081		
*Other**	010-1100-0		00-1170		015		
21.88% Benefits	010-1100-0	3xx1	00-1170		015	4,560	
Classified Salaries (for timesheets)							
Hourly Classroom Aide / Paraprofessional	010-1100-0	2190	00-1170	1000	015		
Hourly M&O / Custodian	010-1100-0	2224	00-1170	8100	015		
Hourly Clerical	010-1100-0	2460	00-1170	2700	015		
Hourly Health Aide	010-1100-0	2950	00-1170	3140	015		
Hourly Noon Duty	010-1100-0	2950	00-1170	3900	015		
*Other**	010-1100-0		00-1170		015		
35.38% Benefits	010-1100-0	3xx2	00-1170		015	-	
Supplies (for POs & reimbursements)							
Books	010-1100-0	**4200**	**00-1170**	**1000**	**015**	2,500	TRI
Classroom Supplies	010-1100-0	**4310**	**00-1170**	**1000**	**015**	23,024	teachers budgets
Office Supplies	010-1100-0	**4351**	**00-1170**	**2700**	**015**	6,800	1000 for family events + 5,800 for office
Equipment $500 -4,999 *(function depends on use*)*	010-1100-0	4400	00-1170		015		
*Other**	010-1100-0		00-1170		015		
Other Services & Operating Costs (for POs & reimbursements)							
Travel/Conference	010-1100-0	5210	00-1170	1000	015		
Conference Registration Fees	010-1100-0	5220	00-1170	1000	015		
Mileage Reimbursement	010-1100-0	5299	00-1170	1000	015	238	
Maintenance Repair	010-1100-0	5610	00-1170	8100	015		
Computer Repair	010-1100-0	5611	00-1170	1000	015	1,500	
Copier Maintenance *(required = Purchasing PO)*	010-1100-0	5615	00-1170	1000	**015**	3,500	
Consultant/Contractors	010-1100-0	**5815**	**00-1170**	**1000**	**015**	3,200	for promotion: security + DJ

web subscriptions and software			010-1100-0	**5826**	**00-1170**	**1000**	**015**	6,600	digital licenses	
Field Trip			010-1100-0	5840	00-1170	1000	015			
*Other**			010-1100-0		00-1170		015			
*Other**			010-1100-0		00-1170					
**Fill out with Business Office - we're happy to help*										
					TOTAL BUDGET			**72,645**		

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

							should match Allocation			
						variance:	1			

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

SUPPLEMENTAL BUDGET
FY 2026-27

pbis

SCHOOL:	CHABOYA	SITE #	015		ALLOCATION:	$ 36,582.00
			3 digits - 0##			

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Hourly Teacher	010-0159-0	1120	00-1590	1000	015	12,505	
Hourly Teacher	010-0159-0	1120	00-1590	1000	015		
Substitute Teachers (*paid by site)*	010-0159-0	1150	00-1590	1000	015		
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081		
*Other**	010-0159-0		00-1590		015		
21.88% Benefits	010-0159-0	3xx1	00-1590		015	2,750	
Classified Salaries (for timesheets)							
Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	015		
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	015		
Hourly Clerical	010-0159-0	2460	00-1590	2700	015		
Hourly Health Aide	010-0159-0	2950	00-1590	3140	015		
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	015		
*Other**	010-0159-0		00-1590		015		
35.38% Benefits	010-0159-0	3xx2	00-1590				
Supplies (for POs & reimbursements)							
Books	**010-0159-0**	**4200**	**00-1590**	**1000**	**015**		
Classroom Supplies /Instructional Supplies Classroom	**010-0159-0**	**4310**	**00-1590**	**1000**	**015**	9,127	$7,127 for PBIS, $2,000 for instructional materials for PD
Office Supplies	**010-0159-0**	**4351**	**00-1590**	**2700**	**015**	200	
Parts/Supplies M.O.T.	**010-0159-0**	**4365**	**00-1590**	**8100**	**015**		
Equipment $500 -4,999 *(function depends on use*)*	010-0159-0	4400	00-1590		015		
*Other**	010-0159-0		00-1590		015		
Other Services & Operating Costs (for POs & reimbursements)							
Travel/Conference	010-0159-0	5210	00-1590	1000	015		
Conference Registration Fees	010-0159-0	5220	00-1590	1000	015	2,000	Leadership conference for PBIS
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	015		
Maintenance Repair	010-0159-0	5610	00-1590	8100	015		
Computer Repair	010-0159-0	5611	00-1590	1000	015		
Copier Maintenance	010-0159-0	5615	00-1590	1000	**015**		
Consultant/Contractors	**010-0159-0**	**5815**	**00-1590**	**1000**	**015**	8,000	$5000 for PD + $3000 for assemblies
Software, Subscriptions & Licenses	**010-0159-0**	**5826**	**00-1590**	**1000**	**015**	2,000	

Field Trip			010-0159-0	5840	00-1590	1000	015					
*Other**			010-0159-0		00-1590		015					
*Other**			010-0159-0		00-1590							
**Fill out with Business Office - we're happy to help*												
					TOTAL BUDGET			**36,582**				

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

should match Allocation

variance: -

MS Extra Curricular

2026-2027

SCHOOL:	CHABOYA	SITE #	015		ALLOCATION:	$		42,700.00
Certificated Salaries (for timesheets)			FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Coaching Stipend			010-1100-0	1910	00-1250	4100	015	25,953
Substitute Teachers (*paid by site)*			010-1100-0	1150	00-1250	4100	015	
*Other**			010-1100-0		00-1250		015	
21.88%	*Benefits*		010-1100-0	3xx1	00-1250		015	5,664
Classified Salaries (for timesheets)								
Hourly Classroom Aide / Paraprofessional			010-1100-0	2190	00-1250	4100	015	
*Other**			010-1100-0		00-1250		015	
35.38%	*Benefits*		010-1100-0	3xx2	00-1250		015	-
Supplies (for POs & reimbursements)								
Classroom Supplies			010-1100-0	4310	00-1250	4100	015	1,383
Equipment $500 -4,999 *(function depends on use*)*			010-1100-0	4400	00-1250		015	
*Other**			010-1100-0		00-1250		015	
Other Services & Operating Costs (for POs & reimbursements)								
Travel/Conference			010-1100-0	5210	00-1250	4100	015	
Conference Registration Fees			010-1100-0	5220	00-1250	4100	015	
Mileage Reimbursement			010-1100-0	5299	00-1250	4100	015	
Dues & Memberships			010-1100-0	5310	00-1250	4100	015	600
Field Trip District Buses			010-1100-0	5720	00-1250	4100	015	2,100
Consultant/Contractors - Referees			010-1100-0	5815	00-1250	4100	015	7,000
Field Trip Non-District Buses			010-1100-0	5840	00-1250	4100	015	
*Other**			010-1100-0		00-1250		015	
	*Other**		010-1100-0		00-1250			
**Fill out with Business Office - we're happy to help*								

					TOTAL BUDGET			**42,700**
Statutory Benefits Calculation							*should match Allocation*	
19.10%	STRS (Certificated only)	3101					*variance:*	#REF!
26.40%	PERS (Classfied only)	3202						
6.20%	OASDI (CL)	331X						
1.45%	Medicare (CE & CL)	332X						
0.05%	State Unemployment (	350X						
1.275%	Workers Comp (CE & C	360X						

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

TITLE III BUDGET
FY 2026-27

SCHOOL:	CHABOYA	SITE #	015		ALLOCATION:	$	3,039.00
			3 digits - 0##				

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Hourly Teacher	060-4203-0-	1120	00-1551	1000	015		
Hourly Teacher	060-4203-0-	1120	00-1551	1000	015		
Substitute Teachers (*paid by site)*	060-4203-0-	1150	00-1551	1000	015		
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081		
*Other**	060-4203-0-		00-1551		015		
21.88% Benefits	060-4203-0-	3xx1	00-1551				
Classified Salaries (for timesheets)							
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	015		
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	015		
Hourly Clerical	060-4203-0-	2460	00-1551	2700	015		
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	015		
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	015		
*Other**	060-4203-0-		00-1551		015		
35.38% Benefits	060-4203-0-	3xx2	00-1551				
Supplies (for POs & reimbursements)							
Books	**060-4203-0-**	**4200**	**00-1551**	**1000**	**015**	724	
Classroom Supplies	**060-4203-0-**	**4310**	**00-1551**	**1000**	**015**	1,215	for EL students
Office Supplies	**060-4203-0-**	**4351**	**00-1551**	**2700**	**015**		
Parts/Supplies M.O.T.	**060-4203-0-**	**4365**	**00-1551**	**8100**	**015**		
Equipment $500 -4,999 *(function depends on use*)*	060-4203-0-	4400	00-1551		015		
*Other**	060-4203-0-		00-1551		015		
Other Services & Operating Costs (for POs & reimbursements)							
Travel/Conference	060-4203-0-	5210	00-1551	1000	015		
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	015		
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	015		
Maintenance Repair	060-4203-0-	5610	00-1551	8100	015		
Computer Repair	060-4203-0-	5611	00-1551	1000	015		
Copier Maintenance	060-4203-0-	5615	00-1551	1000	**015**		
Consultant/Contractors	**060-4203-0-**	**5815**	**00-1551**	**1000**	**015**	500	
Software, Subscriptions & Licenses	**060-4203-0-**	**5826**	**00-1551**	**1000**	**015**	600	
Field Trip	060-4203-0-	5840	00-1551	1000	015		
*Other**	060-4203-0-		00-1551		015		
*Other**	060-4203-0-		00-1551				

**Fill out with Business Office - we're happy to help*

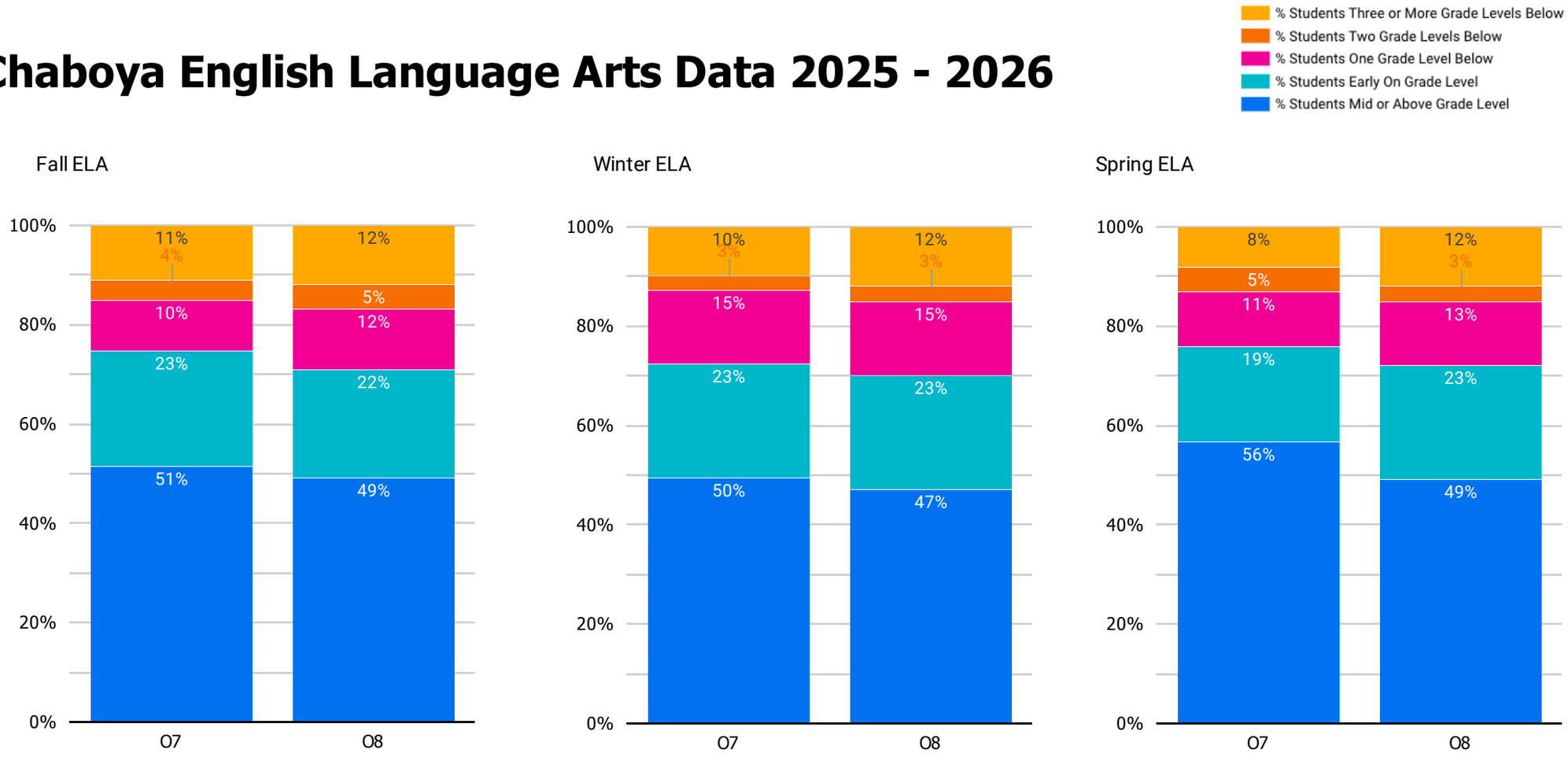
TOTAL BUDGET 3,039

Statutory Benefits Calculation					
19.10%	STRS (Certificated only)	3101	859		
26.40%	PERS (Classfied only)	3202			
6.20%	OASDI (CL)	331X			
1.45%	Medicare (CE & CL)	332X	65		
0.05%	State Unemployment (CE & CL)	350X	3		
1.275%	Workers Comp (CE & CL)	360X	54		
			981		

should match Allocation

variance: -

Chaboya English Language Arts Data 2025 - 2026

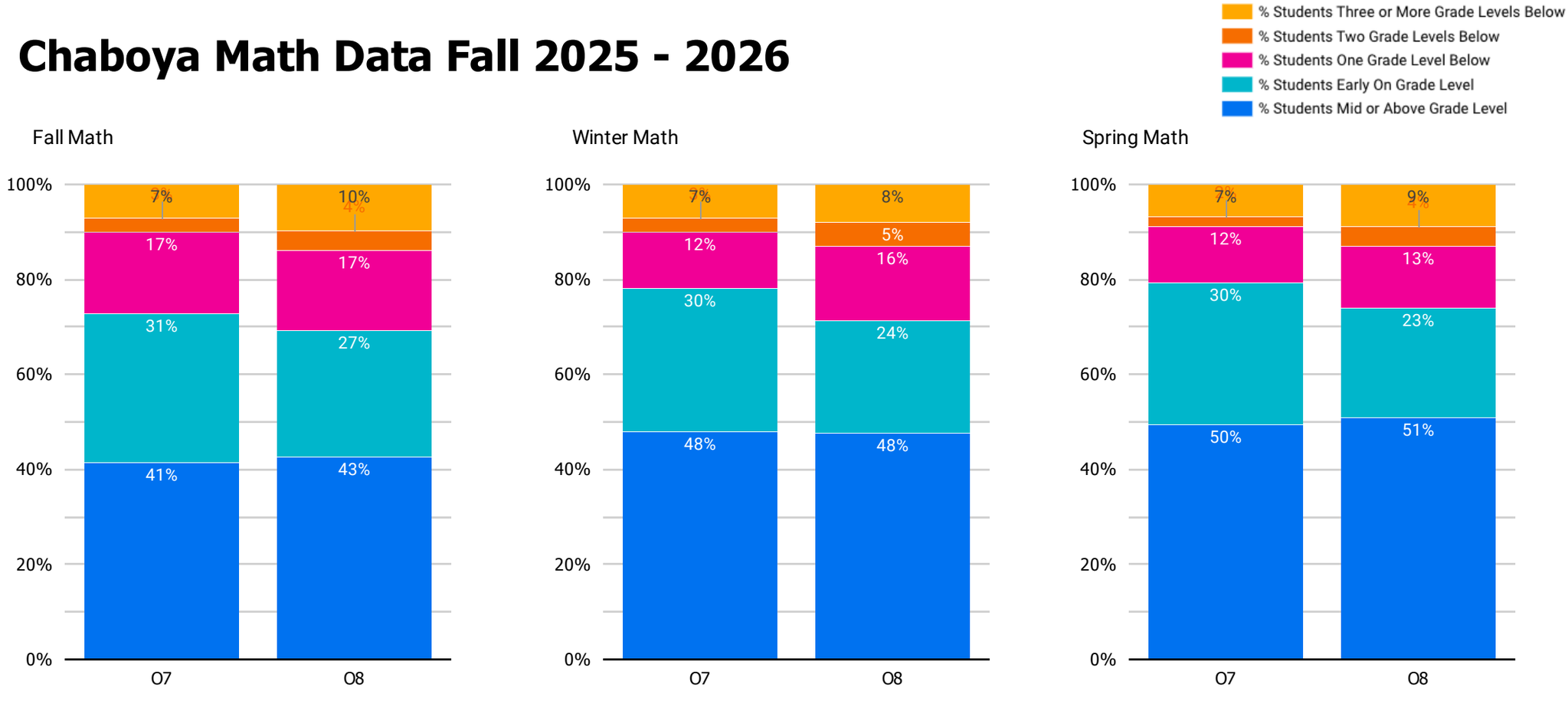


Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
O7	207	94	42	17	44
O8	207	91	51	23	50

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
O7	203	93	61	13	40
O8	199	97	64	12	51

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
O7	231	78	44	22	34
O8	205	95	53	13	50

Chaboya Math Data Fall 2025 - 2026



Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
O7	168	126	70	12	29
O8	182	113	70	16	42

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
O7	198	121	51	11	28
O8	202	100	67	23	33

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
O7	204	121	49	9	27
O8	215	97	57	17	38

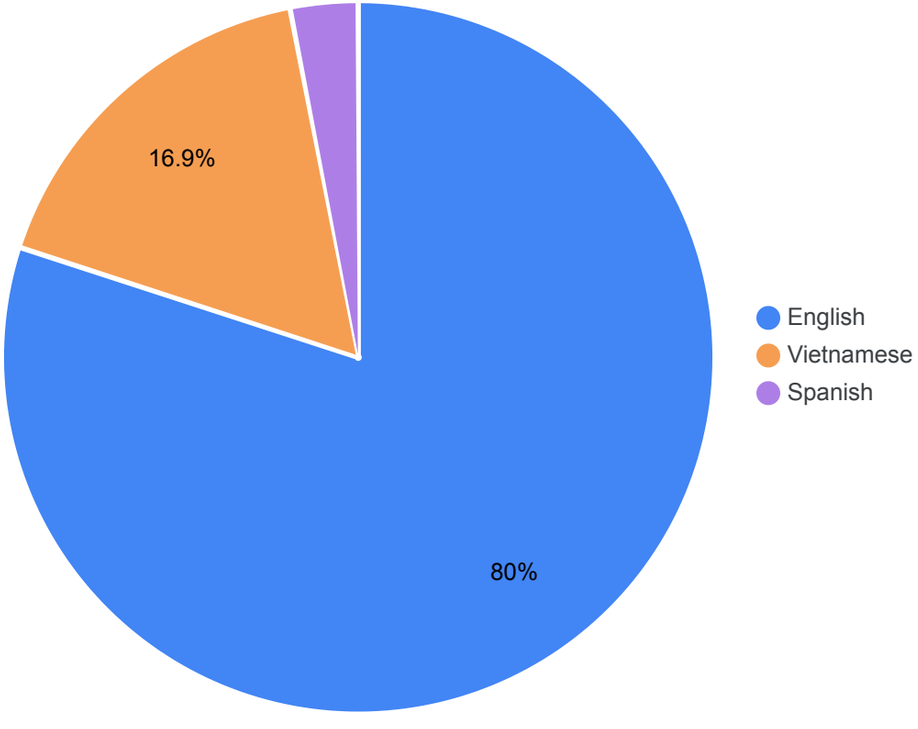
Chaboya
MIDDLE SCHOOL

2025-2026 Parent Involvement Policy

The schoolwide programs at Chaboya Middle School shall involve parents, community, and staff in collaborative activities that assist parents in acquiring a clear understanding of Chaboya Middle School academic expectations, provide opportunities for parents to sharpen their skills in assisting their child to achieve academic success, and involve parents in pertinent decisions crucial to their child's academic growth and development. Parents will be encouraged to be empowered decision-makers and leaders in our school and community.

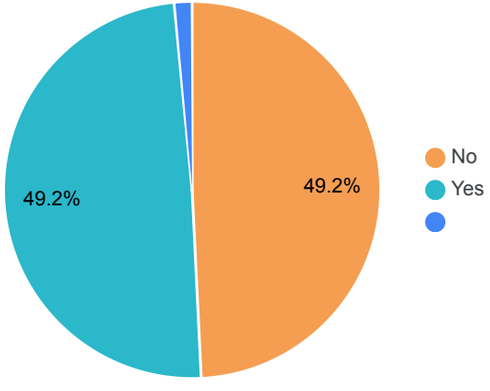
1. The Chaboya Middle School Site Council will review schoolwide programs each spring and provide input on categorical program needs and assessment data.
2. The parents participating in the School Site Council will elect a parent representative to the District Advisory Committee (DAC). All DAC representatives will receive written notification regarding the time and location of the meetings.
3. Every November, Student-Parent-Teacher conferences take place. The parent, student, and teachers will build and sustain a partnership to help the students achieve high standards.
4. Notices and the weekly Colts Newsletter will be offered in English, Spanish and Vietnamese whenever possible. All workshops will offer translation into Spanish and Vietnamese, as needed and when available. Additional languages will be accommodated as needed.
5. An ongoing process assessing student progress during the school year and communicating with parents will occur through parent conferences, i-Ready Diagnostic Reports, report cards, letters and year-end assessment reports.
6. Parents have the opportunity to lead and support various extended learning opportunities for students' (Math Olympiad and Science Olympiad).
7. Parents are invited and encouraged to be a part of our Parent, Teacher, and Student Association.
8. Chaboya Middle School English Learners Advisory Committee (ELAC) will be formed with the majority of its parent representatives elected by parents of participating students in the ELD program. This committee will continue to involve parents with ongoing planning and evaluation opportunities for the EL students. New members will be recruited and trained regularly to help in the decision-making process. The committee will meet a minimum of four times annually.
9. ELAC members will elect a parent representative to the District English Learners Advisory Committee (DELAC.) All DELAC parent representatives will receive written notification regarding the time and location of the DELAC meetings.
10. Parents will continue to be a major part of the decision-making process during the Student Study Team, IEP, and/or 504 meetings. Parents will be requested to attend and provide input regarding their child's progress and will help in planning strategies and activities to assure their child's success in school.
11. Annual surveys will be conducted each year that includes feedback from staff, parents and students about the needs, concerns, and commendations of the school.
12. Parents are invited to participate in various school activities and gatherings including after school activities (sports events and dances), Academic Honors Celebration(s), classroom exhibitions, and various parent information nights (#ICanHelp, SJPD Cyber Awareness & Drug Prevention, Back to School Night, Parent Orientation, i-Ready Parent Information Workshop, and Building Resiliency in Middle School parent workshop).

Chaboya Middle School: Language

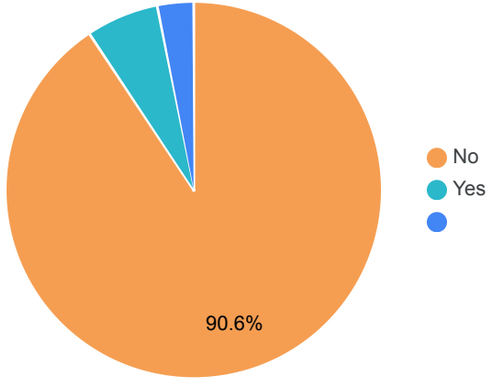


Chaboya Middle School: Are you the Parent/Guardian of:

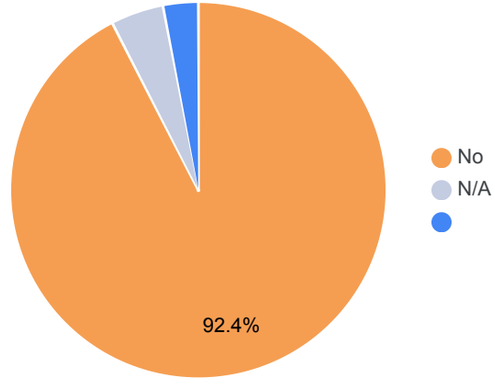
English Learner



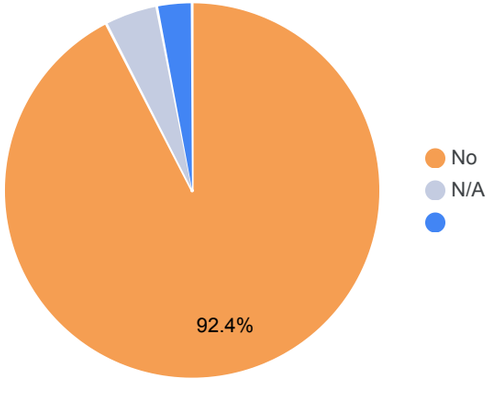
Receiving special education services



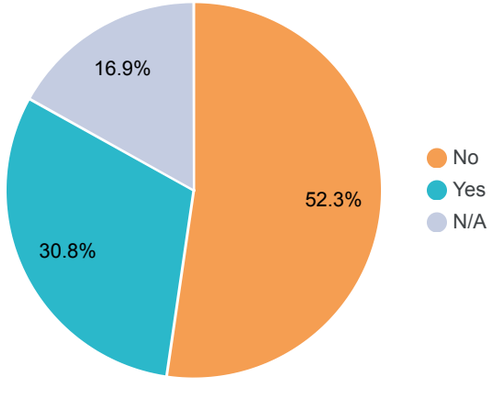
Foster youth



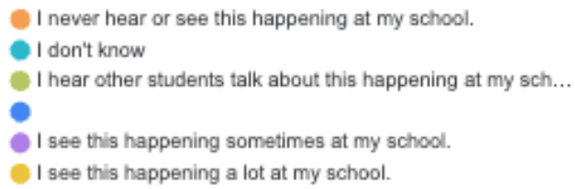
Migrant education program



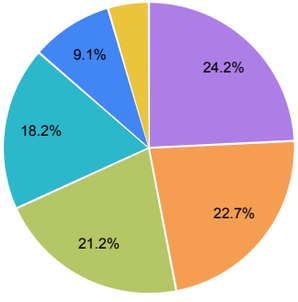
Free or reduced lunch



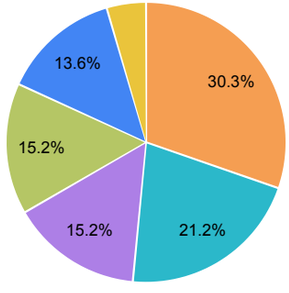
Chaboya Middle School: How much do you find the following to be a problem at your child's school?



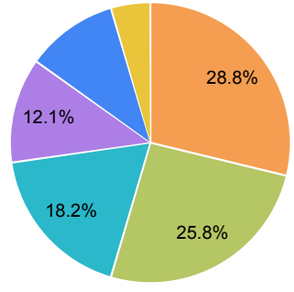
Bullying



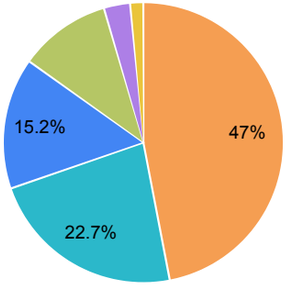
Harassment, and intimidation



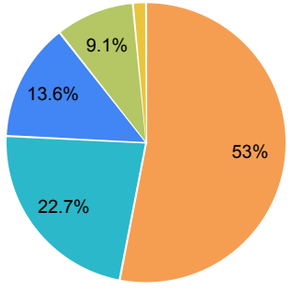
Fights and Assault



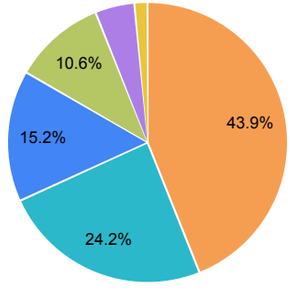
Student interest in gangs



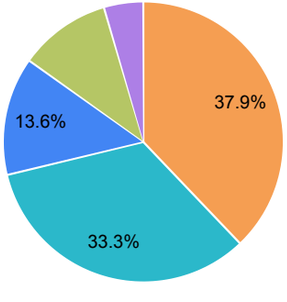
Illegal weapons



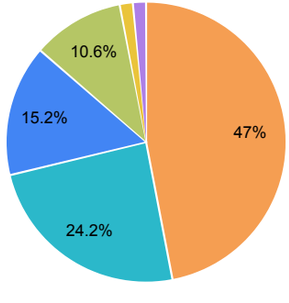
Graffiti and vandalism



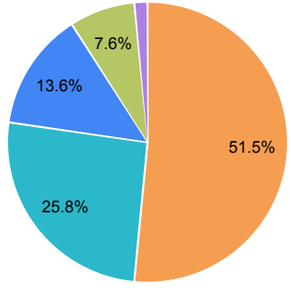
People trespassing on campus



Drug use



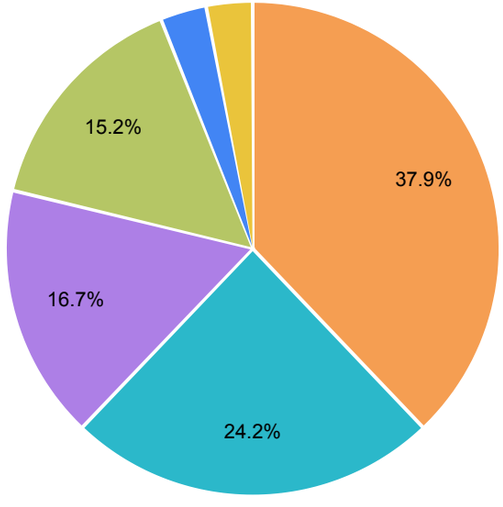
Alcohol use



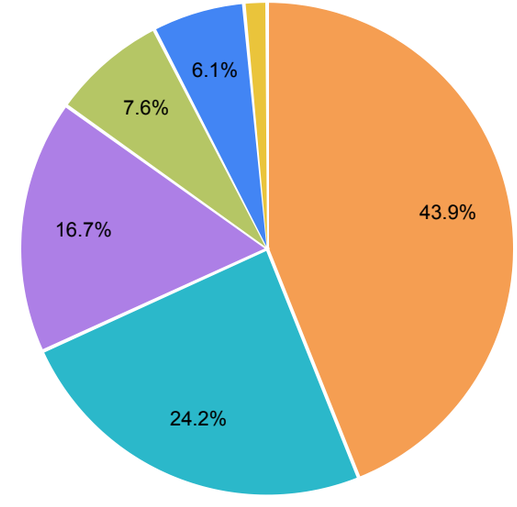
Chaboya Middle School: Students at my child's school get put down because of their___.



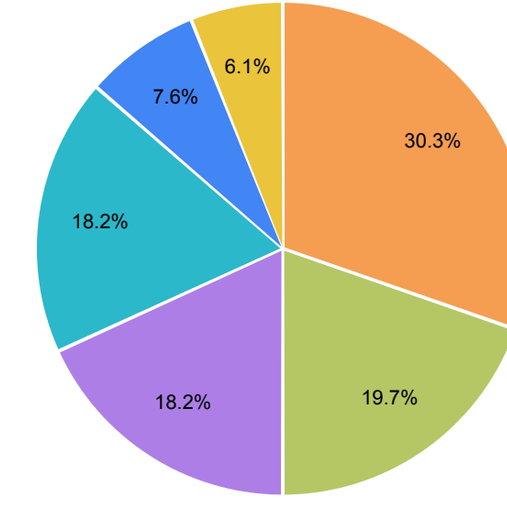
Race



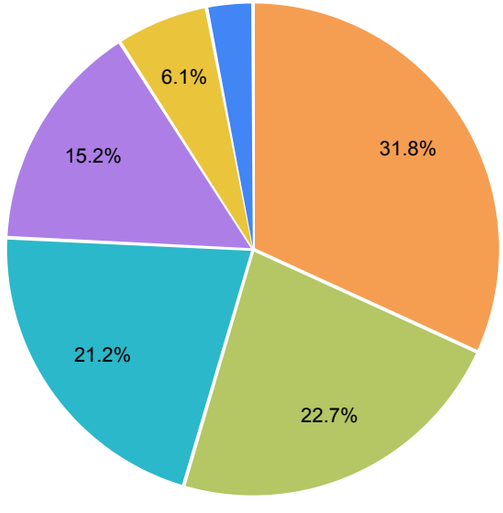
Gender or gender identification



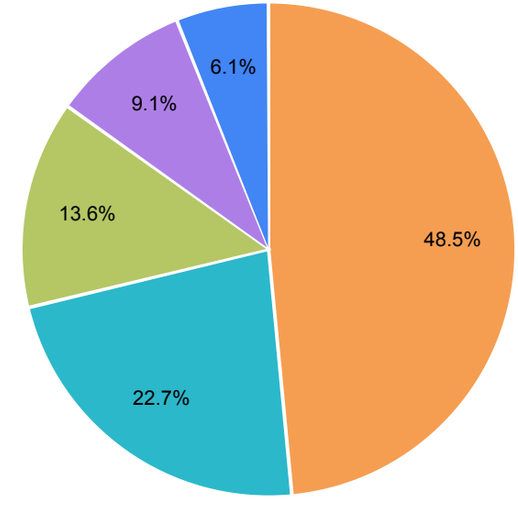
Learning difficulties



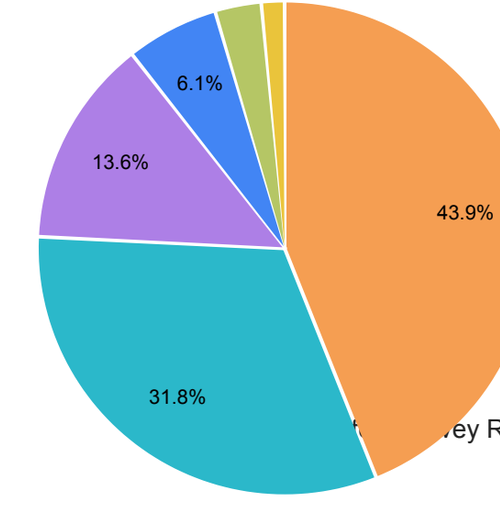
Clothing or physical appearance



Religion or cultural practices

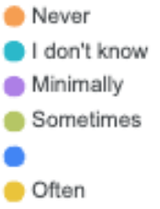


Sexual orientation

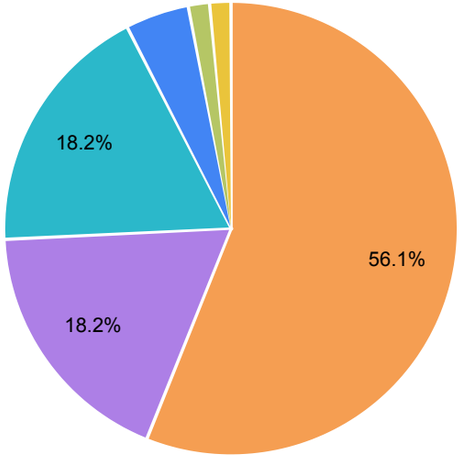


ey Results 2025

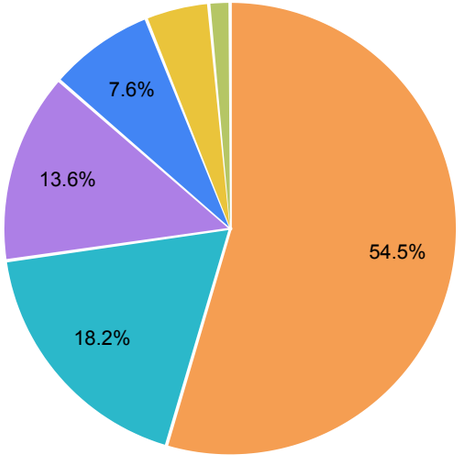
Chaboya Middle School: How often do you hear ADULTS at your child's school make fun of differences such as ___?



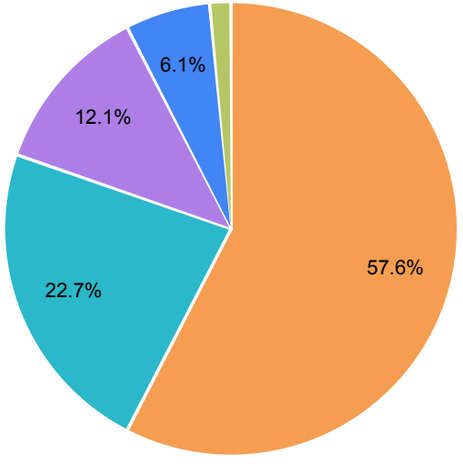
Race



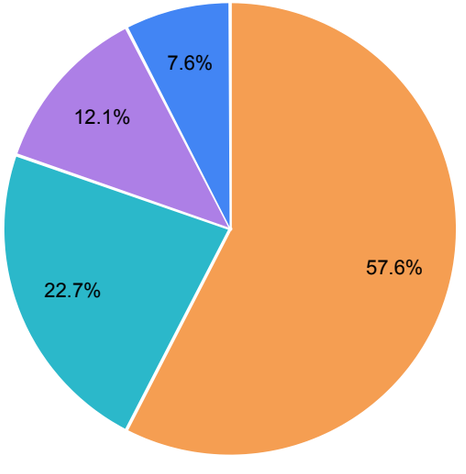
Learning difficulties



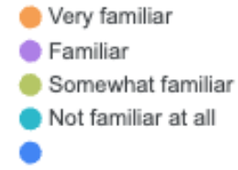
Religion or Cultural Practices



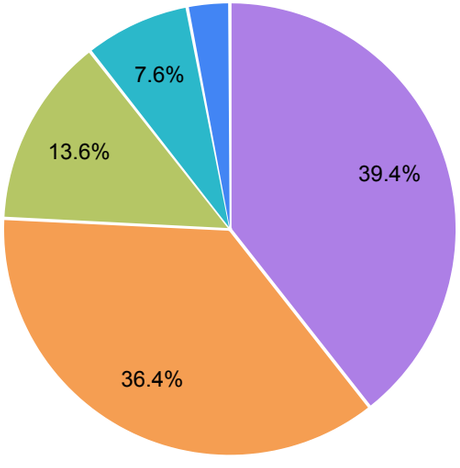
Sexual orientation



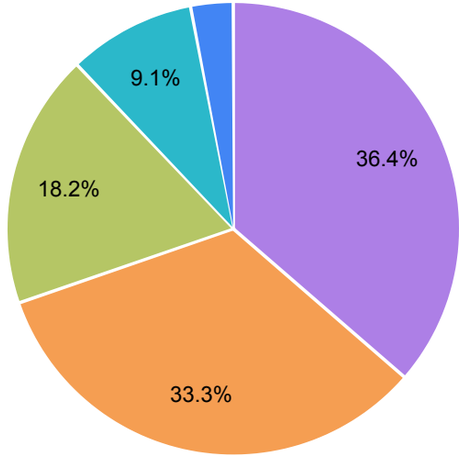
Chaboya Middle School: How familiar are you with the following at your child's school?



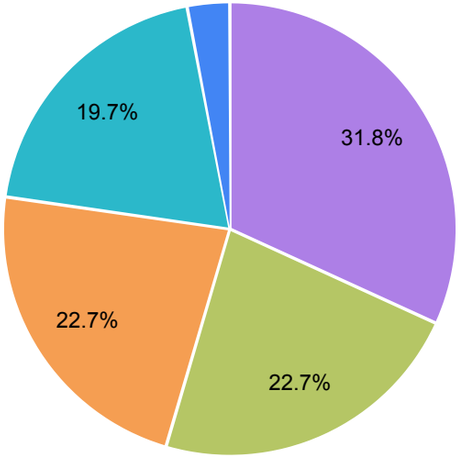
Classroom rules and consequences



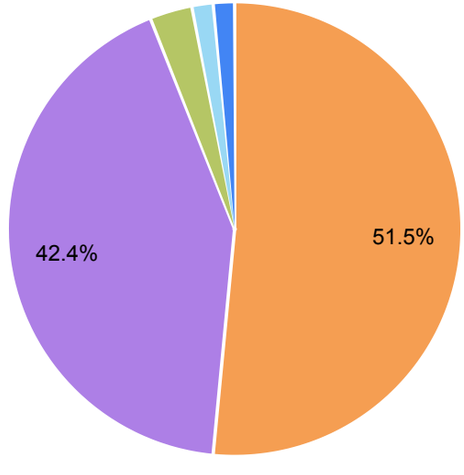
School-wide rules and consequences



Cyberbullying rules and consequences

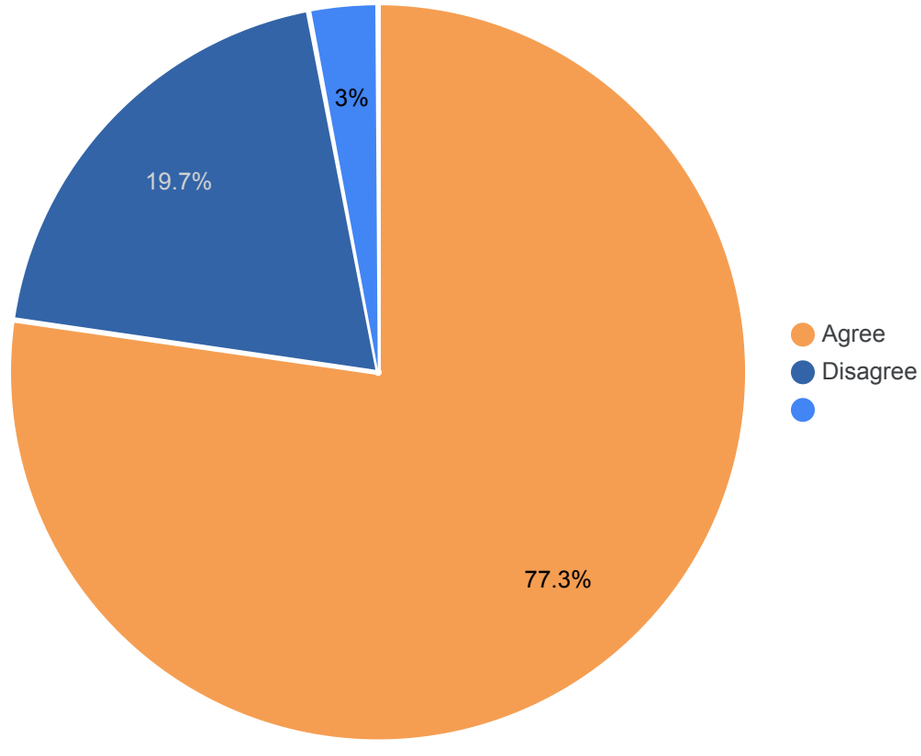


Rules and expectations of the school are clear and well known to me



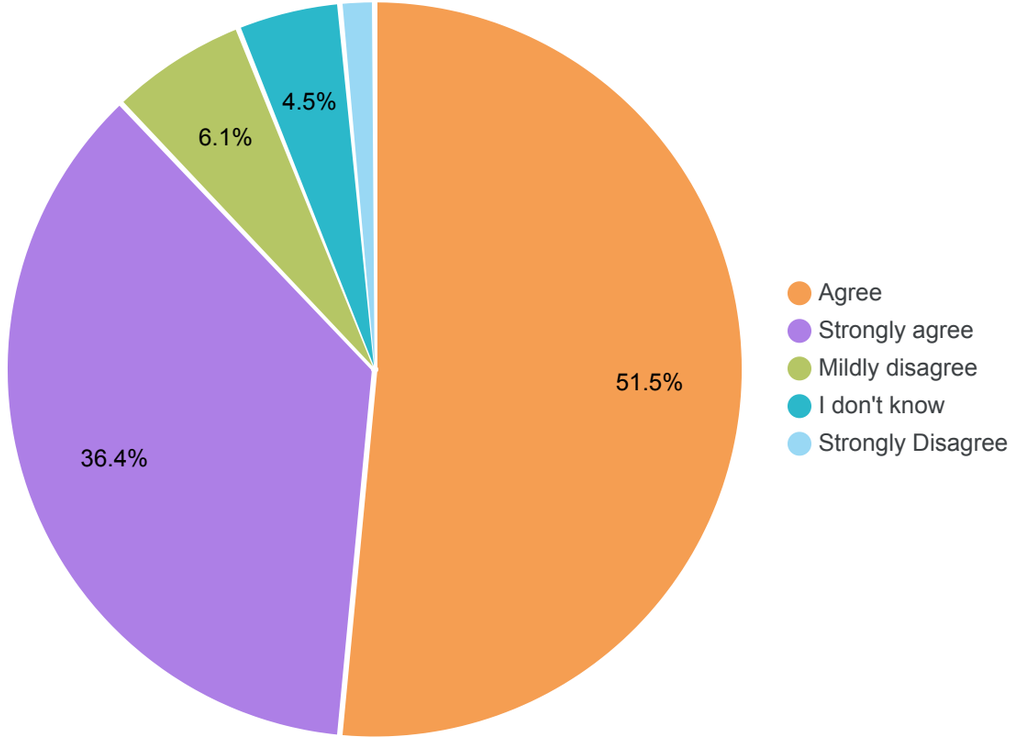
Chaboya Middle School

I am aware of the District's Wellness Connections webpage

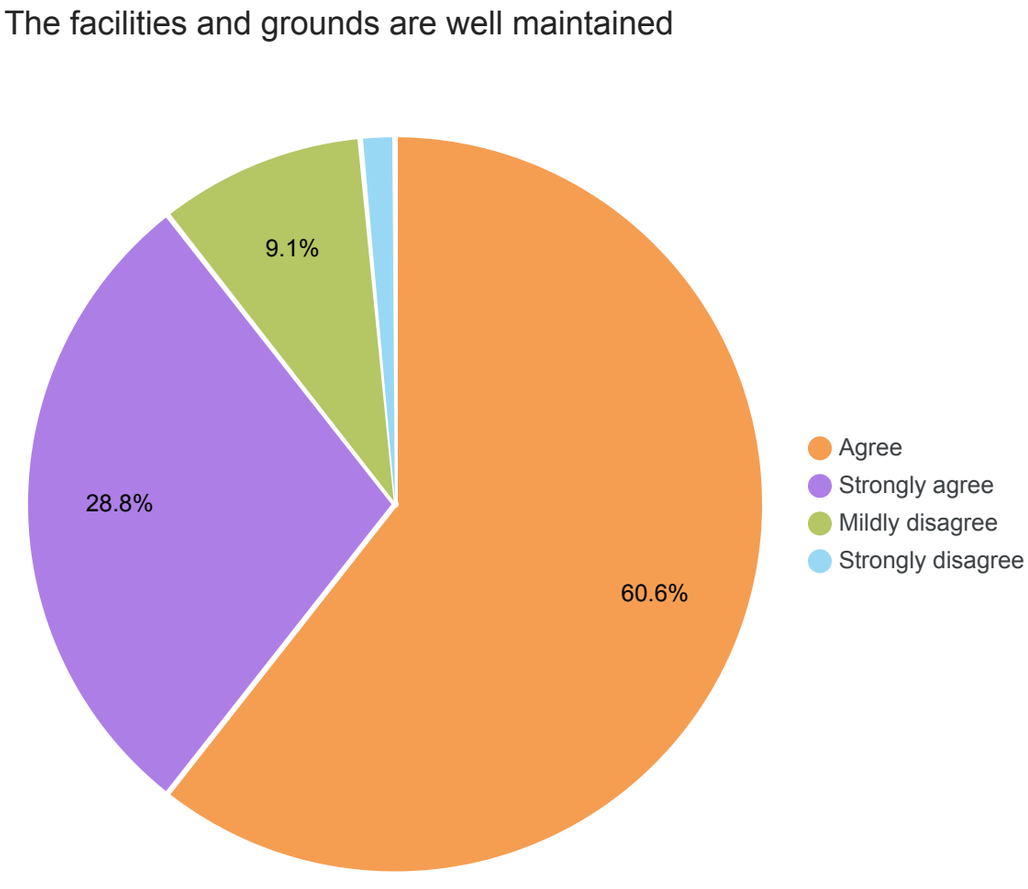


Chaboya Middle School

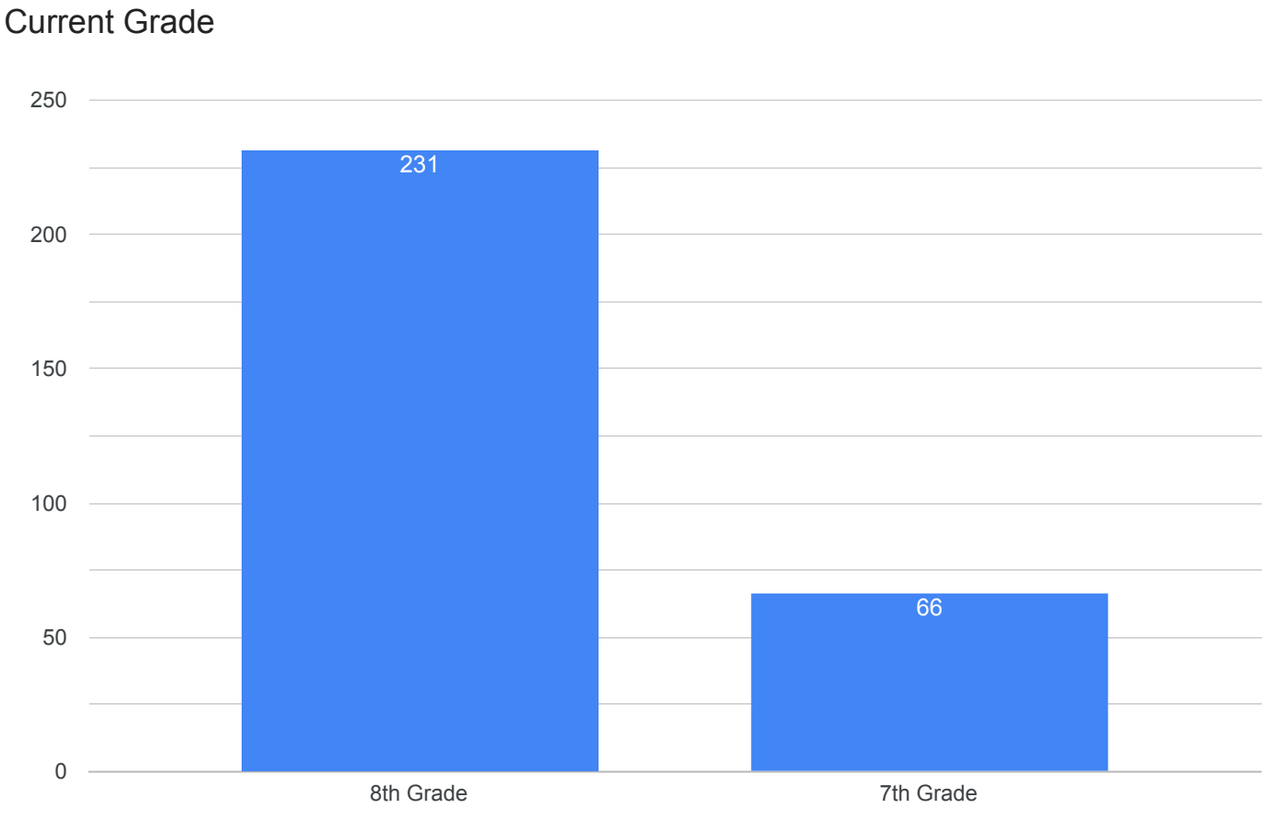
The school has a way to recognize positive behavior among students



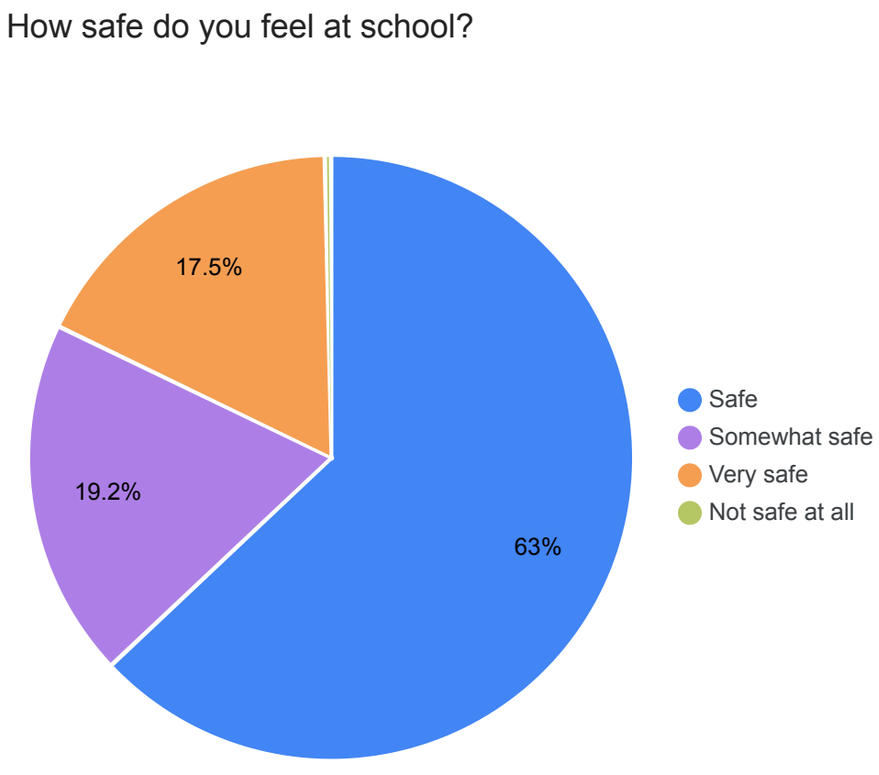
Chaboya Middle School



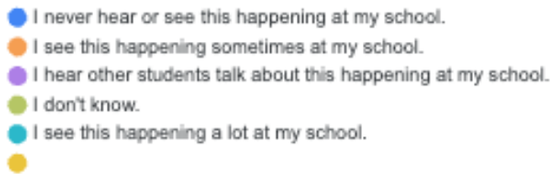
Chaboya Middle School



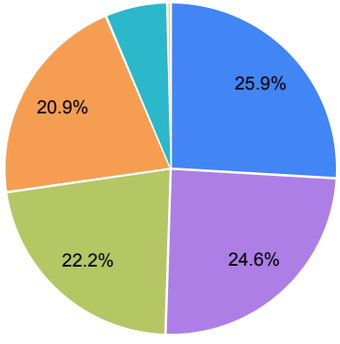
Chaboya Middle School



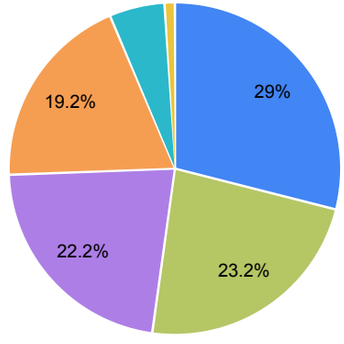
Chaboya Middle School: How much do you find the following to be a problem at your school?



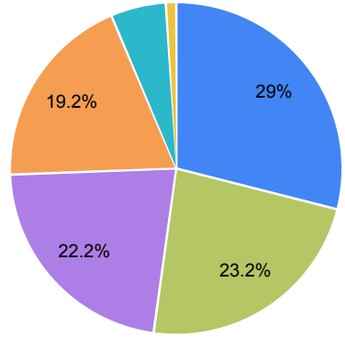
Bullying



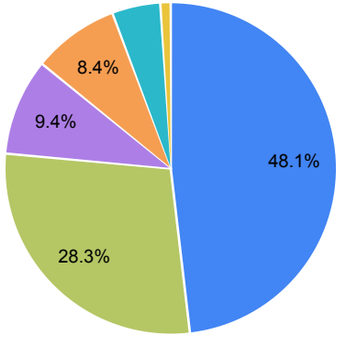
Harassment & Intimidation



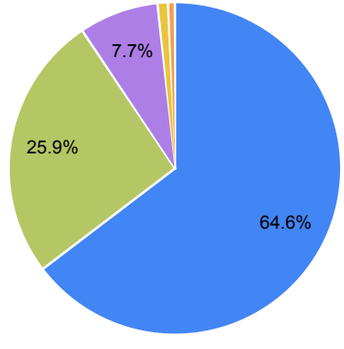
Fights & Assault



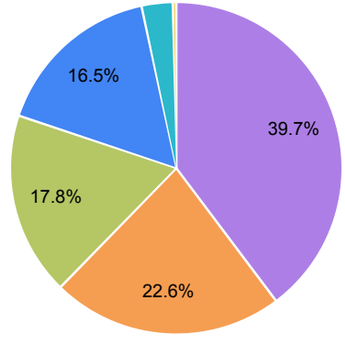
Student interest in Gangs



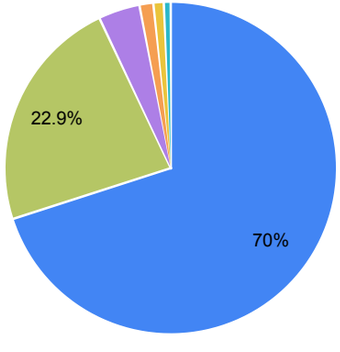
Illegal weapons



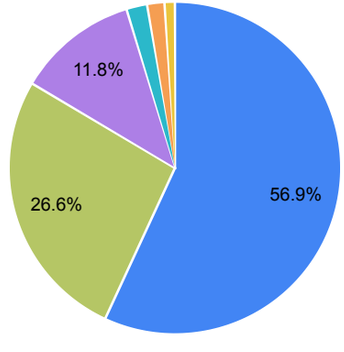
Graffiti & Vandalism



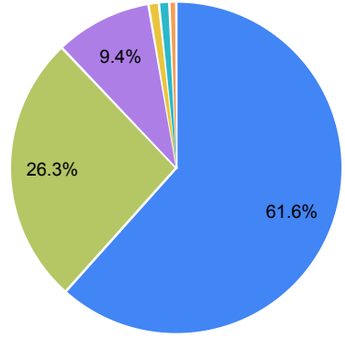
People trespassing on campus



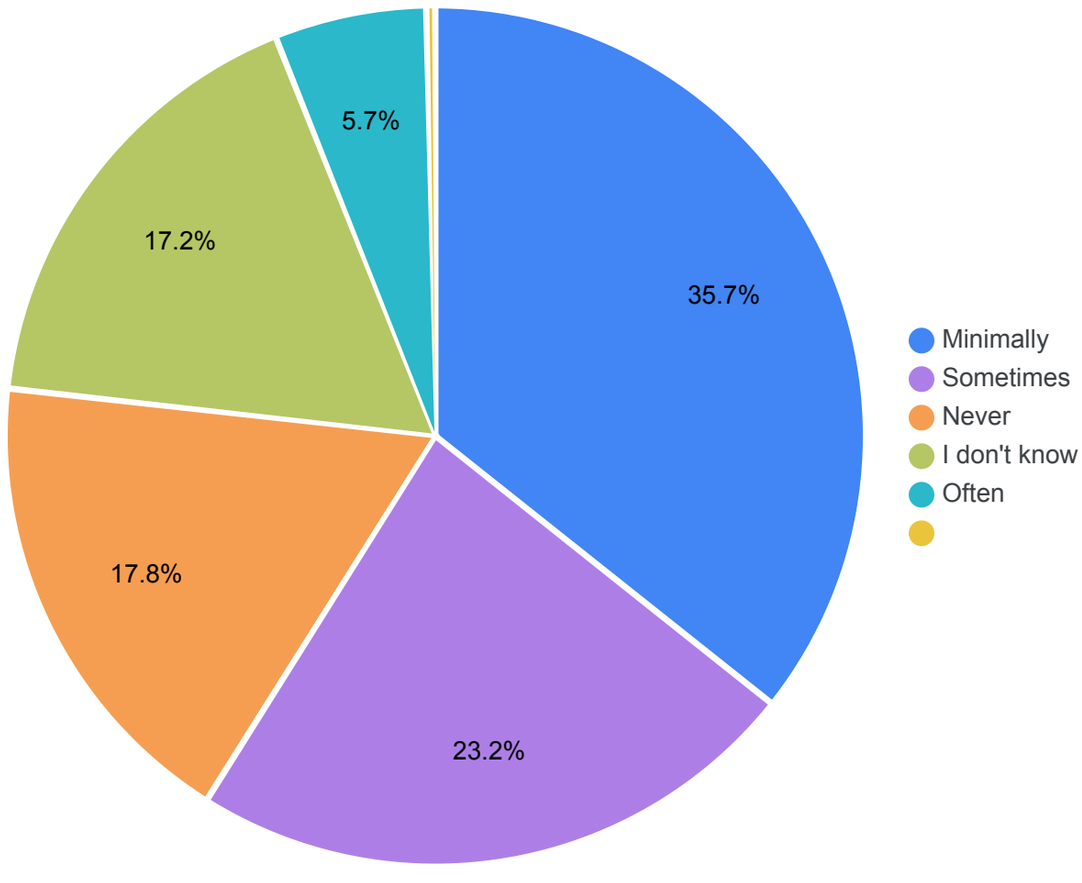
Drug use



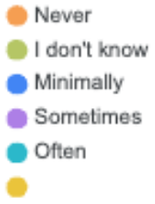
Alcohol use



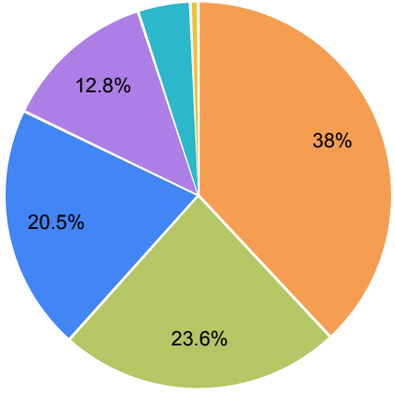
Chaboya Middle School: How often do you hear or see any act of bullying at your school?



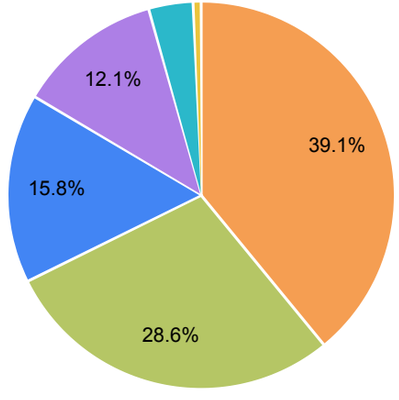
Chaboya Middle School: Students at my school get put down because of their ___.



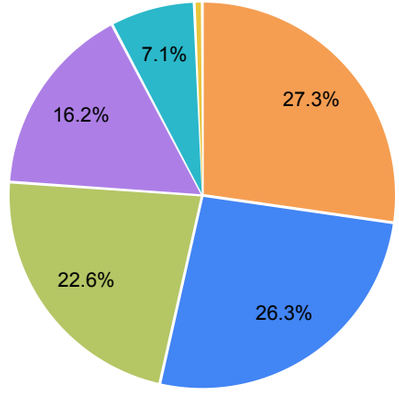
Race



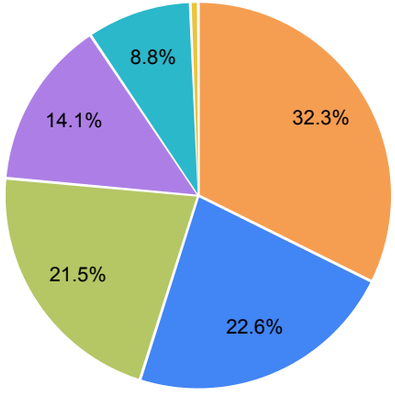
Gender or Gender Identification



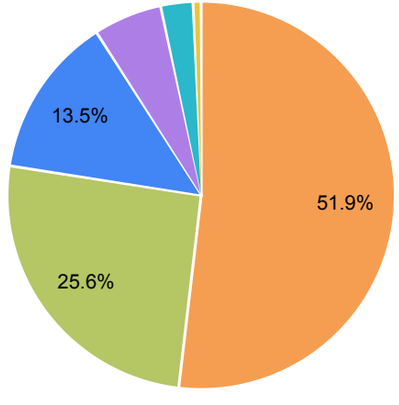
Learning difficulties



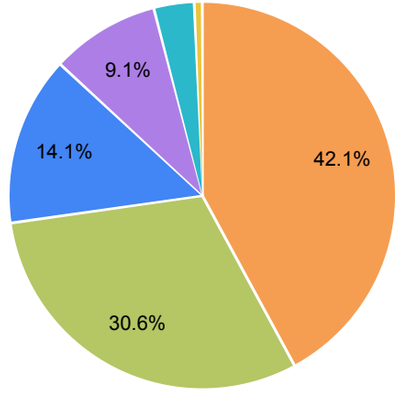
Clothing or physical appearance



Religion or cultural practices



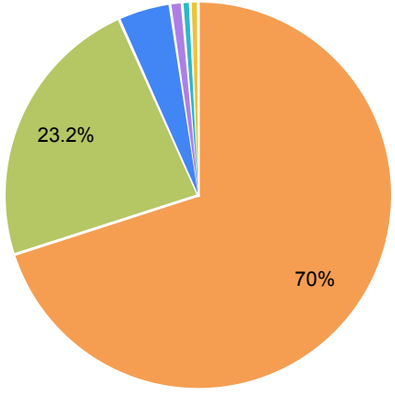
Sexual Orientation



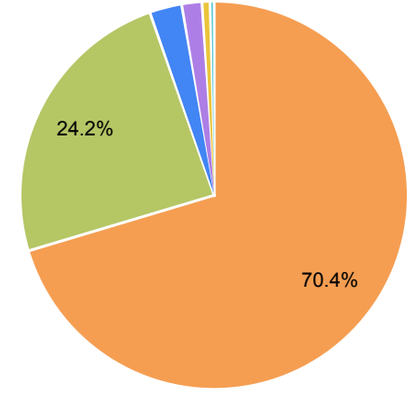
Chaboya Middle School: How often do you hear ADULTS at your school make fun of differences such as___.



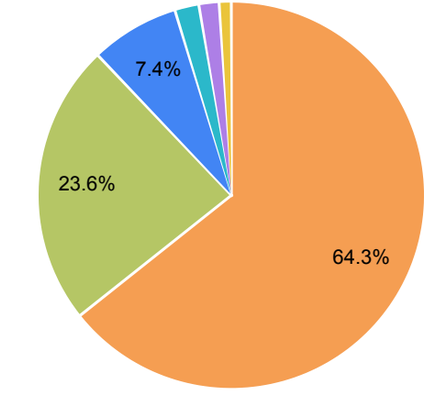
Race



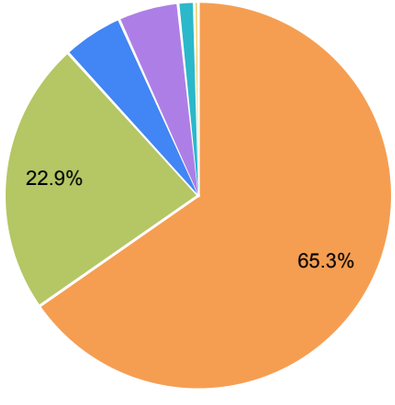
Gender or Gender Identification



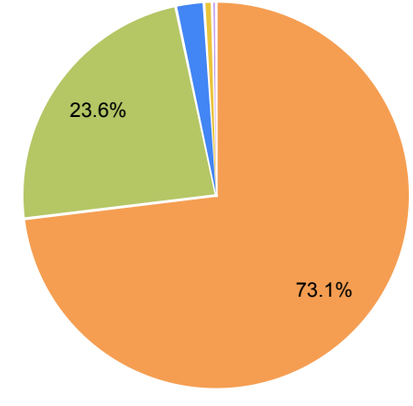
Learning difficulties



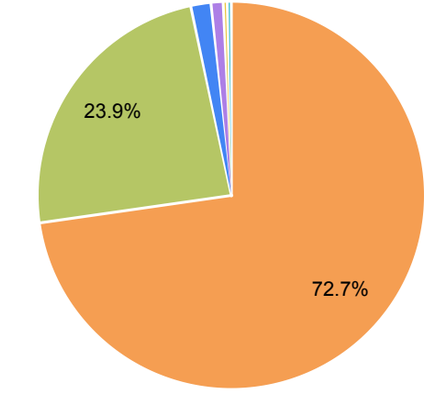
Clothing or physical appearance



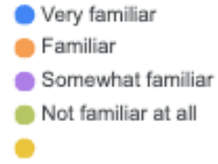
Religion or cultural practices



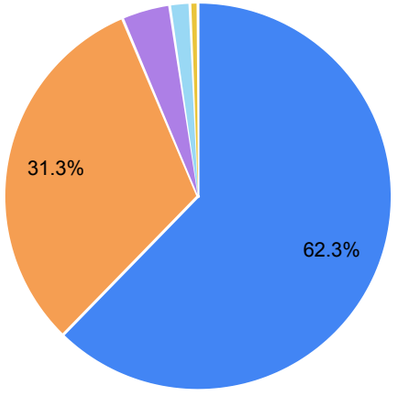
Sexual Orientation



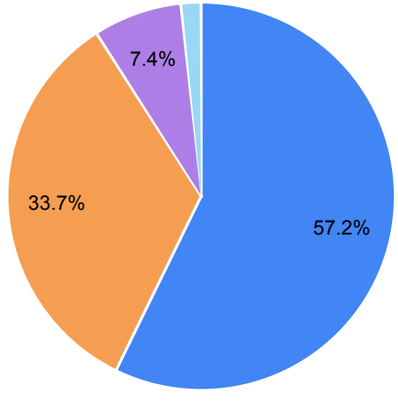
Chaboya Middle School: How familiar are you with the following?



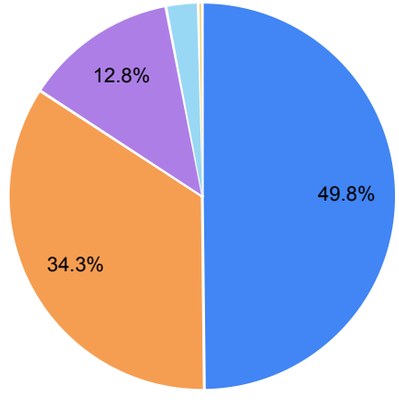
Classroom rules and consequences



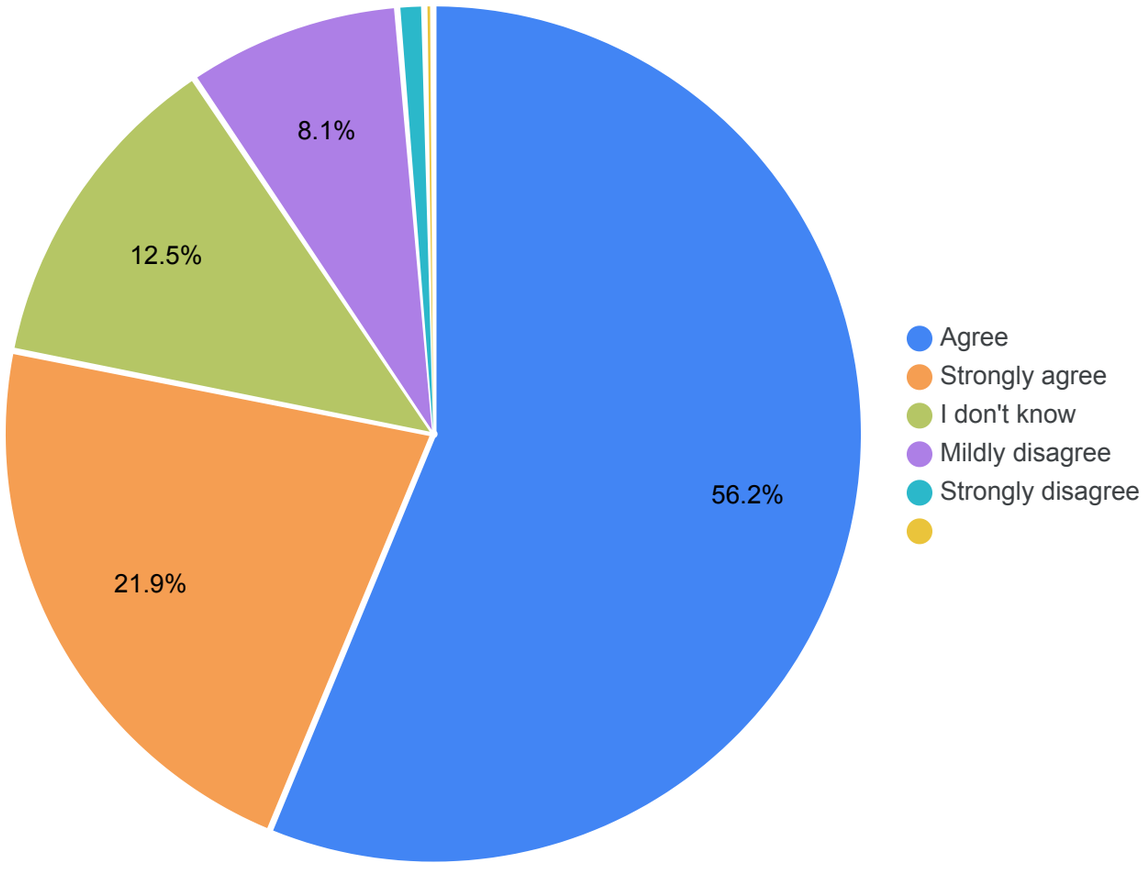
School-wide rules and consequences



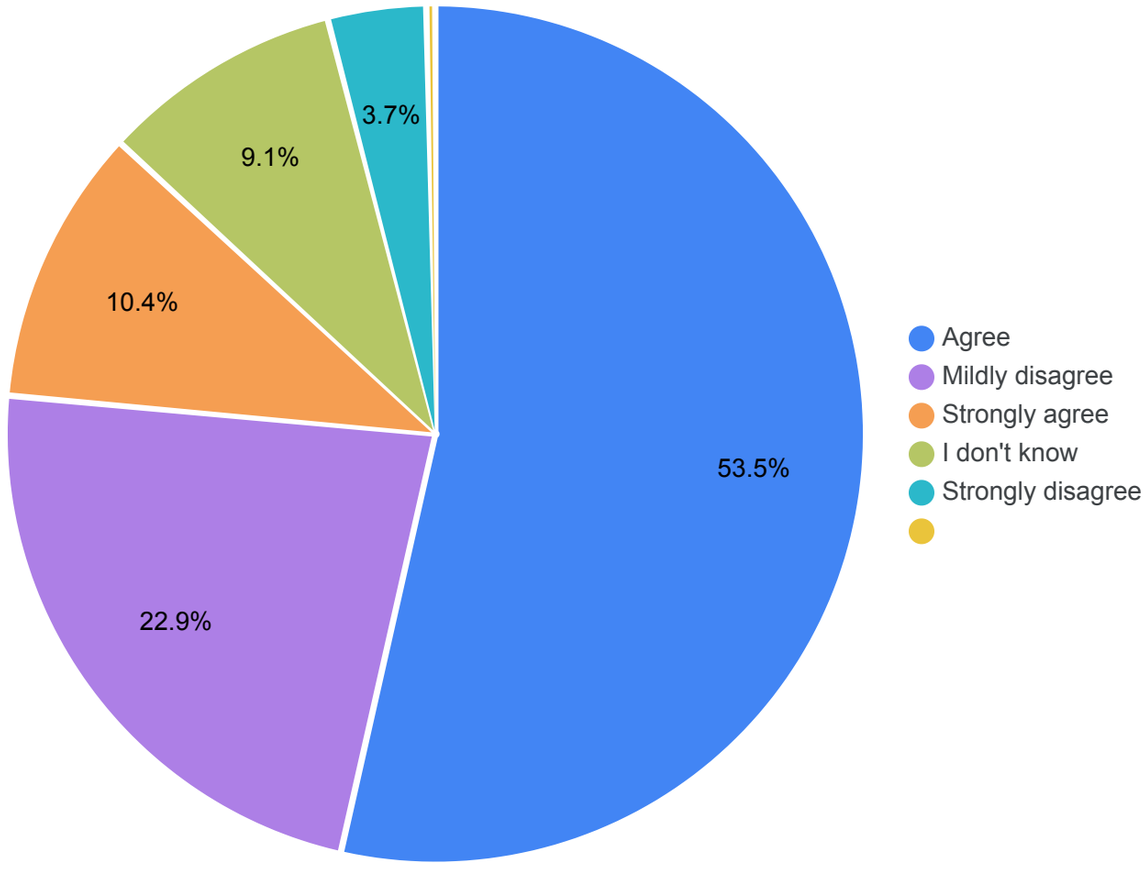
Cyberbullying rules and consequences



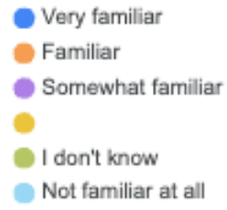
Chaboya Middle School: I think that suspensions and expulsions are assigned when necessary.



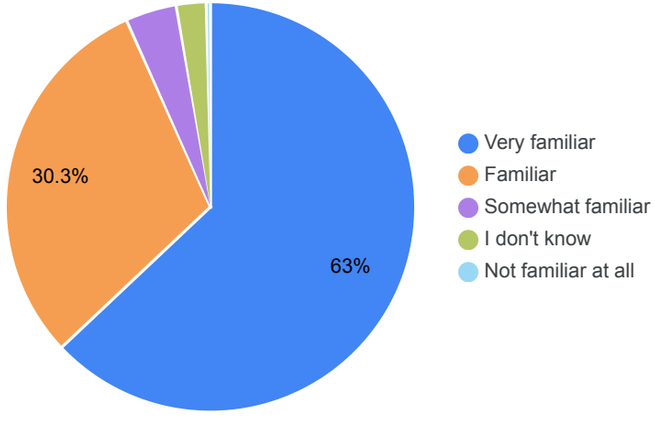
Chaboya Middle School: The facilities and grounds are well maintained at my school.



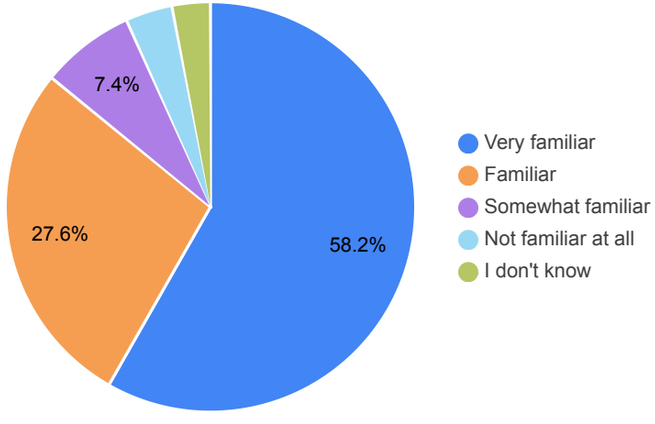
Chaboya Middle School: How well do understand your school Emergency procedures?



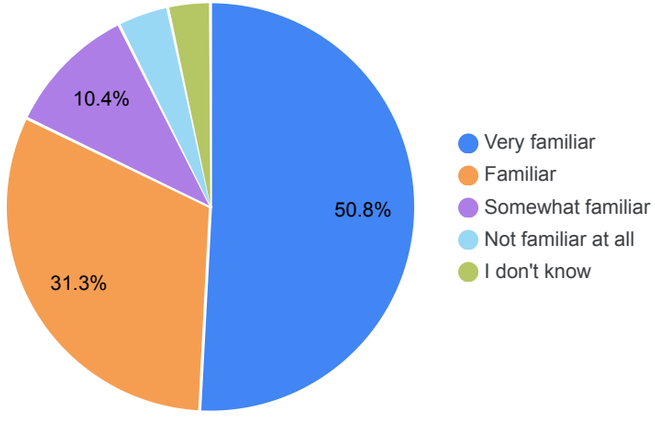
Fire Drill



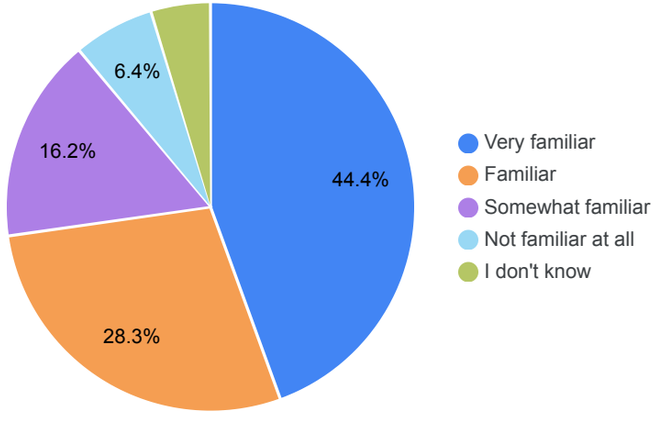
Earthquake Drill



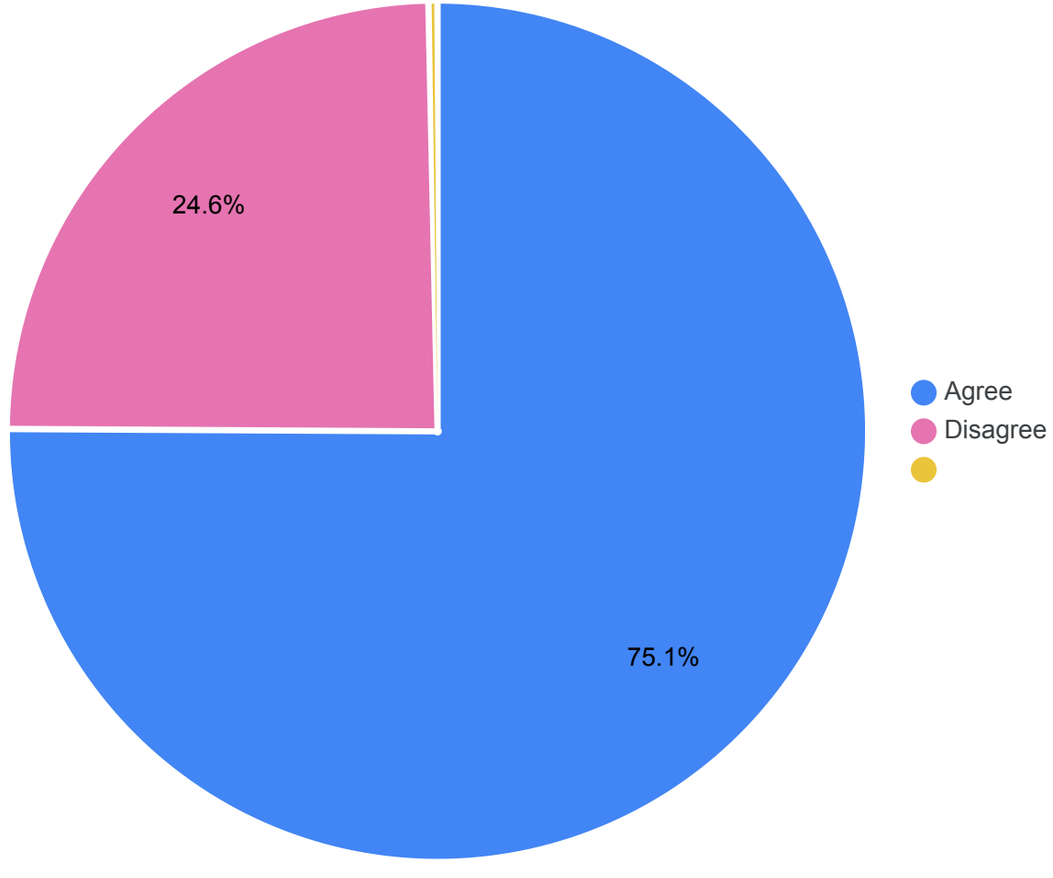
Shelter in Place



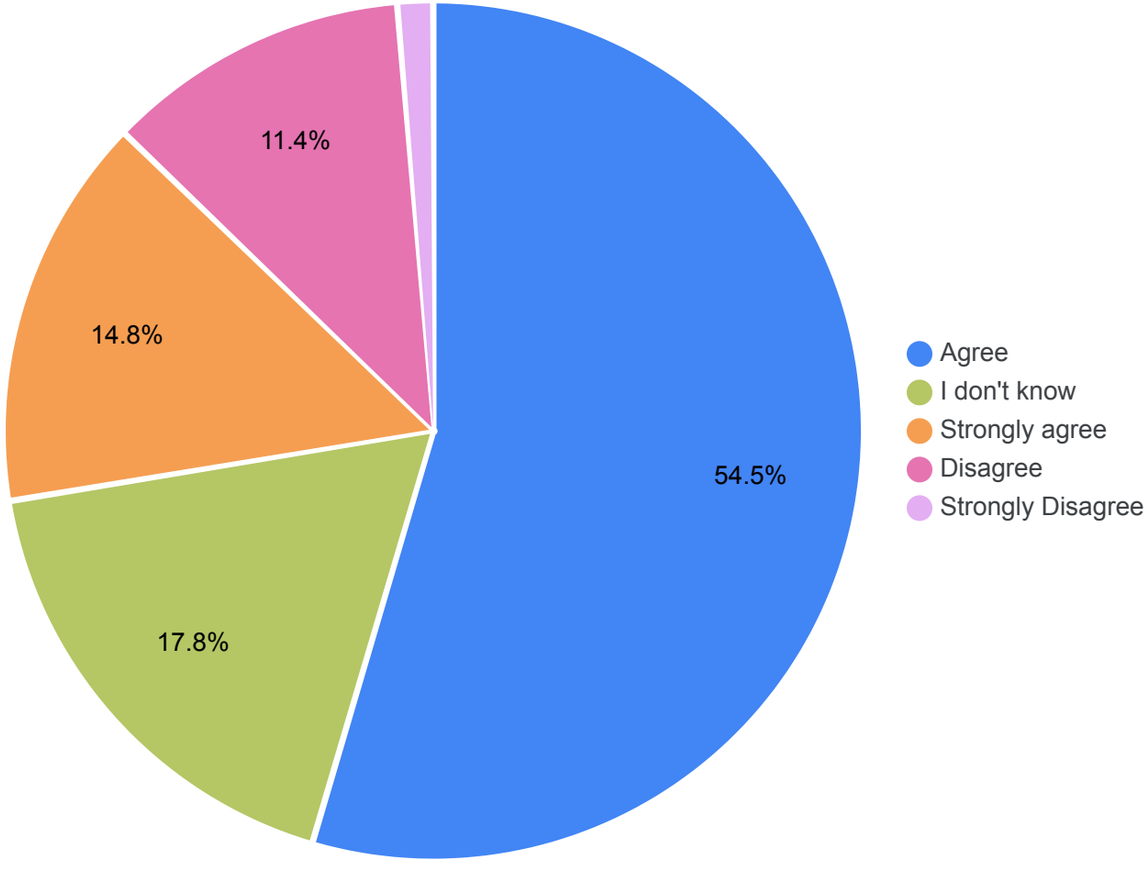
Run, Hide, Defend



Chaboya Middle School: I am aware of the District's Wellness Connections webpage.



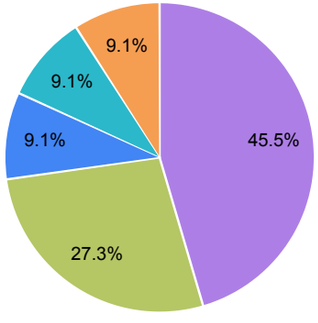
Chaboya Middle School: My school has a way to recognize positive behavior among students.



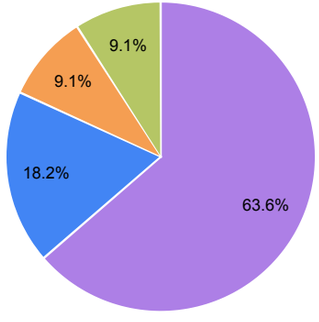
How Much do you find the following to be a problem?

Never
Very familiar
Familiar
Somewhat familiar
I never hear or see this happening at my school.
I don't know
I see this happening sometimes at my school.
I hear other students talk about this happening at my school.
I see this happening a lot at my school.

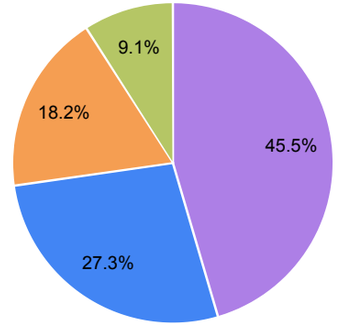
Bullying



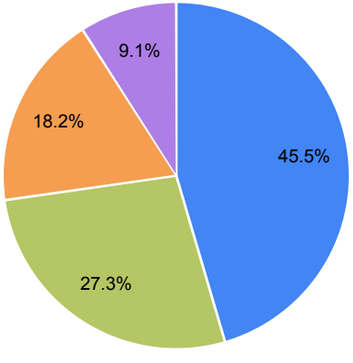
Harassment and Intimidation



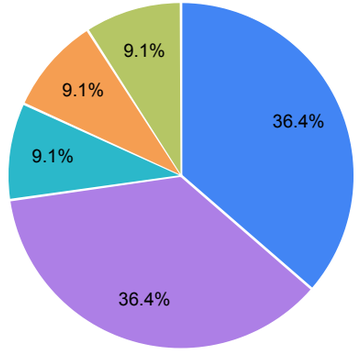
Fights and Assaults



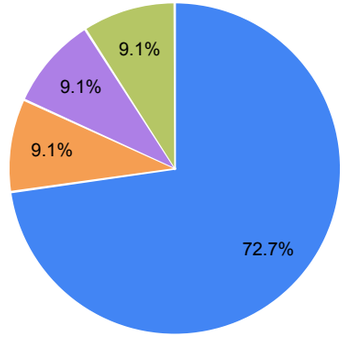
Student Interest in Gangs



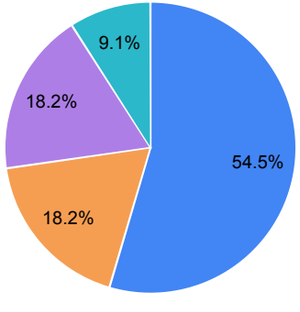
Graffiti and Vandalism



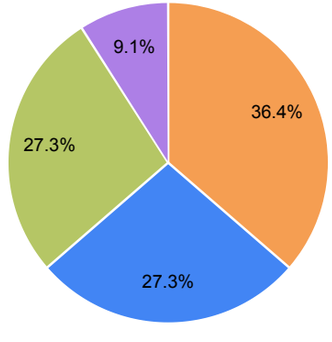
Illegal Weapons



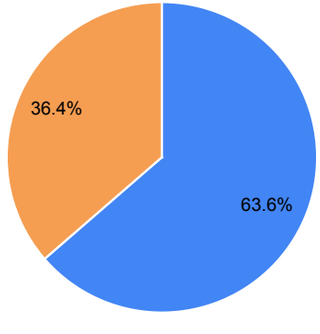
People Tresspassing on Campus



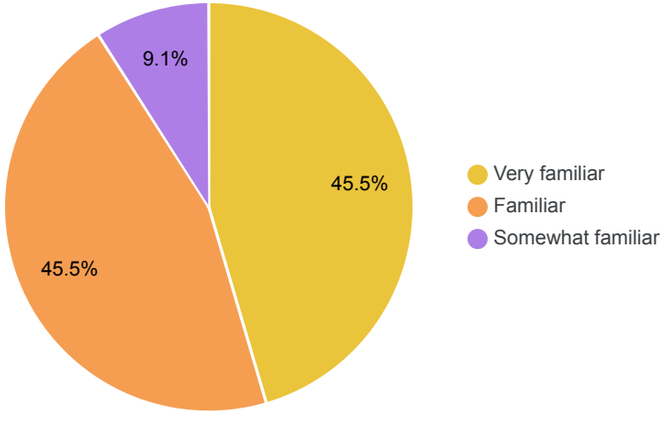
Drug Use



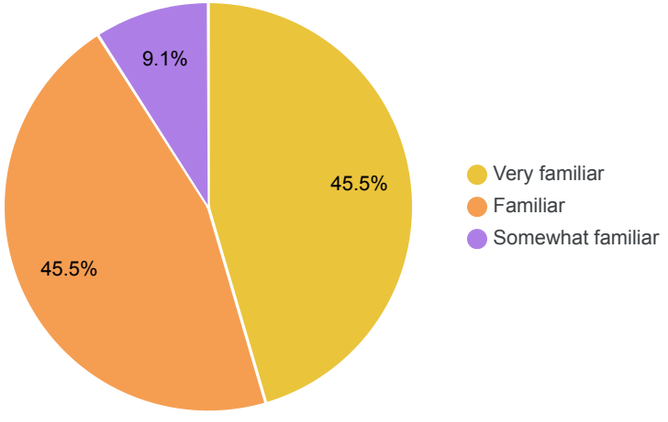
Alcohol Use



Cyberbullying Rules and Consequences

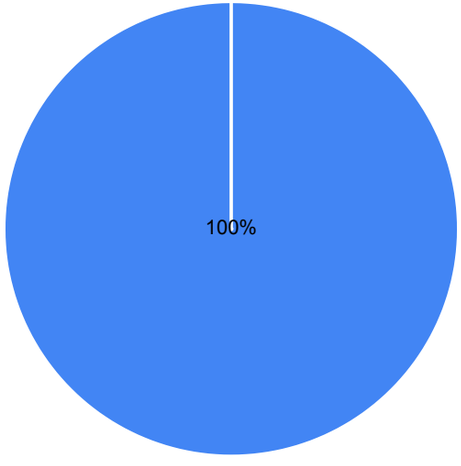


School Wide Rules and Consequences

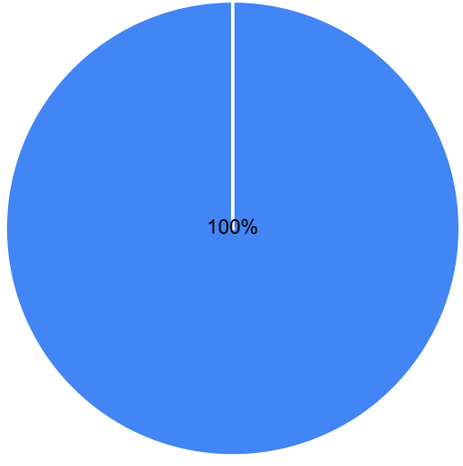


Adults on Campus Making Fun of Differences Such as...

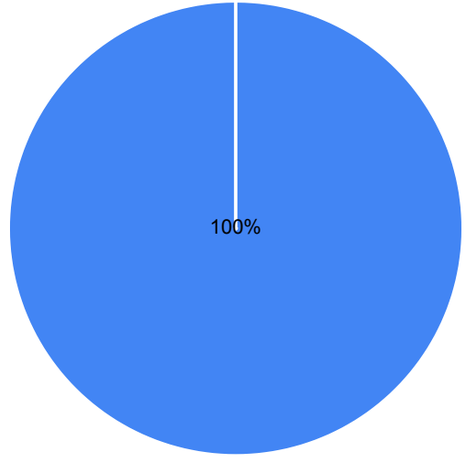
Race



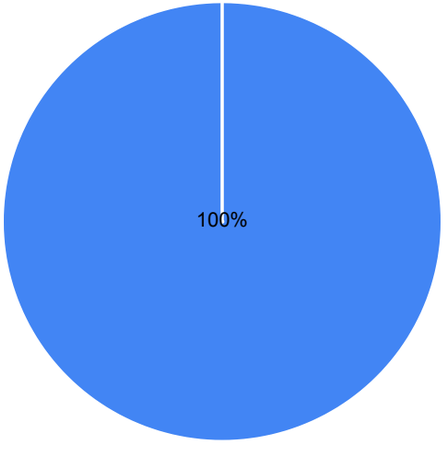
Gender or Gender I.D.



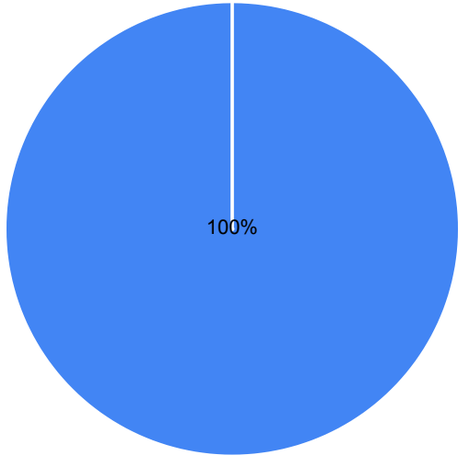
Learning Disabilities



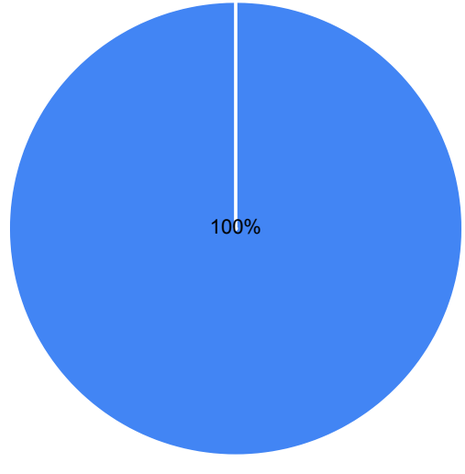
Clothing/Physical Appreance



Religion/Cultural Practices

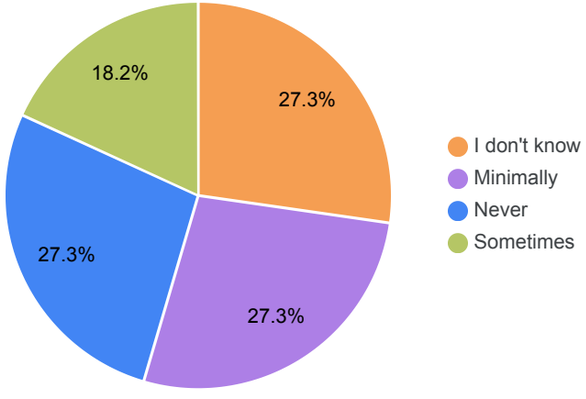


Sexual Orientation

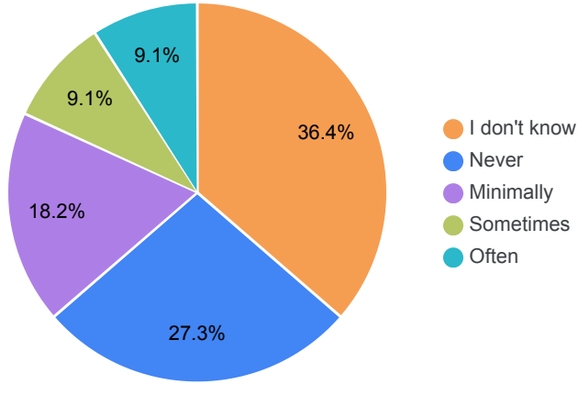


Students Get Put Down Because of...

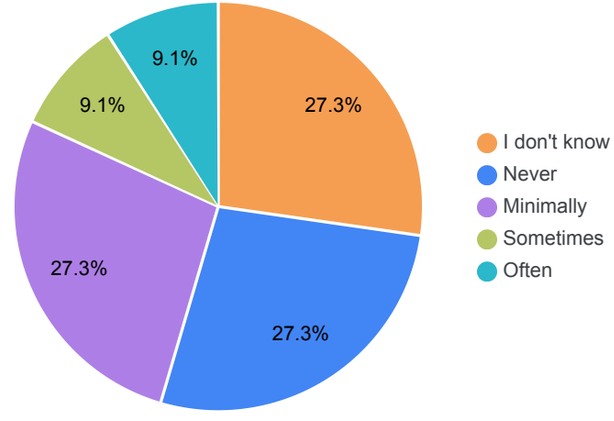
Clothing or Physical Appearance



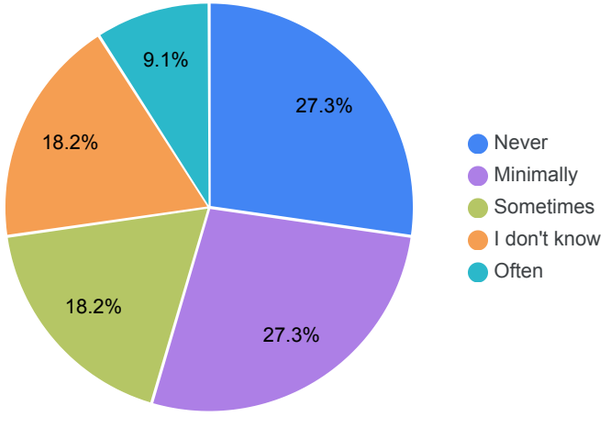
Gender or Gender I.D.



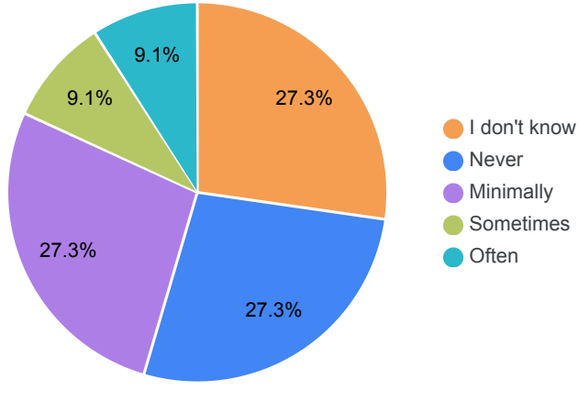
Learning Difficulties



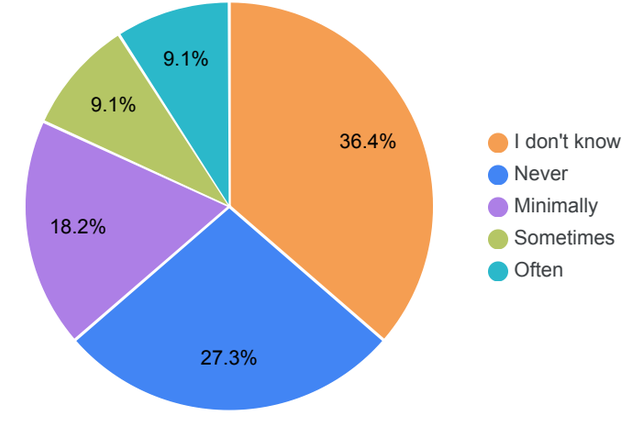
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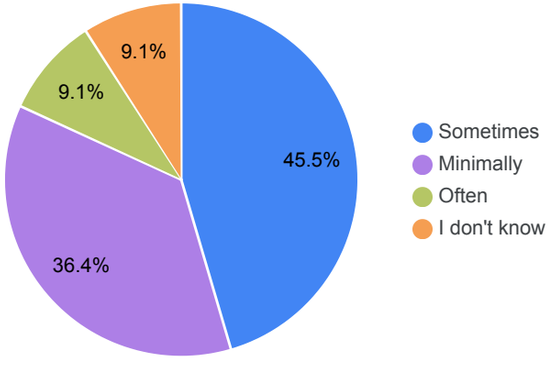
Religion or Cultural Practices



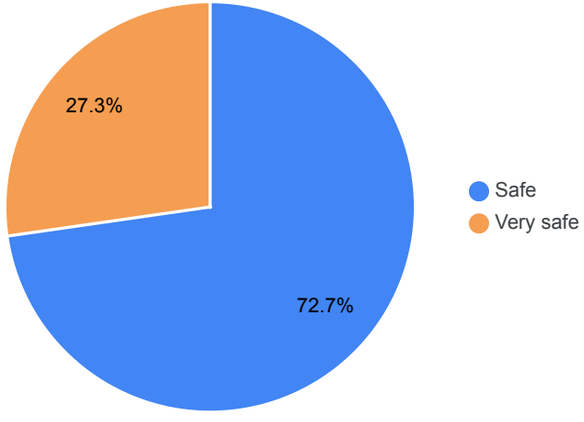
Sexual Orientation



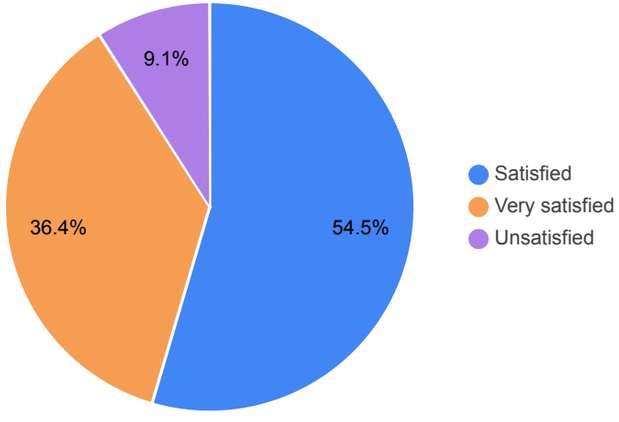
Hear or see any act of bullying?



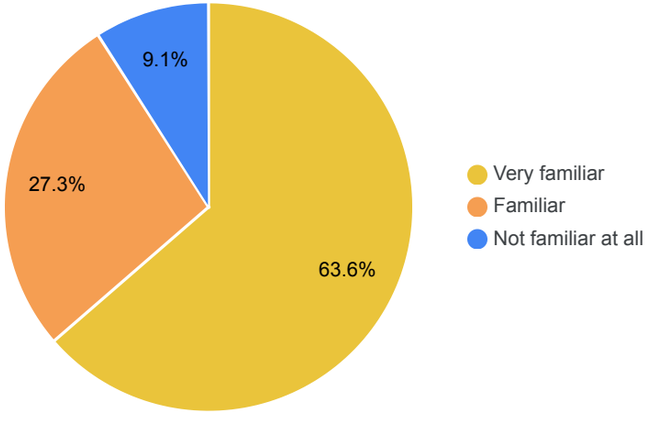
Feel safe at school?



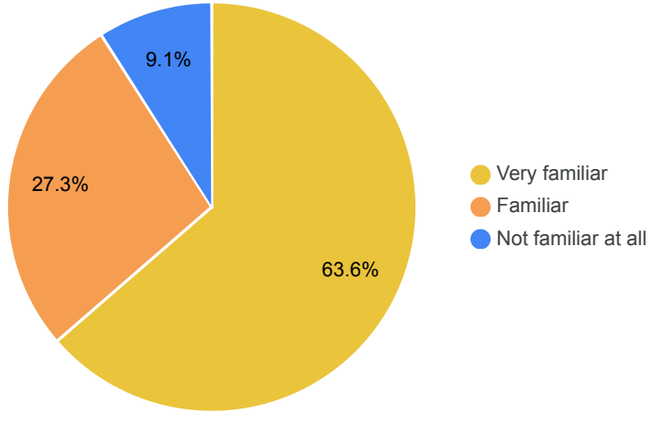
Admin. Support for Discipline



Earthquake Drill Procedures



Fire Drill Procedures



Run, Hide, Defend Procedures

