



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Delta Vista Middle School	07-61762-6119226	April 22, 2026	June 17, 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 Delta Vista Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Our data from the previous academic school years and the data from our comprehensive needs survey continues to indicate a need for school-wide Title 1 funding to better meet the specific academic, behavioral, and socioemotional needs of all our students.

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Plan Description

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

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

Schoolwide Program

Our data from the previous academic school years and the data from our comprehensive needs survey continues to indicate a need for school-wide Title 1 funding to better meet the specific academic, behavioral, and socioemotional needs of all our students.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) requires each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Delta Vista Middle School Single Plan for Student Achievement (SPSA) is aligned to our District's LCAP. Our SPSA will be presented for review and requested adoption at a public hearing of our local Board in June 10, 2026. Our school consults with all our stakeholder groups to review current data and gather feedback for next steps. Our stakeholder groups include certificated staff, classified staff, ELAC, PTSA and SSC.

CLT meetings are held each Wednesday, excluding self-determined professional development days. ELAC meeting are held four times per year (additional meetings can be held, if needed). PTSA meetings are held approximately once a month (additional meetings can be held, if needed), SSC meetings are held five times per year (additional meetings can be held, if needed). Site leadership team meetings are held twice a month. Site SEL team meetings are held twice a month. Special education team meetings are held once a week. District administrative team meetings are held once a week.

The comments and feedback gathered at these meetings positively contributed to the revision of our school's plans and strategies as indicated in our SPSA.

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.

Delta Vista Middle School requests input from all our families each year. All surveys are provided in both English and Spanish. During the first half of the 2025/2026 school year, a survey was provided to collect information on how to best support our students and families. All parents were asked to complete a Parent Community Needs Assessment survey to gather data on how parents feel about school climate, academic programs, school safety, and extra support services offered. Our survey results this school year showed that parents, in general, are satisfied with our educational program however, there is opportunity for improvement with communication and safety. The California Healthy Kids Survey (CHKS) was provided to all of our 7th grade students. Another Fidelity Integrity Assessment (FIA) was completed by our Multi-Tiered Systems of Support (MTSS) Leadership Team in cooperation with the Contra Costa County Office of Education (CCCOE) during the 2023/2024 school year. The FIA provides a comprehensive needs assessment of all areas under the MTSS umbrella. The results of the surveys continue to indicate a high need for social and emotional (SEL) support for our students. The results of all surveys were shared with staff, School Site Council (SSC) and English Language Advisory Council (ELAC) to evaluate needs of the site based on the results of the survey and use the information to improve in areas of need as well as to celebrate our successes.

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.

Delta Vista has Overall Performance in Red for Chronic Absenteeism and Mathematics.

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.

No students group was two or more performance level below the "all student" performance.

Other Needs

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

The following student groups were in Red performance level for the identified state indicator:
English Language Arts: African American, English Learners and Socioeconomically Disadvantaged.
Mathematics: African American, English Learners and Hispanic.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.56%	0.34%	0.24%	5	3	2
African American	14.33%	14.20%	12.67%	129	124	105
Asian	5.11%	5.38%	6.27%	46	47	52
Filipino	7.22%	7.90%	8.56%	65	69	71
Hispanic/Latino	44.00%	42.38%	43.91%	396	370	364
Pacific Islander	1.44%	1.49%	0.60%	13	13	5
White	24.22%	24.28%	24.00%	218	212	199
Multiple/No Response	3.11%	4.01%	3.74%	28	35	31
Total Enrollment				900	873	829

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 4			1
Grade 6	303	268	278
Grade 7	296	309	249
Grade 8	301	296	301
Total Enrollment	900	873	829

Conclusions based on this data:

1. The data shows that our enrollment has relatively decreased over the past three years.
2. Our demographic subgroups have remained relatively stable over the course of the past three years except our Asian, Filipino, and Pacific Islander subgroups have steadily increased, and our African American subgroup has decreased.

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	94	94	78	9.7%	10.4%	9.4%
Fluent English Proficient (FEP)	116	125	148	11.8%	12.9%	17.9%

Conclusions based on this data:

1. Percentage of English Language Learners has increased over the past three years.
2. Fluent English Proficient (FEP) have steadily increased over the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	310	310	264	303	302	249	303	302	248	97.7	97.4	94.3
Grade 7	295	296	301	287	284	290	287	284	290	97.3	95.9	96.3
Grade 8	307	313	291	293	295	265	293	294	265	95.4	94.2	91.1
All Grades	912	919	856	883	881	804	883	880	803	96.8	95.9	93.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2482.	2490.	2486.	10.23	9.60	6.85	22.11	23.84	27.02	28.05	30.79	29.03	39.60	35.76	37.10
Grade 7	2500.	2508.	2509.	6.27	8.10	10.69	27.18	31.34	23.45	29.97	22.89	29.31	36.59	37.68	36.55
Grade 8	2520.	2503.	2521.	7.85	5.44	9.06	25.60	24.15	22.64	31.06	26.53	32.83	35.49	43.88	35.47
All Grades	N/A	N/A	N/A	8.15	7.73	8.97	24.92	26.36	24.28	29.67	26.82	30.39	37.26	39.09	36.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.89	9.27	9.68	51.49	55.96	53.63	37.62	34.77	36.69
Grade 7	10.10	13.73	11.72	58.54	55.63	55.86	31.36	30.63	32.41
Grade 8	6.83	8.87	12.83	59.73	53.58	53.58	33.45	37.54	33.58
All Grades	9.29	10.58	11.46	56.51	55.06	54.42	34.20	34.36	34.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	7.26	8.28	6.45	44.22	52.98	52.02	48.51	38.74	41.53
Grade 7	8.36	14.79	13.15	54.70	49.65	51.56	36.93	35.56	35.29
Grade 8	8.53	6.83	10.94	49.83	46.08	47.92	41.64	47.10	41.13
All Grades	8.04	9.90	10.35	49.49	49.60	50.50	42.47	40.50	39.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.91	9.27	7.66	76.90	70.53	72.98	14.19	20.20	19.35
Grade 7	8.36	8.45	8.62	71.43	71.48	71.72	20.21	20.07	19.66
Grade 8	11.60	10.92	11.32	74.40	72.70	73.58	13.99	16.38	15.09
All Grades	9.63	9.56	9.22	74.29	71.56	72.73	16.08	18.89	18.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.25	11.59	11.69	67.66	65.89	64.92	24.09	22.52	23.39
Grade 7	10.10	11.97	10.34	61.32	61.27	62.76	28.57	26.76	26.90
Grade 8	12.63	10.92	12.08	64.16	63.82	67.92	23.21	25.26	20.00
All Grades	10.31	11.49	11.33	64.44	63.71	65.13	25.25	24.80	23.54

Conclusions based on this data:

1. Overall test participation decreased over the past three years for grades 6th and 8th.
2. 6th grade students meeting the standard has steadily increased over the past three years and 8th grade students meeting the standard has steadily decreased over the past three years.
3. Students at or near the standard in listening has increased over the past two years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	311	310	264	306	301	250	306	300	250	98.4	97.1	94.7
Grade 7	295	296	301	287	285	280	287	284	280	97.3	96.3	93
Grade 8	307	313	291	291	296	264	291	296	263	94.8	94.6	90.7
All Grades	913	919	856	884	882	794	884	880	793	96.8	96	92.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2456.	2460.	2448.	6.86	7.67	5.60	11.76	11.33	10.80	27.12	29.33	25.20	54.25	51.67	58.40
Grade 7	2460.	2471.	2466.	5.23	5.28	6.07	10.45	13.73	10.36	22.30	25.00	23.21	62.02	55.99	60.36
Grade 8	2468.	2460.	2481.	4.81	5.41	6.84	6.87	5.74	12.17	23.02	22.64	20.15	65.29	66.22	60.84
All Grades	N/A	N/A	N/A	5.66	6.14	6.18	9.73	10.23	11.10	24.21	25.68	22.82	60.41	57.95	59.90

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.17	7.33	6.00	38.24	37.67	34.80	53.59	55.00	59.20
Grade 7	7.67	8.10	6.43	29.97	37.32	35.00	62.37	54.58	58.57
Grade 8	3.78	4.73	4.94	39.86	35.81	37.26	56.36	59.46	57.79
All Grades	6.56	6.70	5.80	36.09	36.93	35.69	57.35	56.36	58.51

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	4.90	6.67	2.40	43.79	41.67	41.20	51.31	51.67	56.40
Grade 7	6.27	3.52	4.64	45.64	51.41	47.50	48.08	45.07	47.86
Grade 8	5.84	4.39	7.60	52.23	53.72	47.15	41.92	41.89	45.25
All Grades	5.66	4.89	4.92	47.17	48.86	45.40	47.17	46.25	49.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	6.21	6.67	5.60	54.90	52.00	54.40	38.89	41.33	40.00
Grade 7	4.53	6.34	4.29	58.89	58.45	54.29	36.59	35.21	41.43
Grade 8	2.41	3.72	4.94	59.79	50.34	57.41	37.80	45.95	37.64
All Grades	4.41	5.57	4.92	57.81	53.52	55.36	37.78	40.91	39.72

Conclusions based on this data:

1. Overall test participation decreased over the past three years.
2. Overall student achievement for those meeting the standards has steadily increased over the past three years.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1528.3	1483.2	1494.5	1515.4	1477.5	1487.8	1540.7	1488.5	1500.5	34	25	30
7	1532.3	1538.9	1520.6	1519.7	1531.9	1504.6	1544.5	1545.4	1536.2	23	28	29
8	1554.3	1509.1	1562.5	1547.9	1507.1	1570.3	1560.2	1510.5	1554.3	26	23	20
All Grades										83	76	79

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	11.76	0.00	6.67	47.06	40.00	40.00	35.29	36.00	30.00	5.88	24.00	23.33	34	25	30
7	17.39	32.14	17.24	43.48	32.14	37.93	26.09	28.57	24.14	13.04	7.14	20.69	23	28	29
8	15.38	8.70	40.00	57.69	47.83	30.00	23.08	26.09	20.00	3.85	17.39	10.00	26	23	20
All Grades	14.46	14.47	18.99	49.40	39.47	36.71	28.92	30.26	25.32	7.23	15.79	18.99	83	76	79

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	32.35	12.00	13.33	50.00	48.00	60.00	14.71	20.00	16.67	2.94	20.00	10.00	34	25	30
7	17.39	35.71	34.48	56.52	42.86	27.59	13.04	10.71	20.69	13.04	10.71	17.24	23	28	29
8	34.62	17.39	50.00	50.00	47.83	20.00	7.69	21.74	20.00	7.69	13.04	10.00	26	23	20
All Grades	28.92	22.37	30.38	51.81	46.05	37.97	12.05	17.11	18.99	7.23	14.47	12.66	83	76	79

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	11.76	0.00	10.00	20.59	16.00	13.33	58.82	36.00	36.67	8.82	48.00	40.00	34	25	30
7	8.70	17.86	13.79	39.13	25.00	37.93	30.43	42.86	17.24	21.74	14.29	31.03	23	28	29
8	3.85	0.00	5.00	50.00	30.43	50.00	34.62	30.43	35.00	11.54	39.13	10.00	26	23	20
All Grades	8.43	6.58	10.13	34.94	23.68	31.65	43.37	36.84	29.11	13.25	32.89	29.11	83	76	79

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	32.35	8.00	6.67	64.71	68.00	60.00	2.94	24.00	33.33	34	25	30
7	17.39	28.57	14.29	65.22	57.14	57.14	17.39	14.29	28.57	23	28	28
8	26.09	22.73	45.00	65.22	59.09	45.00	8.70	18.18	10.00	23	22	20
All Grades	26.25	20.00	19.23	65.00	61.33	55.13	8.75	18.67	25.64	80	75	78

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	30.30	36.00	44.83	63.64	40.00	44.83	6.06	24.00	10.34	33	25	29
7	45.45	46.15	46.43	45.45	46.15	35.71	9.09	7.69	17.86	22	26	28
8	46.15	33.33	62.50	53.85	47.62	18.75	0.00	19.05	18.75	26	21	16
All Grades	39.51	38.89	49.32	55.56	44.44	35.62	4.94	16.67	15.07	81	72	73

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	11.76	0.00	3.70	44.12	29.17	40.74	44.12	70.83	55.56	34	24	27
7	4.35	14.29	26.92	60.87	39.29	42.31	34.78	46.43	30.77	23	28	26
8	24.00	9.09	21.05	48.00	31.82	57.89	28.00	59.09	21.05	25	22	19
All Grades	13.41	8.11	16.67	50.00	33.78	45.83	36.59	58.11	37.50	82	74	72

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	28.13	8.00	18.52	65.63	80.00	62.96	6.25	12.00	18.52	32	25	27
7	22.73	22.22	6.90	63.64	70.37	75.86	13.64	7.41	17.24	22	27	29
8	4.17	9.09	0.00	91.67	77.27	88.89	4.17	13.64	11.11	24	22	18
All Grades	19.23	13.51	9.46	73.08	75.68	74.32	7.69	10.81	16.22	78	74	74

Conclusions based on this data:

1. 7th grade English learners at Level 1 of Overall Language have significantly increased over the past two years
2. 8th grade English learners at Level 4 of Overall Language have significantly increased over the past two years
3. The number of students tested for 7th grade have steadily increased over the past 3 years and the number of students tested for 8th grade have steadily decreased over the past 3 years

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
873	44.3%	10.8%	0.2%
Total Number of Students enrolled in Delta Vista 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	94	10.8%
Foster Youth	2	0.2%
Homeless	6	0.7%
Socioeconomically Disadvantaged	387	44.3%
Students with Disabilities	123	14.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	124	14.2%
American Indian	3	0.3%
Asian	47	5.4%
Filipino	69	7.9%
Hispanic	370	42.4%
Two or More Races	35	4%
Pacific Islander	13	1.5%
White	212	24.3%

Conclusions based on this data:

1. Student enrollment has decreased from 900 to 873.

2. Socioeconomically disadvantaged student population percentage has increased from 43% to 44.3%
3. English learner student population percentage has increased from 10.4% to 10.8%.

School and Student Performance Data

Overall Performance

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Chronic Absenteeism declined from Yellow to Red.
- English learner progress jumped from Red to Green.
- English Language Arts jumped from Orange to Yellow.

School and Student Performance Data

Academic Performance English Language Arts

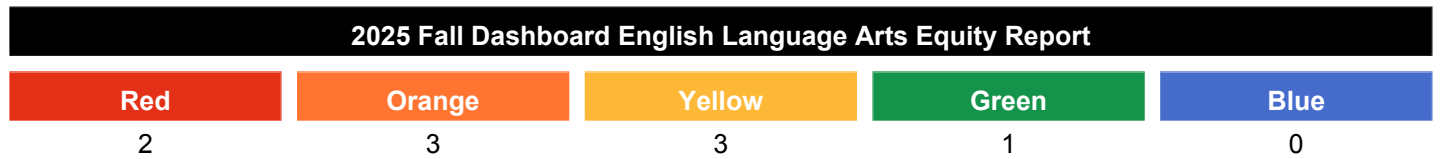
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 43.6 points below standard Increased 4.9 points 779 Students	English Learners  Red 83.9 points below standard Declined 5 points 131 Students	Long-Term English Learners  Orange 113.3 points below standard Increased 5.2 points 50 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Yellow 65.4 points below standard Increased 9.8 points 353 Students

Students with Disabilities  Red 156.3 points below standard Declined 21.2 points 115 Students	African American  Yellow 66.9 points below standard Increased 11.8 points 107 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Yellow 1.5 points below standard Declined 9 points 45 Students	Filipino  Green 18.9 points above standard Increased 3.4 points 67 Students	Hispanic  Orange 64.2 points below standard Maintained -0.4 points 329 Students
Two or More Races  No Performance Color 77.3 points below standard Declined 19.3 points 30 Students	Pacific Islander  No Performance Color 50.9 points below standard Declined 9.2 points 13 Students	White  Orange 33.5 points below standard Maintained -1.6 points 195 Students

Conclusions based on this data:

1. All Students group increased by 4.9 points.
2. Long-Term English Learners, Socioeconomically Disadvantaged, African American and Filipino student groups increased.
3. English Learners, Students with Disabilities, Asian, and Pacific Islander student groups declined.

School and Student Performance Data

Academic Performance Mathematics

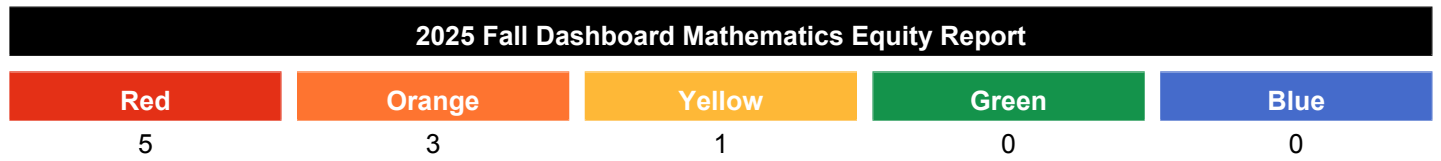
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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  Red 106.3 points below standard Declined 3.2 points 785 Students	English Learners  Red 143.5 points below standard Declined 12.4 points 134 Students	Long-Term English Learners  Red 171.2 points below standard Declined 7.1 points 50 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Red 129.8 points below standard Maintained -0.3 points 356 Students

Students with Disabilities  Red 191.5 points below standard Declined 11.7 points 116 Students	African American  Orange 140.1 points below standard Increased 6.4 points 107 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 54.2 points below standard Declined 12.6 points 46 Students	Filipino  Yellow 36.2 points below standard Increased 11.2 points 66 Students	Hispanic  Red 128.9 points below standard Declined 12.5 points 334 Students
Two or More Races  No Performance Color 136.9 points below standard Declined 34.5 points 30 Students	Pacific Islander  No Performance Color 117.5 points below standard Declined 21 points 13 Students	White  Orange 88.6 points below standard Declined 4.5 points 195 Students

Conclusions based on this data:

1. As a whole, student performance remains in the Red.
2. African American and Filipino student groups increased.
3. English Learners, Long-Term English Learners, Students with Disabilities, Asian, Hispanic, Two or More Races, Pacific Islander, and White subgroups declined.

School and Student Performance Data

Academic Performance Science

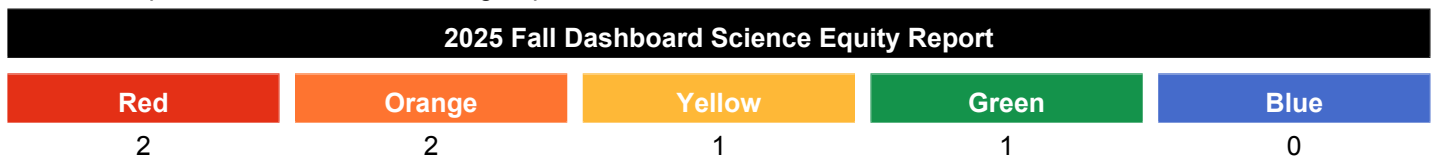
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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 Green 46.7 science points Increased 3.3 points 269 Students	English Learners Orange 38.2 science points Maintained 1.9 points 42 Students	Long-Term English Learners No Performance Color 32.4 science points Maintained -1.3 points 22 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 43.4 science points Increased 5.6 points 113 Students

Students with Disabilities  Red 31.4 science points Maintained 0.5 points 33 Students	African American  Red 33.6 science points Declined 2.1 points 41 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 59.1 science points Increased 4.4 points 15 Students	Filipino  No Performance Color 62.7 science points Increased 10.6 points 25 Students	Hispanic  Orange 41 science points Maintained 0.3 points 102 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	White  Green 54 science points Increased 10.6 points 70 Students

Conclusions based on this data:

1. All students are in the Green and increased by 3.3%.
2. Socioeconomic Disadvantaged, Filipino, and White subgroups increased.
3. African American subgroup decreased.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Blue
46.6 making progress.	64.4 making progress.
Number Students: 73 Students	Number Students: 45 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
19.2%	34.2%	0%	46.6%

Conclusions based on this data:

- English learner progress increased significantly from Red to Green.
- 46.6% making progress.

School and Student Performance Data

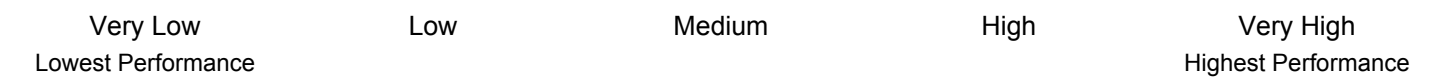
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

1. Not applicable to middle school level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

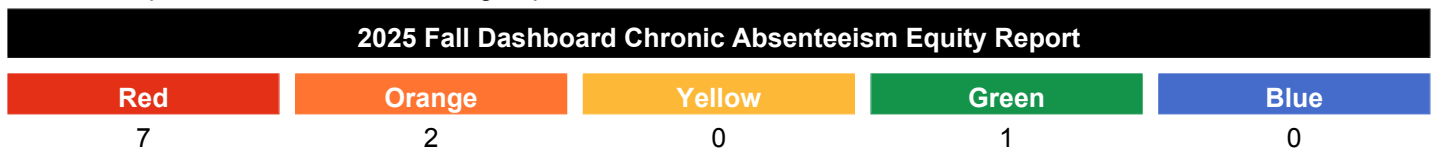
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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  Red 22.7% Chronically Absent Increased 1.3 899 Students	English Learners  Red 25.8% Chronically Absent Increased 12 97 Students	Long-Term English Learners  Orange 20% Chronically Absent Increased 2.5 55 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Red 29.2% Chronically Absent Maintained 0.2 424 Students

Students with Disabilities  Red 32.9% Chronically Absent Increased 2.8 143 Students	African American  Red 31.3% Chronically Absent Increased 2.1 131 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Green 8.3% Chronically Absent Declined 1.5 48 Students	Filipino  Orange 5.7% Chronically Absent Increased 1.4 70 Students	Hispanic  Red 22.5% Chronically Absent Maintained -0.2 378 Students
Two or More Races  Red 37.1% Chronically Absent Increased 7.7 35 Students	Pacific Islander  No Performance Color 15.4% Chronically Absent Declined 1.3 13 Students	White  Red 23.5% Chronically Absent Increased 1.8 221 Students

Conclusions based on this data:

1. Overall, the number of students chronically absent has increased and is in the Red.
2. Nearly all subgroups have increased.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Not applicable to the middle school level.

School and Student Performance Data

Conditions & Climate Suspension Rate

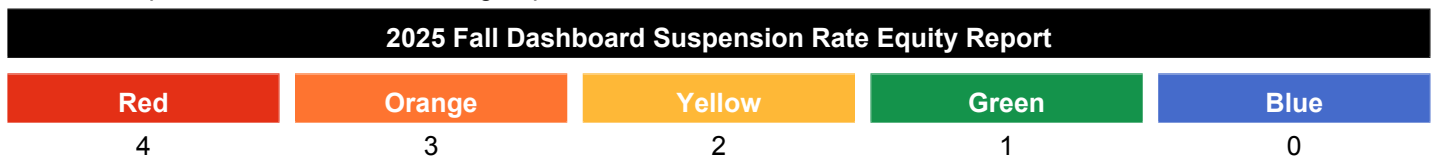
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 11.2% suspended at least one day Declined 0.8% 913 Students	English Learners  Orange 9.2% suspended at least one day Increased 1.5% 98 Students	Long-Term English Learners  Red 14.5% suspended at least one day Increased 3.6% 55 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Orange 14.7% suspended at least one day Declined 1.9% 428 Students

Students with Disabilities  Red 21.6% suspended at least one day Increased 0.5% 148 Students	African American  Red 32.1% suspended at least one day Increased 6.7% 131 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Orange 2.1% suspended at least one day Increased 2.1% 48 Students	Filipino  Green 4.2% suspended at least one day Declined 1.6% 71 Students	Hispanic  Yellow 8.6% suspended at least one day Declined 2.7% 383 Students
Two or More Races  Red 14.3% suspended at least one day Maintained 0% 35 Students	Pacific Islander  No Performance Color 0% suspended at least one day Declined 16.7% 13 Students	White  Yellow 7.9% suspended at least one day Maintained 0% 229 Students

Conclusions based on this data:

1. Remains in the Yellow however, has declined by 0.8%.
2. Suspension rate has increased in all subgroups with the exception of the Socioeconomically Disadvantaged, Filipino, Hispanic, and Pacific Islander subgroups.

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.

Resources for Education

Expectation: Through a collaborative approach, we will ensure equitable access to resources, recruit and retain highly qualified staff, and maintain excellent facilities and infrastructure while continuously evaluating our curriculum and technological tools.

Key Initiatives:

Establish a strategy to attract and retain skilled educators.

Improve our systematic approach to device inventory and replace learning devices to ensure that all educators and students can access the latest technology that supports personalized and effective learning experiences.

Create a detailed list of facility inspections and upgrades to ensure safety and meet accessibility standards. Additionally, evaluate the system for tracking maintenance requests and repairs to ensure efficiency in maintaining safe, comfortable, and effective learning environments.

Improve cafeteria and kitchen facilities to support a variety of nutritious meal choices, update storage for fresh produce, and provide more seating areas for students to enjoy their meals.

Review and evaluate district-adopted curriculum and digital platforms to ensure that they align with educational goals, and provide high-quality resources that enhance the learning experience for students, educators, and educational partners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ensure equitable access to resources, highly qualified staff, facilities, technological tools, and infrastructure.

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.

- Current inability to make effective, sustainable, systematic change and intentionally monitor throughout the year.
- Minimal appropriate support for new and struggling teachers.
- Uniform plan to ensure reliable access to student devices.

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
Percent of Teachers with clear credentials Source: California Dashboard Priority 1	Based on 2025 CA Dashboard 79.6% of OUESD have clear credentials	95% of teachers will possess clear credentials
Percent of students with access to standard-aligned instructional materials Source: Local Indicator Priority 1	100% of Delta Vista students with access to their own copies of standards-aligned instructional materials for use at school and at home	100% of students with access to standard-aligned instructional materials
Percent of students with access to a device used digital resources Source: Local Indicator	100% of students have access to a device used for digital resources.	100% of students with access to a device used digital resources

Priority 1		
Percent of schools in good repair condition Source: Local Indicator Priority 1	Delta Vista is in fair repair condition	Delta Vista will increase to good repair condition

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	Provide teachers with professional learning opportunities and support that enhance instructional strategies focusing on monitoring student progress toward grade level standards, informed instruction, identify strategic and intensive interventions for students, determine the effectiveness of current instruction and interventions, and identifying best practices through an effective, established process. Professional development is provided throughout the year to ensure that the most current curriculum and instruction are delivered to our students. The site and district work collaboratively to identify and help teachers deliver strong instruction, show them how to utilize data to drive instruction, help in the creation of lessons that will increase student engagement and academic success, providing professional development and support to teachers to increase fidelity across the school with continued curriculum adoption in addition to integrated and designated ELD strategies.	All students, specifically our identified student subgroups.	2,471.26 Site Discretionary 1000-1999: Certificated Personnel Salaries Release time for peer observation. 3,300 Site Discretionary 4000-4999: Books And Supplies Equipment or Material Needs
1.2	Intervention: Interventions will be provided to students who are identified in an under-performing subgroup. -EL grouping during daily ELD designated time. -Targeted ELL intervention designed to accelerate reclassification of our designated ELL students. -Targeted assistance during Language Arts Block by teacher from curriculum-embedded assessments. -Delivery of core-aligned intervention using core or supplemental materials. -Target identified students through teacher office hours. -Intervention classes built into the school day. -Extended time in before- and after-school intervention support. -Delivery of core-aligned intervention using core or core replacement. -Monitoring of student progress in the intervention program including pre and post assessments.	All students, specifically our identified student subgroups.	15,050 LCFF Supplemental 4000-4999: Books And Supplies Intervention Materials and Supplies 3,436.83 Site Discretionary 2000-2999: Classified Personnel Salaries Intervention Supports
1.3	Provide all students with the opportunity to participate in learning experiences outside of the school setting.	All students, specifically our identified student subgroups.	15,050 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Educational Fieldtrips or Equivalent

			4,700 Site Discretionary 5000-5999: Services And Other Operating Expenditures Educational Fieldtrips or Equivalent
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Making adequate progress when assessing the baseline/actual outcome with the expected outcome.

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

No major differences.

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

Adjusted budget allocations appropriately for areas of need.

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.

Inclusive Educational Partnerships

Expectation: Involve and engage families and community members in meaningful partnerships that honor our diverse school community.

Key Initiatives:

Offer programs, advisory councils, and opportunities to our educational partners to guide important decisions that affect our students' academic, physical, social, and emotional growth.

Systematize family engagement at the district and site level to provide resources and tools for families to support students in the areas of academic, socio-emotional, and mental health support.

Provide high-quality translation services to ensure that all families can actively participate in their children's education.

Provide informative and responsive communication through tools such as school websites, marquees, newsletters, and other communication methods to ensure a strong connection between school, home, and community.

Provide opportunities to volunteer and ensure communication around the process of volunteer participation.

Priority 3

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Foster a welcoming environment for all families and community members and maintain a sense of belonging and shared responsibility for students' academic, physical, social, and emotional growth.

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.

Very low parent involvement.

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
# of parents actively engaged in our school community Source: Local Data Priority 3	Increased parent involvement by offering school community events and provide targeted communications.	Increase the number of parent involvement events by two.
# of professional development sessions offered to staff focused on engaging families Source: Local Data Priority 3	During the school year 2024 - 2025, the district offered 7 sessions focusing on engaging families.	The district will provide at least 10 sessions focused on engaging
% of district-sponsored events with parental participation low-income, English Learner and Foster youth students and provided with translations. Source: Local Data	100% of district-sponsored events with parental participation, including LCAP meetings and DELAC meetings, were provided with translation for low-income, English Learner, and Foster youth students.	100% of district-sponsored events with parental participation low-income, English Learner, and Foster youth students were translation will be provided

Priority 3		
# of professional development sessions offered to staff focused specifically on engaging families of low-income, English Learner, or Foster Youth students Source: Local Data Priority 3	During OUESD's September and November professional development day one, OUESD offered 4 sessions focusing on engaging families of low-income, English Learner, or Foster Youth students.	At least 5 sessions focusing on engaging families of low-income, English Learner, or Foster Youth students

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	Provide parents with supports and resources that empower them to engage in their student's learning such as parent conferences, on and off-site communications, and increased parent involvement activities. The parent and community has engaged with Delta Vista Middle School through online and on-site activities, fundraisers and field trips. Parents do come to on-site activities (ELAC Meetings, PTSA Meetings, SSC Meetings, etc.)	All students, specifically our identified student subgroups.	2,500 Site Discretionary 4000-4999: Books And Supplies Food 3,943.70 LCFF Supplemental 4000-4999: Books And Supplies Supplies
2.2	Teachers will use relevant data to hold academic conferences with parents and students. This allows parents to be informed at the same time giving students an opportunity to improve their grades as necessary. In addition, Teachers communicate with preferred technological applications that allow for documented communications, as well as email and phone calls on a regular basis.	All students, specifically our identified student subgroups.	2,500 Site Discretionary 4000-4999: Books And Supplies Food 3,943.70 LCFF Supplemental 4000-4999: Books And Supplies Supplies

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.

Making adequate progress when assessing the baseline/actual outcome with the expected outcome, with the exception of parent involvement. there is still a need to improve in this area. Implementation of the Belonging Statement possessing actionable items and accountability.

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

No major differences.

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

Adjusted budget allocations appropriately for areas of need.

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.

Safe School Climate

Expectation: All students will be provided with a safe and inclusive learning environment that supports, through the implementation of programs, a focus on students' physical fitness, mental health, and social and emotional wellness.

Key Initiatives:

All students can access socio-emotional learning (SEL) strategies and curriculum.

Annual review, revision, and adoption of the district and schools' comprehensive school safety plan.

Provide appropriate safety training to all staff members.

Increase education, awareness, and understanding about mental health.

Ensure that students are attending school regularly.

Priorities 5 & 6

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Strengthen the overall well-being of all students by fostering an equitable, safe, and inclusive environment.

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.

-We have seen an increase in the number of students being referred for counseling services. School community survey results indicate that students are in need of a much higher level of socioemotional support. Additionally, our site's MTSS FIA indicated a need for additional supports in the areas of behavior and socioemotional learning.

-Historically high Chronic Absenteeism of 27.2%, even prior to COVID related absences.

-Suspension rate of 15.4% with African American, Students w/ Disabilities and Students with Disabilities in the red.

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
Percent of students who are chronically absent Source: California Dashboard Priority 5	School Year 2024-25: 22.7% of OUESD of students are chronically absent.	Reduce students chronically absent by 10%
Percent of students suspended once or more Source: California Dashboard Priority 6	School Year 2024-25: 11.2% of students suspended once or more.	Reduce students suspended by 5%
Percent of students who report feeling safe and connected at school Source: California Healthy Kids Survey Priority 6	School Year 2024-25: Approximately 55% of students reported feeling safe or very safe and 50% feel connected at school	Increase the number of students who report feeling safe and connected by 10%.
Percent of parents/guardians who report feeling confident that their child is safe and connected at school	School Year 2024-25: Survey results unavailable at time of submission.	Survey results unavailable at time of submission.

Source: California School Parent Survey Priority 6		
Percent of teachers who report feeling safe and connected at school Source: California School Staff Survey Priority 6	School Year 2024-25: Approximately 89% of teachers either agree or strongly agree that they feel school is a safe place for staff.	Increase the number of teachers who report feeling safe and connected at school by 10%.

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	Provide training, personnel and programs to create a safe, supportive learning environment for students physically, emotionally, and intellectually.	All students, specifically our identified student subgroups.	50,104 Title I 5000-5999: Services And Other Operating Expenditures Bridge Builders to the New Generation 2,600.00 Title I 5000-5999: Services And Other Operating Expenditures School-Wide PBIS System 2,929.10 Site Discretionary 5000-5999: Services And Other Operating Expenditures Digital Student Pass Software Program 687.36 Site Discretionary 2000-2999: Classified Personnel Salaries Extra Hours for after school events
3.2	Provide training during staff development and collaborative learning times to implement Mind-Up, trauma-informed practices, and other socioemotional-related materials and experiences for students. Review and update safety procedures, provide mandated reporter training, refine the Rtl process, monitor students progress, monitor student attendance through the use of the A2A program, evaluate student discipline and other means of correction and provide professional development on social justice standards.	All students, specifically our identified student subgroups.	4,000 Site Discretionary 5000-5999: Services And Other Operating Expenditures Site Safety Supplies
3.3	Assessment and Monitoring: Attendance, discipline and RTI intervention data will be analyzed every 6 weeks to determine next steps. The site attendance team will continue to meet weekly to target students for intervention to prevent chronic absenteeism and administration will conduct home visits for students identified from the attendance team meetings. Parents will be surveyed through SSC, ELAC, Second Cup of Coffee and through the PCL classes to continue to gather input and ideas from parent and community	All students, specifically our identified student subgroups.	4,124.19 Site Discretionary 2000-2999: Classified Personnel Salaries Health and Attendance Clerk Extra Support

	stake holders regarding needs to support a healthy school environment. Data will be shared on web pages or in newsletters.		
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Making adequate progress when assessing the baseline/actual outcome with the expected outcome.

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

Made significant growth in the area of decreasing suspension rate for our most vulnerable student subgroups, including AA subgroup.

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.

Adjusted budget allocations appropriately for areas of need.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Excellence in Teaching and Learning

Expectation: All OUESD students will have equitable learning experiences across all content areas.

Key Initiatives:

Provide professional development to enhance the delivery of high-quality instructional practices.

Implement various assessments, including universal screeners, diagnostic tests, and interim assessments.

Offer learning opportunities for students through intervention and enrichment.

Address specific academic, social-emotional, and physical needs of African American, English Learners, special needs, and socio-economically disadvantaged students.

Implement a Multiple-Tiered System of Support (MTSS).

Priorities 4 & 8

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will engage in high quality learning experiences.

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.

-Current inability to make effective, sustainable, systematic change and intentionally monitor throughout the year.

-Minimal appropriate support for new and struggling teachers.

-Limited student achievement due to lack of effective strategies and professional development on site to inform practice and data.

-Lack of opportunities for student engagement outside of academics.

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
Math Academic Indicator Priority 4	Spring 2025 California School Dashboard Math Performance, number of points above or below standard: SwD = 191.5 below SED = 129.8 below EL = 143.5 below AfrAm = 140.1 below Asian = 54.2 below Fil = 36.2 below His/Latx = 128.9 below White = 88.6 below	SwD = Decrease by 10% SED = Decrease by 10% EL = Decrease by 10% AfrAm = Decrease by 10% Asian = Decrease by 10% Fil = Decrease by 10% His/Latx = Decrease by 10% White = Decrease by 10%
SBAC ELA Academic Indicator Priority 4	Spring 2025 California School Dashboard ELA Performance, number of points above or below standard: SwD = 156.3 below	SwD = Decrease by 10% SED = Decrease by 10% EL = Decrease by 10% AfrAm = Decrease by 10%

	SED = 65.4 below EL = 83.9 below AfrAm = 66.9 below Asian = 1.5 below Fil = 18.9 above His/Latx = 64.2 below White = 33.5 below	Asian = Decrease by 10% Fil = Increase by 5% His/Latx = Decrease by 10% White = Decrease by 10%
% of English Learner progress	46.6% of English Learners are making progress towards proficiency in English language.	55% of OUESD English Learners are make progress towards proficiency in English language.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide teachers with professional learning opportunities and support that enhance instructional strategies focusing on monitoring student progress toward grade level standards, informed instruction, identify strategic and intensive interventions for students, determine the effectiveness of current instruction and interventions, and identifying best practices through an effective, established process. Professional development is provided throughout the year to ensure that the most current curriculum and instruction are delivered to our students. The site and district work collaboratively to identify and help teachers deliver strong instruction, show them how to utilize data to drive instruction, help in the creation of lessons that will increase student engagement and academic success, providing professional development and support to teachers to increase fidelity across the school with continued curriculum adoption in addition to integrated and designated ELD strategies.	All students, specifically our identified student subgroups.	2,471.26 Site Discretionary 1000-1999: Certificated Personnel Salaries Teacher Release Time 1,225 LCFF Supplemental 4000-4999: Books And Supplies Instructional Materials and Supplies
4.2	Intervention: Interventions will be provided to students who are identified in an under-performing subgroup. -EL grouping during daily ELD designated time. -Targeted ELL intervention designed to accelerate reclassification of our designated ELL students. -Targeted assistance during Language Arts Block by teacher from curriculum-embedded assessments. -Delivery of core-aligned intervention using core or supplemental materials. -Target identified students through teacher office hours. -Intervention classes built into the school day. -Extended time in before- and after-school intervention support. -Delivery of core-aligned intervention using core or core replacement. -Monitoring of student progress in the intervention program including pre and post assessments.	All students, specifically our English Learner, Socioeconomically Disadvantaged and Students with Disabilities subgroups.	20,937.60 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Intervention Support

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.

Making adequate progress when assessing the baseline/actual outcome with the expected outcome.

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

No major differences.

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

Adjusted budget allocations appropriately for areas of need.

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	\$145,974.00
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 I	\$52,704.00

Subtotal of additional federal funds included for this school: \$52,704.00

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 (\$)
LCFF Supplemental	\$60,150.00
Site Discretionary	\$33,120.00

Subtotal of state or local funds included for this school: \$93,270.00

Total of federal, state, and/or local funds for this school: \$145,974.00

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
Site Discretionary	\$33,120.00	0.00
LCFF Supplemental	\$60,150.00	0.00
Title I	\$52,704.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	60,150.00
Site Discretionary	33,120.00
Title I	52,704.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,880.12
2000-2999: Classified Personnel Salaries	8,248.38
4000-4999: Books And Supplies	32,462.40
5000-5999: Services And Other Operating Expenditures	79,383.10

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	20,937.60
4000-4999: Books And Supplies	LCFF Supplemental	24,162.40
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	15,050.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	4,942.52
2000-2999: Classified Personnel Salaries	Site Discretionary	8,248.38
4000-4999: Books And Supplies	Site Discretionary	8,300.00
5000-5999: Services And Other Operating Expenditures	Site Discretionary	11,629.10

5000-5999: Services And Other
Operating Expenditures

Title I

52,704.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
44,008.09
12,887.40
64,444.65
24,633.86

School Site Council Membership

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

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

Name of Members	Role
Rusty Ehrlich	Principal
Briana Wood	Parent or Community Member
Jen Furer	Parent or Community Member
Veronica Houck	Parent or Community Member
Angie Kirk	Parent or Community Member
Alvena Raiford-Smith	Parent or Community Member
Stacey Landron	Classroom Teacher
Zelma Urzua	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 22, 2026.

Attested:



Principal, Rusty Ehrlich on April 22, 2026



SSC Chairperson, Briana Wood on April 22, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix 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 (*Sections: 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 (*Sections: 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 (*Sections: 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/>

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