



School Plan for Student Achievement (SPSA)

School Name			County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
O'Hara School	Park	Middle	07-61762-6108765	May 22nd, 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 O'Hara Park 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 O'Hara Park 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.

As a Schoolwide program, we will complete a Comprehensive Needs Assessment bi-annually, ensuring the development of our SPSA with key stakeholder involvement, include strategies that support the California CCSS and address the needs of all students, but particularly those at risk of not meeting these standards with activities, instructional support, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is continuously monitored and evaluated by O'Hara Park's Leadership team, SSC, PTSA and ELAC. The SPSA is revised to ensure ongoing improvement based on data analysis of student achievement and school climate and culture. Our plan is aligned and coordinated with district LCAP goals, and district plans.

Educational Partner Involvement

How, when, and with whom did O'Hara Park 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

O'Hara Park seeks ongoing stake holder input in the creation and monitoring of the SPSA through school wide data analysis, regular meetings with Department Chairs, needs assessments throughout the school year, and data analysis conducted at staff meetings, SSC and ELAC meetings. In addition O'Hara Park has reached out to parents and staff in the form of surveys to gather input regarding areas of strength and growth.

Stakeholders cite raising achievement in the core content areas, such as Math and ELA, remains to be a priority area as well as access to socio-emotional supports.

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.

In an effort to ensure all students have access to the academic and social-emotional supports needed to access the curriculum, O'Hara Park has done an extensive amount of work building an MTSS program and a safe school campus. While there are a variety of tier 2 and tier 3 resources for students, we recognize the need to polish and continue to grow our tier 1 supports. Additionally, we have increased the social-emotional and mental health support by providing a wellness center and a refocus room. We have added School Resource Officer to help support safety on campus.

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.

Chronic Absenteeism, English Language Arts, Mathematics, and Students with Disabilities progress. Suspension Rates for our EL/LTELS, SED, AA

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.

There is no state indicator for which the performance of any student group was two or more performance levels below the “all student” performance at O'Hara Park MS.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for O'Hara Park 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	0.36%	0.23%	0.24%	3	2	2
African American	7.66%	8.76%	8.97%	64	75	76
Asian	4.43%	3.74%	3.66%	37	32	31
Filipino	6.70%	5.84%	5.19%	56	50	44
Hispanic/Latino	50.00%	48.60%	51.59%	418	416	437
Pacific Islander	0.84%	0.70%	0.35%	7	6	3
White	27.75%	29.67%	27.39%	232	254	232
Multiple/No Response	2.27%	2.45%	2.48%	19	21	21
Total Enrollment				836	856	847

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	294	302	251
Grade 7	265	284	304
Grade 8	277	270	292
Total Enrollment	836	856	847

Conclusions based on this data:

1. O'Hara Park's overall enrollment has been increasing over the last 3 years. The numbers have been steady in or over 830 each year. It may be a rise in housing being built in Oakley
2. The African American and Multiple/ No response groups continues to slowly increase each year. While this growth is not statistically significant it does remain consistent. A plan to continue to support these student groups needs to be a continued priority.
3. At O'Hara Park there are two major student groups, White and Latino. Together they make up 79% of the population. While 2 groups make up the vast majority of the population, the other 21% are comprised of 6 students groups. Hispanic/Latino makes up 52% percent of student population.

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	80	80	59	10.6%	9.5%	7.0%
Fluent English Proficient (FEP)	84	86	115	8.7%	10.0%	13.6%

Conclusions based on this data:

1. Last year the number of students we reclassified increased by 7%.
2. O'Hara Park's English Learner population has decreased from prior school year.

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	257	282	289	252	277	282	252	277	282	98.1	98.2	97.6
Grade 7	270	258	278	266	254	271	266	254	271	98.5	98.4	97.5
Grade 8	237	268	259	230	265	255	230	264	255	97.0	98.9	98.5
All Grades	764	808	826	748	796	808	748	795	808	97.9	98.5	97.8

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	2496.	2494.	2498.	10.32	10.11	9.93	26.59	26.35	29.43	30.56	27.08	30.14	32.54	36.46	30.50
Grade 7	2523.	2523.	2509.	13.16	12.60	11.81	28.57	31.10	18.45	22.56	24.80	32.10	35.71	31.50	37.64
Grade 8	2537.	2533.	2533.	7.39	11.74	9.80	30.00	27.65	25.49	34.35	25.38	32.16	28.26	35.23	32.55
All Grades	N/A	N/A	N/A	10.43	11.45	10.52	28.34	28.30	24.50	28.88	25.79	31.44	32.35	34.47	33.54

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	10.71	14.08	11.70	60.71	51.26	60.28	28.57	34.66	28.01
Grade 7	15.85	11.02	10.70	61.13	64.17	60.15	23.02	24.80	29.15
Grade 8	11.30	13.26	14.51	64.78	52.65	51.76	23.91	34.09	33.73
All Grades	12.72	12.83	12.25	62.12	55.85	57.55	25.17	31.32	30.20

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	10.32	9.03	12.06	53.57	53.07	52.13	36.11	37.91	35.82
Grade 7	15.47	16.14	12.55	49.81	54.72	50.18	34.72	29.13	37.27
Grade 8	8.26	12.17	12.16	58.26	50.19	53.33	33.48	37.64	34.51
All Grades	11.51	12.34	12.25	53.68	52.64	51.86	34.81	35.01	35.89

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	8.73	9.39	9.22	77.38	71.48	74.11	13.89	19.13	16.67
Grade 7	12.45	10.63	7.75	70.19	77.56	76.38	17.36	11.81	15.87
Grade 8	13.04	10.23	9.02	74.35	74.62	70.98	12.61	15.15	20.00
All Grades	11.38	10.06	8.66	73.90	74.47	73.89	14.73	15.47	17.45

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	11.90	9.03	12.06	69.05	67.15	68.79	19.05	23.83	19.15
Grade 7	15.79	15.35	10.70	60.90	63.78	61.99	23.31	20.87	27.31
Grade 8	13.04	17.05	14.51	70.87	64.39	65.10	16.09	18.56	20.39
All Grades	13.64	13.71	12.38	66.71	65.16	65.35	19.65	21.13	22.28

Conclusions based on this data:

- Over the 3- school year span we saw a significant decrease in the percentage of students that are below standard across reading areas.
- The data suggests that reading and writing remains to be a weakness for students and more robust interventions are needed.
- In the areas of Listening and Research/Inquiry for the 24-25 school year all grade levels were showing that 65 % or more are at or near the standard.

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	257	282	289	252	277	285	252	277	285	98.1	98.2	98.6
Grade 7	270	258	278	265	253	271	265	253	271	98.1	98.1	97.5
Grade 8	237	268	259	229	264	253	229	264	253	96.6	98.5	97.7
All Grades	764	808	826	746	794	809	746	794	809	97.6	98.3	97.9

* 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	2454.	2455.	2463.	3.17	6.14	3.86	9.92	10.11	14.04	34.13	25.27	33.68	52.78	58.48	48.42
Grade 7	2468.	2466.	2463.	3.77	2.77	5.17	15.09	10.28	10.33	26.79	30.83	26.20	54.34	56.13	58.30
Grade 8	2467.	2466.	2459.	4.80	4.17	3.16	5.68	11.36	9.49	22.71	21.59	18.97	66.81	62.88	68.38
All Grades	N/A	N/A	N/A	3.89	4.41	4.08	10.46	10.58	11.37	28.02	25.82	26.58	57.64	59.19	57.97

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	3.17	5.42	5.26	40.08	35.74	44.91	56.75	58.84	49.82
Grade 7	6.04	4.35	6.64	39.62	37.94	35.42	54.34	57.71	57.93
Grade 8	3.06	3.79	1.98	37.99	35.98	37.94	58.95	60.23	60.08
All Grades	4.16	4.53	4.70	39.28	36.52	39.56	56.57	58.94	55.75

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	2.78	5.05	4.91	44.84	40.07	45.26	52.38	54.87	49.82
Grade 7	2.26	3.56	5.54	50.57	50.59	43.54	47.17	45.85	50.92
Grade 8	3.93	5.30	4.35	52.40	53.79	49.01	43.67	40.91	46.64
All Grades	2.95	4.66	4.94	49.20	47.98	45.86	47.86	47.36	49.20

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	3.97	6.50	5.26	61.11	58.84	57.19	34.92	34.66	37.54
Grade 7	6.42	4.35	4.43	64.15	62.85	55.72	29.43	32.81	39.85
Grade 8	3.93	3.03	3.95	58.95	54.55	51.38	37.12	42.42	44.66
All Grades	4.83	4.66	4.57	61.53	58.69	54.88	33.65	36.65	40.54

Conclusions based on this data:

1. Over the 3 year span less than 5% of our students at above standard,
2. Over 55 % are at or near math standard. Intensive interventions in math are needed to push the students to at or above.
3. There is a need to shift to focus on math intervention and math support to close the gap and get closer to meeting standards and decrease the percentage that are below standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1543.7	1556.1	1539.9	1545.9	1567.9	1543.8	1541.0	1543.8	1535.5	24	31	26
7	1575.8	1563.8	1576.1	1587.1	1565.7	1588.6	1564.0	1561.4	1562.8	24	18	21
8	1604.8	*	1577.1	1623.2	*	1580.7	1586.0	*	1572.8	19	9	13
All Grades										67	58	60

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	41.67	45.16	34.62	29.17	35.48	38.46	25.00	12.90	11.54	4.17	6.45	15.38	24	31	26
7	50.00	38.89	47.62	45.83	44.44	33.33	0.00	16.67	9.52	4.17	0.00	9.52	24	18	21
8	63.16	*	46.15	26.32	*	38.46	10.53	*	7.69	0.00	*	7.69	19	*	13
All Grades	50.75	39.66	41.67	34.33	41.38	36.67	11.94	15.52	10.00	2.99	3.45	11.67	67	58	60

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	54.17	67.74	57.69	29.17	25.81	26.92	16.67	3.23	3.85	0.00	3.23	11.54	24	31	26
7	62.50	66.67	66.67	33.33	27.78	23.81	4.17	5.56	4.76	0.00	0.00	4.76	24	18	21
8	84.21	*	61.54	10.53	*	23.08	5.26	*	15.38	0.00	*	0.00	19	*	13
All Grades	65.67	63.79	61.67	25.37	31.03	25.00	8.96	3.45	6.67	0.00	1.72	6.67	67	58	60

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	12.50	12.90	0.00	33.33	35.48	42.31	37.50	38.71	34.62	16.67	12.90	23.08	24	31	26
7	16.67	16.67	19.05	29.17	22.22	47.62	45.83	55.56	19.05	8.33	5.56	14.29	24	18	21
8	36.84	*	23.08	36.84	*	46.15	10.53	*	15.38	15.79	*	15.38	19	*	13
All Grades	20.90	13.79	11.67	32.84	32.76	45.00	32.84	43.10	25.00	13.43	10.34	18.33	67	58	60

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	8.33	29.03	39.13	87.50	54.84	43.48	4.17	16.13	17.39	24	31	23
7	20.83	22.22	38.89	70.83	66.67	44.44	8.33	11.11	16.67	24	18	18
8	26.32	*	30.77	73.68	*	61.54	0.00	*	7.69	19	*	13
All Grades	17.91	25.86	37.04	77.61	60.34	48.15	4.48	13.79	14.81	67	58	54

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	79.17	90.00	73.08	20.83	10.00	15.38	0.00	0.00	11.54	24	30	26
7	91.67	88.89	85.71	8.33	11.11	9.52	0.00	0.00	4.76	24	18	21
8	94.74	*	84.62	5.26	*	15.38	0.00	*	0.00	19	*	13
All Grades	88.06	89.47	80.00	11.94	10.53	13.33	0.00	0.00	6.67	67	57	60

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	9.09	3.33	9.52	50.00	66.67	52.38	40.91	30.00	38.10	22	30	21
7	18.18	17.65	28.57	50.00	64.71	47.62	31.82	17.65	23.81	22	17	21
8	47.37	*	25.00	31.58	*	50.00	21.05	*	25.00	19	*	12
All Grades	23.81	8.93	20.37	44.44	66.07	50.00	31.75	25.00	29.63	63	56	54

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	47.83	31.03	32.00	47.83	68.97	60.00	4.35	0.00	8.00	23	29	25
7	28.57	23.53	41.18	71.43	76.47	52.94	0.00	0.00	5.88	21	17	17
8	27.78	*	16.67	72.22	*	83.33	0.00	*	0.00	18	*	12
All Grades	35.48	25.93	31.48	62.90	74.07	62.96	1.61	0.00	5.56	62	54	54

Conclusions based on this data:

1. OPS has had a significant increase (11.5% of students who are at a level 1. Speaking is at 6.67 %. These increases may be due to the having the ability for newcomers to be at home school.
2. 85% fall into the "Well Developed-Somewhat/Moderately" range for listening domain. This suggests that students are getting the structured language practice needed to be fluent speakers, but need more support to translate their oral language skills to their writing and reading.
3. We see about a 6% increase in students beginning well developed in the writing domain.

School and Student Performance Data

Student Population

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
856	42.4%	9.3%	0.2%
Total Number of Students enrolled in O'Hara Park 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	80	9.3%
Foster Youth	2	0.2%
Homeless	1	0.1%
Socioeconomically Disadvantaged	363	42.4%
Students with Disabilities	145	16.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	75	8.8%
American Indian	2	0.2%
Asian	32	3.7%
Filipino	50	5.8%
Hispanic	416	48.6%
Two or More Races	21	2.5%
Pacific Islander	6	0.7%
White	254	29.7%

Conclusions based on this data:

1. Hispanic students make up the largest population at O'Hara Park, followed by White students.

2. 42.4% of students are socioeconomically disadvantaged, this did drop but O'Hara Park a Title I school.
3. Students with disabilities make up nearly 17% of the population, which is on the high end. Further investigation needs to be done to determine if we are over identifying students or if our students are not making enough progress to exit our program.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Engaging students is a concern as indicated on the Chronic Absenteeism dashboard as we are in the "Red" range. O'Hara has declined in this domain by 2 levels.
- ELA and Math continues to be an area of need and are being addressed through targeted interventions within and outside of the school day. Additional instructional supports are needed.

3. The suspension rate is in the "yellow" range, indicating that is is a medium concern. As a site we are focusing on addressing student's socio-emotional learning and assisting staff with strategies to address and prevent concerning behaviors.

School and Student Performance Data

Academic Performance English Language Arts

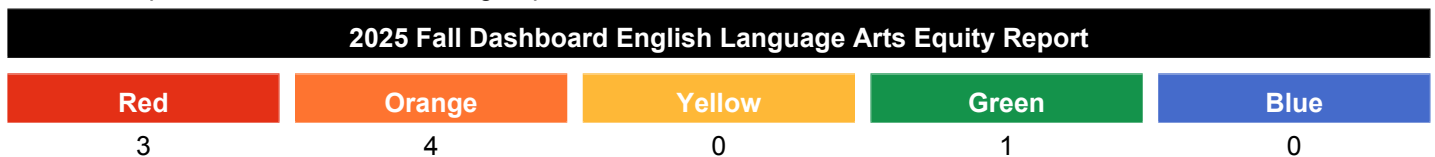
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This section provides number of student groups in each level.



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 Orange 35 points below standard Maintained -2.3 points 806 Students	English Learners Red 71 points below standard Declined 3.8 points 119 Students	Long-Term English Learners Red 92.8 points below standard Maintained 1.8 points 60 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged Orange 65.3 points below standard Declined 10.9 points 345 Students

Students with Disabilities  Red 123.6 points below standard Declined 5.3 points 144 Students	African American  Orange 69.8 points below standard Declined 9.5 points 69 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 18.7 points above standard Declined 3 points 28 Students	Filipino  Green 41.4 points above standard Declined 3.8 points 50 Students	Hispanic  Orange 49 points below standard Maintained 1.1 points 398 Students
Two or More Races  No Performance Color 10.5 points below standard Increased 18.1 points 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Orange 22.6 points below standard Declined 3.7 points 233 Students

Conclusions based on this data:

1. We saw a decline across the board on making progress. Additional supports are needed,
2. Targeted intervention for our African Americans, SED, SWD and EL students.
3. Two or more races even though below standard had an increased by 18.1 points

School and Student Performance Data

Academic Performance Mathematics

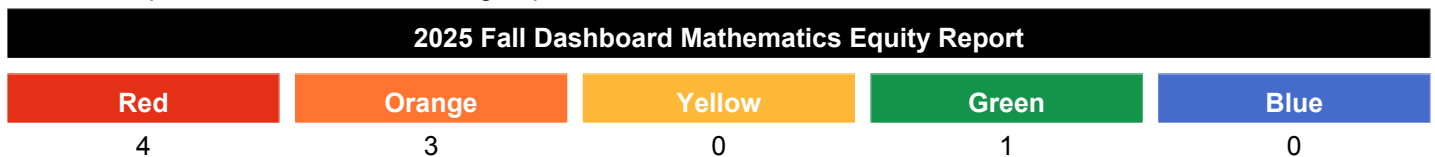
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This section provides number of student groups in each level.



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 103.3 points below standard Maintained 1 points 803 Students	English Learners  Red 142.2 points below standard Maintained 0.6 points 119 Students	Long-Term English Learners  Orange 163.3 points below standard Increased 17.2 points 60 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Red 132.9 points below standard Declined 10.3 points 344 Students

Students with Disabilities  Red 177.8 points below standard Declined 4.3 points 143 Students	African American  Red 134.7 points below standard Maintained -2.8 points 69 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 55.8 points below standard Declined 7.2 points 28 Students	Filipino  Green 18.6 points below standard Increased 12.5 points 50 Students	Hispanic  Orange 118.4 points below standard Increased 5.3 points 396 Students
Two or More Races  No Performance Color 72.8 points below standard Increased 17.3 points 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Orange 92.8 points below standard Declined 6.7 points 232 Students

Conclusions based on this data:

1. English Learners and Students with Disabilities are performing below standard in math, but have seen an increase in performance in Two or more races, Hispanic, LTEL and Filipino. Continued supports are needed in order to make additional gains.
2. Access to the core curriculum in math is a great concern as all students are 103.3 points below standard, putting O'Hara Park in the "red" for math. Targeted interventions are needed to increase performance and show growth in math domains/concepts.
3. SWD, SED, Hispanic and African American students remain to be the student group and continues to be the most under served, yet together they make up the vast majority of the students that attend O'Hara Park. Additional supports/initiatives to boost math scores.

School and Student Performance Data

Academic Performance Science

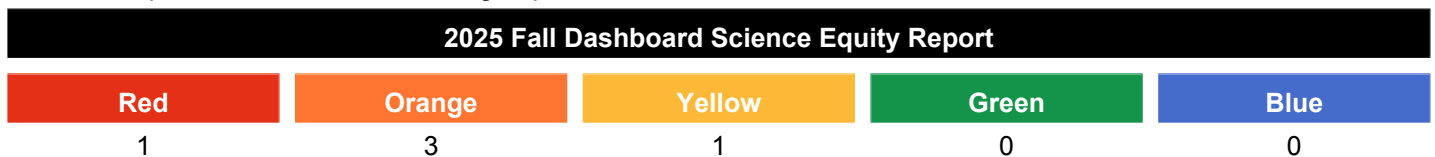
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This section provides number of student groups in each level.



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 Orange 44.5 science points Maintained -0.8 points 258 Students	English Learners Orange 36.1 science points Maintained 1.7 points 34 Students	Long-Term English Learners No Performance Color 29.4 science points Maintained -1.9 points 18 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged Orange 38.2 science points Declined 5.2 points 104 Students

Students with Disabilities  Red 34.1 science points Declined 2 points 47 Students	African American  No Performance Color 42.9 science points Increased 2.8 points 23 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color 52 science points Declined 8.9 points 16 Students	Hispanic  Orange 40.9 science points Maintained 0 points 113 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Yellow 49.1 science points Maintained -0.9 points 86 Students

Conclusions based on this data:

1. African American and EL groups had an increase in point growth.
2. EL, LTEL, White, Hispanic, all maintained while SWD and Filipinos went down.
3. This is the first time having science data with only 8th graders taking the test and having data.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 Blue
71.2 making progress.	70 making progress.
Number Students: 59 Students	Number Students: 40 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
8.8%	19.3%	10.5%	61.4%

Conclusions based on this data:

- 61.4% of students are making progress towards reclassification. This is just a slight decrease from past. The interventions in place are having a positive impact on student achievement.
- 10.5% of students maintained an ELPL level of 4. This suggests other factors such as local assessments/CAASPP maybe keeping students from being reclassified.
- 29.8% of students maintained their current ELPL level. An evaluation of student needs and current supports are needed to implement targeted interventions.

School and Student Performance Data

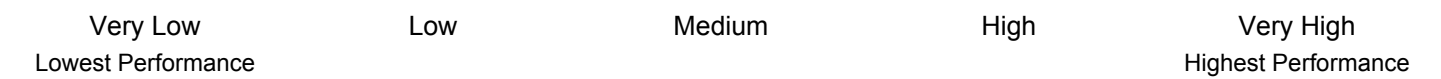
Academic Performance College/Career Report

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



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.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

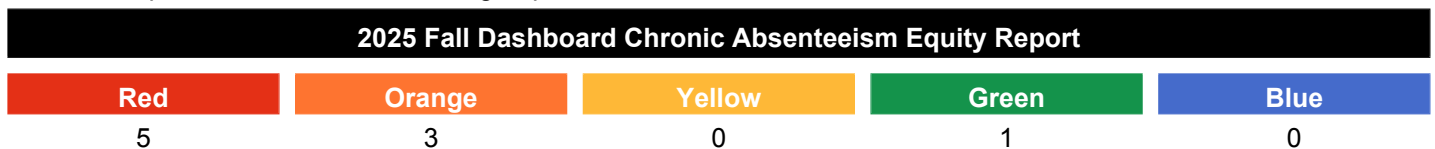
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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 20.9% Chronically Absent Increased 3.6 888 Students	English Learners  Red 20.9% Chronically Absent Increased 6.1 86 Students	Long-Term English Learners  Orange 17.7% Chronically Absent Increased 3.2 62 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Red 27.3% Chronically Absent Increased 5.8 392 Students

Students with Disabilities  Red 34.3% Chronically Absent Increased 10.5 166 Students	African American  Red 24.7% Chronically Absent Maintained -0.3 81 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green 6.1% Chronically Absent Declined 1.6 33 Students	Filipino  Orange 19.6% Chronically Absent Increased 14.3 51 Students	Hispanic  Red 23% Chronically Absent Increased 5 430 Students
Two or More Races  No Performance Color 13.6% Chronically Absent Declined 36.4 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Orange 18.6% Chronically Absent Increased 2.7 263 Students

Conclusions based on this data:

1. Our overall Chronic absences has increased and we are in the RED. This is very concerning as if students are not present at school students are not accessing their education. The need to provide parents/guardians with education /information why attendance at school is important.
2. Students with Disabilities and SED is another area where we see a increase in absenteeism.
3. Based on analysis of our student groups, our biggest area of need in addressing chronic absenteeism is working with our students and Families to support getting the students to school and providing the supports needed during the day

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

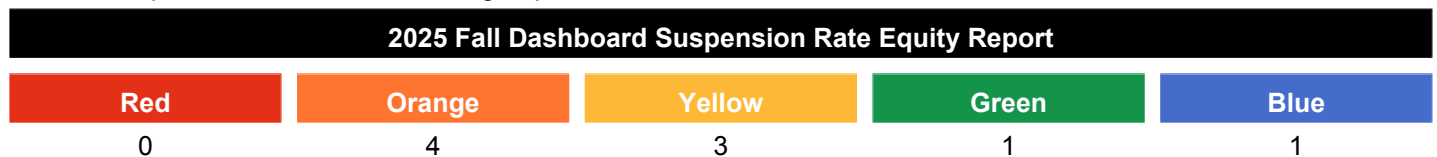
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This section provides number of student groups in each level.



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 8.9% suspended at least one day Declined 2.2% 901 Students	English Learners  Orange 3.4% suspended at least one day Increased 1.1% 87 Students	Long-Term English Learners  Orange 4.8% suspended at least one day Increased 3% 63 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Orange 12.3% suspended at least one day Declined 0.8% 399 Students

Students with Disabilities  Yellow 11.2% suspended at least one day Declined 1.2% 170 Students	African American  Orange 17.6% suspended at least one day Declined 7.7% 85 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 0% suspended at least one day Declined 2.5% 34 Students	Filipino  Yellow 2% suspended at least one day Increased 2% 51 Students	Hispanic  Green 6.2% suspended at least one day Declined 2.3% 433 Students
Two or More Races  No Performance Color 8.7% suspended at least one day Increased 4.2% 23 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Yellow 12% suspended at least one day Declined 3.3% 267 Students

Conclusions based on this data:

1. Suspension rates slightly decreased. Increased focus on student behavior and intervention. Taking a more positive approach and using restorative practices.
2. African American students, Student with Disabilities and Socio economically disadvantaged, while they did show a decrease they still have the highest suspension rate. This suggests that the existing behavior supports are not having an effect on our African American and Students with Disability population.
3. There has been a decline in Hispanic suspension, but an increase in our EL and LTEL groups.

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

Through a collaborative approach, we will ensure sustainable resources, recruit and retain highly qualified staff, maintain excellent facilities, and continuously improve our technological infrastructure.
Priorities 1 & 2

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Through a collaborative approach, O'Hara Park staff will ensure/reinforce sustainable resources, highly qualified staff, facilities, and technological infrastructure to provide an optimal learning environment for all students.

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 2023 CA Dashboard 89.9% of OUESD have clear credentials Based on 2025 CA Dashboard 74.2 % 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 OUESD 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 Priority 1	100% of students have access to a device used for digital resources.	100% of students with access to a device used digital resources
Percent of schools in good repair condition Source: Local Indicator Priority 1	100% of OUESD schools in good repair condition	O'Hara Park will remain in 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 necessary items to support a safe and flexible learning environment in every classroom (standing desks, flexible seating, calming corners, headphones, and other items needed).	All students, specifically our identified student subgroups.	2,000 LCFF Supplemental
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.	
1.3	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.	3,000 Site Discretionary

1.4	School beautification Projects	All students, specifically our identified student subgroups.	1000 Site Discretionary
1.5	Offering new electives to students (Spanish, Health, Advanced Art, Advanced Technology, Best Buddies etc)	All students, specifically our identified student subgroups.	1000 Title I 4000-4999: Books And Supplies
1.6	Other needs as determined (office supplies, health, safety)	All students, specifically our identified student subgroups.	2,000.58 LCFF Supplemental

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.

Third year of implementing this goal. For the 25-26 school year we were able to continue to provide 2 sections of Spanish 1 to our 8th grade students. Our Best Buddies class was a success with 3 sections being inclusive- serving All of our studentsincorporation Unified Sports and Special Olympics. OPS provided a variety of before school and after school interventions including, reading, math and homework help all year long. Bathroom decals were purchased and installed for the start of the 25-26 school year.

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

We were able to maintain for the 25-26 school year in relation to this goal and but due to decrease in budget we will continue to implement goal and monitor needs and support the areas that need the most support/attention.

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.

OPS will continue to implement goal as stated. There was a decrease in the amount of money available to support each strategy/activity. We will conduct a survey/needs assessment at start of 25-26 school year to see if needs change.

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

Continuously work with our educational partners to increase participation in different district programs and activities and solicit community input regarding important decisions that affect our students' academic, physical, social, and emotional growth.

Priority 3

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Involve families and community members in meaningful engagement that promotes partnerships in educating our students.

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.

Low parent/guardian participation and support
Finding ways to engage parents and guardians
Communication with Families
Educating families of their middle school students needs

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
Completion Rate of California School Parent Survey Source: California Healthy Kids Survey Priority 3	25 parents/guardians (respondents) completed California School Parent Survey For 25-26-57 parents/guardians (respondents) completed California School Parent Survey	Increase the number of respondents by 50%.
# of professional development sessions offered to staff focused on engaging families Source: Local Data Priority 3	During OUESD September and November professional development days, we offered 7 sessions focusing on engaging families.	Provided by our District Office.
% of district-sponsored events with parental participation low-income, English Learner and Foster youth students and provided with translations. Source: Local Data Priority 3	100% of district-sponsored events with parental participation low-income, English Learner, and Foster youth students were provided with translation. These events include LCAP meetings and DELAC meetings.	Provided by our District Office.
# of professional development sessions offered to staff focused specifically on engaging families of	During OUESD September and November e professional development day one OUESD offered 4 sessions focusing on engaging families of low-	Provided by our District Office.

low-income, English Learner, or Foster Youth students Source: Local Data Priority 3	income, English Learner, or Foster Youth students.	
Completion of School Needs assessment sent out to families for feedback	In September 2023 119 Families completed the needs assessment, and in April 2024 108 Families completed. Data not available for 24-25 school year. 25-26 School Year- School Needs assessment sent out Fall-13 Families Completed Spring-78 Families Completed	Increase the number of respondents to a minimum of 1/3 the school population.

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	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	
2.2	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 O'Hara Park 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	
2.3	Monthly meetings with the Principal to increase communication with parents and members of the community. Biweekly or Monthly newsletter updates	All students, specifically our identified student subgroups	500.00 Site Discretionary
2.4	Plan activities to increase family involvement such as but not limited to family math/literacy nights and cultural celebrations (Posada, Multi Cultural night, Black History Celebration, Cinco De Mayo).	All students, specifically our identified student subgroups	3,200 Site Discretionary
2.5	6th grade orientation and 8th grade parent meetings.	All students, specifically our identified student subgroups	
2.6	Provide Parent Education for families to engage in utilizing Rooms, class link and all of the applications available to support student learning. For parent informational nights offer it through an online virtual platform.	All students, specifically our identified student subgroups	2,154.56 Site Discretionary

2.7	Set up Chromebooks at walk thru for parents to complete surveys in order to increase numbers and participation.	All students, specifically our identified student subgroups	
2.8	Utilizing of digital message board to promote events and important dates.	All students, specifically our identified student subgroups	

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.

This is third year of implementing this goal. We are continuing with many of the actions making minor adjustments to them where needed.

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

Due to taking the California Healthy Kids survey in May of 2025. Data was not available and will be reported out next year 25-26. The annual needs assessment surveys sent to families were not completed as planned.

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.

2.7 Set up Chromebooks at walk thru for parents to complete surveys in order to increase numbers and participation and 2.8 Utilizing of digital message board to promote events and important dates were added. OPS wants to continue to grow our family/community engagement events offered. Some dollar amounts changed due to decrease in allotted budget.

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

All students will be provided with a safe and inclusive learning environment that supports, through the implementation of programs, a focus on staff and students' physical fitness, mental health, and social and emotional wellness.
Priorities 5 & 6

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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 20.5%, even prior to COVID related absences.
- Suspension rate of 9.5% with African American, Students w/ Disabilities and Students with Disabilities in the red.

Students are struggling to feel connected and safe at school given the country's climate and increased anxiety due to the pandemic. Students continue to demonstrate a need for bullying prevention, conflict resolution, and access to spaces that are conducive learning while promoting mindfulness. There is also a need for positive reinforcements and celebrations.

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 2022-23: 20.5% of O'Hara Park Middle School students are chronically absent. 24-25 - 20.9% of O'Hara Park Middle School students are chronically absent	Reduce students chronically absent by 10%
Percent of students suspended once or more Source: California Dashboard Priority 6	9.5% of students suspended once or more. 24-25 8.9 % of students suspended once or more	Reduce students suspended by 5%
Number of students expelled Source: DataQuest Priority 6	During school year 2022-23 0 students was expelled	O'Hara Park will maintain.
Percent of students who report feeling safe and connected at school Source: California Healthy Kids Survey	46% 6th Grader students that completed the survey report feeling safe at school.	Increase the number of students who report feeling safe and connected by 8%.

Priority 6	35% 7th Grader students that completed the survey report feeling safe at school. 38% 8th Grader students that completed the survey report feeling safe at school. 46 % of 6th Grader students that completed the survey feel connected at school. 37 % of 7th Grader students that completed the survey feel connected at school. 39 % of 8th Grader students that completed the survey feel connected at school. 25-26 62 % of 6th Grader students that completed the survey feel connected at school. 56% of 7th Grader students that completed the survey feel connected at school. 49 % of 8th Grader students that completed the survey feel connected at school. 65 % of 6th Grader students that completed the survey feel school perceived very safe or safe. 60 % of 7th Grader students that completed the survey feel school perceived very safe or safe. 52 % of 8th Grader students that completed the survey feel school perceived very safe or safe.	
Percent of parents/guardians who report feeling confident that their child is safe and connected at school Source: California School Parent Survey Priority 6	54% of parents/guardians who completed the survey report feeling confident that their child is safe and connected at school while 18 % are unsure and could not respond 68% of parents/guardians who completed the survey report feeling confident that their child is safe and connected at school while 2 % are unsure and could not respond	Increase the number of parents who report feeling confident that their child is safe and connected at school by 10%
Percent of teachers who report feeling safe and connected at school Source: California School Staff Survey Priority 6	70% of teachers/staff who completed the survey report feeling safe 87% of teachers/staff who completed the survey report connected at school(trust and collegiality) 25-26 67% of teachers/staff who completed the survey report feeling safe 78% of teachers/staff who completed the survey report connected at school(trust and collegiality)	Increase the number of teachers who report feeling safe and connected at school by 9%.

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 during staff development and collaborative learning times to implement, trauma-informed practices, and other socioemotional-related materials and experiences for students. Review and update safety procedures, provide mandated reporter training, refine the RTI 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.	2,000 Title I
3.2	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.	
3.3	Increase support to supervise and support student safety with an additional administrator, campus supervisor, and crossing guards. This includes providing radios for teachers to aid in communication while teachers are on supervision and when power/internet is down, and golf carts to assist in the monitoring of the campus and other safety equipment/tools.	All students, specifically our identified student subgroups.	2,000 Title I
3.4	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 stake holders regarding needs to support a healthy school environment. Data will be shared on web pages or in newsletters.	All students, specifically our identified student subgroups.	2885.44 Site Discretionary 2000-2999: Classified Personnel Salaries
3.5	Mentor program to help connect students to adults on campus via bi-weekly check-ins and trimester activities.	All students, specifically our identified student subgroups.	
3.6	Positive Behavioral Interventions and Supports program focused on acknowledging positive student behavior and achievements such as honor roll, attendance, Bulldog Life Skills, PBIS, Recognize positive student achievement in different academic areas through recognition of students who meet grade level standards/benchmarks, show improvement, and/or exhibit excellent effort.	All students, specifically our identified student subgroups.	6399.42 LCFF Supplemental 10584 Title I 5140.00 Site Discretionary

3.7	O'Hara Park will participate in the Unified Sport and Special Olympic activities to promote inclusion and increase access to school activities for our students with special needs.	Students with Disabilities	5,000 Title I Busses, Admission, other costs
3.8	Support for clubs, and classes such as Leadership, art, music, yearbook and Best Buddies to plan activities that promote positive school interactions such as the fall/spring fest, craft weeks. Additional clubs as they arise or students interested.	All students, specifically our identified student subgroups.	3,500 LCFF Supplemental 4000-4999: Books And Supplies
3.9	Presenters/ assemblies around topics in relation to mental health, social media, motivation, etc	All students, specifically our identified student subgroups.	6,000 LCFF Supplemental
3.10	Community partnerships and outreach	All students, specifically our identified student subgroups.	10,000 LCFF Supplemental 10,000 Title I
3.11	Provide structured lunch time activities.	All students, specifically our identified student subgroups.	3000 Site Discretionary

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.

Third year of implementing this goal. OPS will continue to implement actions listed above. Some programs are taking off while others are still a work in progress.

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

Only minor decrease in amounts allotted due to budget being less this upcoming school year.

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

No new changes will be made to the goal. Will continue to implement current actions with minor changes listed above.

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.

Equitable Teaching and Learning

All students will have access to a high-quality and equitable learning experience across all content areas through the implementation of standards-based curriculum, board-approved instructional resources, researched-based instructional strategies, comprehensive Tier 1 interventions, as well as targeted intervention and enrichment programs

Priorities 4, 7, & 8

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equitable access to high-quality instruction, intervention, and enrichment programs that will close the achievement gaps and advance academic success.

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.

Need for enrichment programs

Need for more elective options

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
SBAC Math Academic Indicator for Math - Percent of students who met or exceeded standards Source: CAASPP-ELPAC Website Priority 4	Spring 2023 Math SBAC, the data below shows the percentage of students who met or exceeded standards All Students = 14.35% SwD = 1.66% SED = 8.57% EL = 15.73% AfrAm = 12.28% Asian = 23.33% Fil = 34.09% His/Latx = 8.18% White = 21.43% 2 or More =7.69% Spring 2024 Math SBAC, the data below shows the percentage of students who met or exceeded standards All Students = 14.99% SwD = 1.67% SED = 7.80% EL = 16.17% AfrAm = 11.86% Asian = 20.58% Fil = 49.09% His/Latx = 8.76% White = 17.62% 2 or More =23.53% Spring 2025 Math SBAC, the data below shows the percentage of students who met or exceeded standards All Students = 14.99% SwD = 1.67% SED = 7.80% EL = 16.17% AfrAm = 11.86% Asian = 20.58% Fil = 49.09% His/Latx = 8.76% White = 17.62% 2 or More =23.53%	All Students = 20% SwD = 5% SED = 14% EL = 20% AfrAm = 17% Asian = 30% Fil = 42% His/Latx = 14% White = 27% 2 or More =12%
SBAC ELA Academic Indicator for English Language Arts - Percent of students who met or exceeded standards. Source: CAASPP-ELPAC Website Priority 4	Spring 2023 ELA SBAC, the data below shows the percentage of students who met or exceeded standards All Students = 38.77% SwD = 5.83% SED = 28.61% EL = 42.88% AfrAm = 29.83% Asian = 53.33% Fil = 75% His/Latx = 33.60% White = 41.43% 2 or More =46.15%	All Students = 45% SwD = 10% SED = 35% EL = 48% AfrAm = 36% Asian = 62% Fil = 80% His/Latx = 40% White = 48% 2 or More =52%

	Spring 2024 ELA SBAC, the data below shows the percentage of students who met or exceeded standards All Students = 39.75% SwD = 5% SED = 28.93% EL = 42.23% AfrAm = 28.33% Asian = 61.77% Fil = 72.73% His/Latx = 31.95% White = 45.97% 2 or More =52.94% Spring 2025 ELA SBAC, the data below shows the percentage of students who met or exceeded standards All Students = 39.75% SwD = 5% SED = 28.93% EL = 42.23% AfrAm = 28.33% Asian = 61.77% Fil = 72.73% His/Latx = 31.95% White = 45.97% 2 or More =52.94%	
CAST Scores percent of students who met or exceeded standards Source: CAASPP-ELPAC Website Priority 4	School Year 2023 All Students = 17.26 % SwD = 8.70% SED = 19.32% EL = 34.99% AmInAI/Nat = 20.16% AfrAm = 14.16% Asian = 60.59% Fil = 48.91% His/Latx = 18.88% NatHa/PI = 19.86% White = 45.31% 2 or More =44.54% School Year 2024 All Students = 20.07 % SwD = 2.38% SED = 18.10% EL = 20.79% AmInAI/Nat = AfrAm = 16.67% Asian = 50% Fil = 52.64% His/Latx = 11.04% NatHa/PI = White = 27.87% 2 or More = School Year 2025 All Students = 20.07 % SwD = 2.38%	All Students = 22 % SwD =12% SED = 25% EL = 40% AmInAI/Nat = 26% AfrAm = 19% Asian = 67% Fil = 55% His/Latx = 25% NatHa/PI = 26% White = 52% 2 or More =52%

	SED = 18.10% EL = 20.79% AmlnAlNat = AfrAm = 16.67% Asian = 50% Fil = 52.64% His/Latx = 11.04% NatHa/PI = White = 27.87% 2 or More =	
Distance from Lowest Possible Score for Standard Met for Mathematics Source: California School Dashboard Priority 4	Spring 2023 Math SBAC, the data below shows the average distance from the lowest possible score for Standard Met Distance from Standard for Mathematics All Students = 101.5 points below standard SwD = 162.6 pts points below standard SED = 124.8 pts points below standard EL = 141.4 pts points below standard AfrAm = 120.8 pts points below standard Asian = 51.6 pts points below standard Fil = 34 pts points below standard His/Latx = 121.3 pts points below standard 2 or More = 147.5 pts points below standard White = 81 pts points below standard Spring 2024 Math SBAC, the data below shows the average distance from the lowest possible score for Standard Met Distance from Standard for Mathematics All Students = 104.3 points below standard SwD = 173.4 pts points below standard SED = 122.6 pts points below standard EL = 142.8 pts points below standard AfrAm = 131.8 pts points below standard Asian = 48.6 pts points below standard Fil = 31.1 pts points below standard His/Latx = 123.7 pts points below standard 2 or More = 90.1 pts points below standard White = 86.1 pts points below standard Spring 2025 Math SBAC, the data below shows the average distance from the lowest possible score for Standard Met Distance from Standard for Mathematics All Students = 103.3 points below standard SwD = 177.8 pts points below standard SED = 132.9 pts points below standard EL = 142.2 pts points below standard	All Students = 75 points below standard SwD = 140.56 points below standard SED = 99.38 points below standard EL = 100.28 points below standard AfrAm = 111.30 .points below standard Asian = 32.25 points below standard Fil = 32.40 points below standard His/Latx = 87.98 points below standard White = 63.38 points below standard

	AfrAm = 134.7 pts points below standard Asian = 55.8 pts points below standard Fil = 18.6 pts points below standard His/Latx = 118.4 pts points below standard 2 or More = 72.8 pts points below standard White = 92.8 pts points below standard	
Distance from Lowest Possible Score for Standard Met for ELA Source: California School Dashboard Priority 4	Spring 2023 ELA SBAC, the data below shows the average distance from the lowest possible score for Standard Met Distance from Standard for ELA All Students = 28.6 pts points below standard SwD = 109.5 pts points below standard SED = 49.1 pts points below standard EL = 70 pts points below standard Foster Youth = AmInAINat = AfrAm = 36 pts points below standard Asian = 18.9 pts above standard Fil = 49.3 pts above standard His/Latx = 44.3 pts points below standard NatHa/PI = 2 or More =46.7 pts points below standard White = 20.8 pts points below standard Spring 2024 ELA SBAC, the data below shows the average distance from the lowest possible score for Standard Met Distance from Standard for ELA All Students = 32.6 pts points below standard SwD = 118.3 pts points below standard SED = 54.4 pts points below standard EL = 67.2 pts points below standard Foster Youth = AmInAINat = AfrAm = 60.3 pts points below standard Asian = 21.6 pts above standard Fil = 45.2 pts above standard His/Latx = 50.2 pts points below standard NatHa/PI = 2 or More =28.5 pts points below standard White = 18.9 pts points below standard Spring 2025 ELA SBAC, the data below shows the average distance from the lowest possible score for Standard Met Distance from Standard for ELA All Students = 35 pts points below standard	All Students = 20 points below standard SwD = 104.93 points below standard SED = 58.43 points below standard EL =58.43 points below standard AfrAm = 57.23 points below standard Asian = 2.55 points below standard Fil = 20.25 points below standard His/Latx = 47.33 points below standard White = 21.90 points below standard

	SwD = 123.6 pts points below standard SED = 65.3 pts points below standard EL = 71 pts points below standard Foster Youth = AmInAI Nat = AfrAm = 69.8 pts points below standard Asian = 18.7 pts above standard Fil = 41.4 pts above standard His/Latx = 49 pts points below standard NatHa/PI = 2 or More =10.5 pts points below standard White = 22.6 pts points below standard	
% of English Learner students making progress toward English language proficiency Source: California School Dashboard Priority 4	23 School Year- 73.9% of O'Hara Park English Learners are making progress towards proficiency in English language 24 School year - 63.2% of O'Hara Park English Learners are making progress towards proficiency in English language 25 School year - 73.2% of O'Hara Park English Learners are making progress towards proficiency in English language	80% of O'Hara Park English Learners make progress towards proficiency in English language
% of English Learners scoring at level 4 Source: https://caaspp-elpac.ets.org/elpac/ Priority 4	23 School Year- 50.75% of O'Hara Park English Learners scored at Level 4 in the Spring 2023 ELPAC 24 School Year- 39.66% of O'Hara Park English Learners scored at Level 4 in the Spring 2024 ELPAC 25 School Year- 39.66% of O'Hara Park English Learners scored at Level 4 in the Spring 2025 ELPAC	65% of O'Hara Park English Learners scored at Level 4
Ren Star		
% of English Learner students reclassified as Fluent English Proficient Source: DataQuest ELs Annual Reclassification (RFEP) Counts and Rates Priority 4	During the School Year 2023-24, 9.7% of OUESD English Learner students reclassified as Fluent English Proficient During the School Year 2024-25, 50.3% of OUESD English Learner students reclassified as Fluent English Proficient During the School Year 2025-26, % of OUESD English Learner students reclassified as Fluent English Proficient	15% of OUESD English Learner students reclassify as Fluent English Proficient

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	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.	8,000 Title I 1000-1999: Certificated Personnel Salaries 5000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries 6500 LCFF Supplemental 2000-2999: Classified Personnel Salaries
4.2	Provide teachers and staff 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.	3,000 Site Discretionary 1000-1999: Certificated Personnel Salaries
4.3	Instructional rounds to assist teams in the creation and evaluation of high quality lessons. Teachers will be able to plan a lesson, observe the implementation of the lesson, provide feedback to	All students, specifically our identified student subgroups.	2,000 Site Discretionary 1000-1999: Certificated Personnel Salaries

	their peers, and examine student work products from the lesson to improve instruction.		
4.4	Co-Teach program that allows SWD to receive special educational support in the general education setting. The program is in the beginning stages and includes professional development opportunities only at this time.	Students with Disabilities	
4.5	Bulldog Center/Refocus to support SEL. Students can get support in the Bulldog Center for any inward or outward behaviors that prevent students from accessing the curriculum.	All students, specifically our English Learner, Socioeconomically Disadvantaged and Students with Disabilities subgroups.	1,000 Site Discretionary
4.6	Provide hardware (3D printers cameras) and software (photo editing, computer coding..) to support the robotics club, yearbook, and the technology courses.	All students, specifically our identified student subgroups.	1,000 Title I
4.7	Provide all students with the opportunity to participate in learning experiences outside of the school setting.	All students, specifically our English Learner, Socioeconomically Disadvantaged and Students with Disabilities subgroups.	5,000 Title I Field trips (Busses, Admissions, other costs 5,000 LCFF Supplemental Field trips (Busses, Admissions, other costs
4.8	Provide Educational Assemblies/ presenters	All students, specifically our English Learner, Socioeconomically Disadvantaged and Students with Disabilities subgroups.	10,000 LCFF Supplemental
4.9	Additional learning materials and supplies to support classrooms in learning and engagement	All students, specifically our English Learner, Socioeconomically Disadvantaged and Students with Disabilities subgroups.	7000 Site Discretionary 5,000 Title I 4000-4999: Books And Supplies
4.10	Use of Online Learning Platform that allows students to practice at their own level (tied to our district assessment)	All students, specifically our English Learner, African American, Socioeconomically Disadvantaged and Students with Disabilities subgroups.	
4.11	Library updates- Books (non Textbooks)	All students, specifically our English Learner, African American, Socioeconomically Disadvantaged and Students with Disabilities subgroups.	1,000 Title I 4000-4999: Books And 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.

Third year of implementing this goal. OPS will continue to implement actions listed above. There is still work to be down in these areas. Will restructure how intervention is done.

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

There is a slight decrease in funds due to the budget but still targeting the high needs of the students.

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.

OPS will continue to implement actions listed above. No new actions added.

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	\$140,864.00
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	\$50,584.00

Subtotal of additional federal funds included for this school: \$50,584.00

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	\$56,400.00
Site Discretionary	\$33,880.00

Subtotal of state or local funds included for this school: \$90,280.00

Total of federal, state, and/or local funds for this school: \$140,864.00

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
Title I	\$50,584.00	0.00
LCFF Supplemental	\$56,400.00	0.00
Site Discretionary	\$33,880.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	56,400.00
Site Discretionary	33,880.00
Title I	50,584.00

Expenditures by Budget Reference

Budget Reference	Amount
	20,700.00
1000-1999: Certificated Personnel Salaries	18,000.00
2000-2999: Classified Personnel Salaries	9,385.44
4000-4999: Books And Supplies	10,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental	41,400.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	5,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	6,500.00
4000-4999: Books And Supplies	LCFF Supplemental	3,500.00
	Site Discretionary	25,994.56
1000-1999: Certificated Personnel Salaries	Site Discretionary	5,000.00
2000-2999: Classified Personnel Salaries	Site Discretionary	2,885.44
	Title I	35,584.00

1000-1999: Certificated Personnel Salaries	Title I	8,000.00
4000-4999: Books And Supplies	Title I	7,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,000.58
Goal 2	5,854.56
Goal 3	66,508.86
Goal 4	59,500.00

School Site Council Membership

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

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

Name of Members	Role
Liz Vind	Principal
Allison Hartwig	Classroom Teacher
Laura Madriz	Other School Staff
Danielle Gilmore	Other School Staff
Lenisha Williams Bekheet	Parent or Community Member
Sophia Bowyer	Secondary Student
Scarlett Bowyer	Secondary Student
Tyler Borer	Secondary Student
Lucas Borer	Secondary Student
Aziel Aficial	Secondary Student
Jonathan Nguyen	Secondary Student
Lily Johnson	Secondary Student
Barbara Blacknall	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Two handwritten signatures in blue ink. The first signature is a stylized 'L' followed by 'ife'. The second signature is a cursive 'W' followed by 'up' and a checkmark.

English Learner Advisory Committee

Other: PTSA President

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 May 22, 2026.

Attested:

Two handwritten signatures in blue ink. The first signature is 'Liz Vind'. The second signature is 'Lily Johnson'.

Principal, Liz Vind on 05-22-26

SSC Chairperson, Lily Johnson on 05-22-26

Instructions

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

Updated by the California Department of Education, October 2023