

# Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

| School Name                        | County-District-School<br>(CDS) Code | Schoolsite Council<br>(SSC) Approval Date | Local Board Approval<br>Date |
|------------------------------------|--------------------------------------|---|------------------------------|
| Christa McAuliffe Middle<br>School | 39-68585-0102657                     | N/A                                       |                              |

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 Christa McAuliffe Middle School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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# Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

**Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities**

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices..

**Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency**

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

**Goal #3: Safe and Connected School Environment**

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The ATSI plan is presented to both the PTSA and ELAC committees and Parent Workshops for approval during one of their monthly meetings.

Christa McAuliffe is not a Title I school and does not require a School Site Council.

## 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 only.

Based upon the California School Dashboard state indicators, Christa McAuliffe Middle School has been identified for Additional Targeted Support and Improvement ATSI. Students of Two or More Races entered ATSI due to meeting the criteria based on Chronic Absenteeism as reported on the CA Dashboard 2024. Students of Two or More Races performed [Red] while the ALL-student group at Christa McAuliffe performed [Yellow]. In order to move the performance level for Students of Two or More Races it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through the use of supplemental funding sources for the development and implementation of instructional strategies, programs, and support systems before, during, and/or after school. Christa McAuliffe Middle School professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

Resource Inequities for Two or More Races include the lack of transportation, class suspensions, and language barriers as identified by the community and staff.

## 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.

State Indicators California School Dashboard (Dashboard) Indicators:

- 1) Suspension Rate: The school's overall performance is in the Red category, indicating a significant need for improvement in this area.
- 2) English Language Arts and (3) Mathematics: The school's overall performance is in the Orange category, indicating a need for continued academic improvement.

According to the 2024 California School Dashboard, Christa McAuliffe Middle School shows a need for significant improvement in both academic achievement and student behavior outcomes. The school received a Red performance level in Suspension Rate, with 16.8% of students suspended at least once—an increase of 2.3% from the previous year—highlighting the need for ongoing restorative practices and enhanced implementation of PBIS. Additionally, the school's overall performance in English Language Arts and Mathematics remains at the Orange level, signaling that many students are not yet meeting grade-level expectations. In response, the school will enhance and expand tiered academic supports, leveraging Visible Learning strategies to improve instructional effectiveness and boost student achievement.

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.

State Indicators Where Any Student Group Performed Two or More Levels Below the "All Students" Performance: Upon reviewing the available data, Christa McAuliffe Middle Students of Two or More Races performed (Red) two or more performance levels below the "All Students" performance (Yellow) as demonstrated by the CA Dashboard 2024 Chronic Absenteeism Rate indicator.

- PBIS team will create a formal screening process to make sure all identified students are being supported by running weekly tardy/absence reports in Aeries.
- Check-in/Checkout
- Site Interventions Teams with counselors and administration (SIT Teams)
- Meet with District CLA
- Tardy Contracts
- Teen180 Interventions
- Perfect Attendance Rewards

# 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.

#### Additional Targeted Support & Improvement (ATSI)

The educational outcomes of our students of Two or More races will mirror that of the general population (All Students group on the dashboard).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### 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.

According to the CDE CA Dashboard data for the 2024 school year, students identified as Two or More Races received a Red rating in the area of Chronic Absenteeism. This reflects a two-level performance gap compared to the "All Students" group, which was rated Yellow.

Steps taken to address these identified needs include:

- PBIS team will create a formal screening process to make sure all identified students are being supported by running weekly tardy/absence reports in Aeries.
- Check-in/Checkout
- Site Interventions Teams with counselors and administration (SIT Teams)
- Meet with District CLA
- Tardy Contracts
- Teen180
- Perfect Attendance Rewards

### 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   |
|--|---|--|
| Positive Behavioral Interventions & Supports (PBIS)<br>Implementation Fidelity | 2024-25 Local Data:<br>Tier 1 TFI Score 98 %<br>Tier 2 TFI Score 98 %<br>Tier 3 TFI Score 95%   | 2025-26 Local Data:<br>Tier 1 TFI Score % 100<br>Tier 2 TFI Score % 100<br>Tier 3 TFI Score % 100  |
| PBIS Recognition   | Gold for the 2024-25 school year  | Platinum for the 2025-26 school year   |
| Chronic Absenteeism Rate   | According to the 2024 CA Dashboard, 22.2% of students identified as Two or More Races were chronically absent, placing them in the Red performance level for the Chronic Absenteeism indicator. | Christa McAuliffe Middle School will reduce the Chronic Absenteeism rate for students of Two or More Races by 3%, decreasing from 22% to 19%, as measured by the 2025 CA Dashboard—resulting in a shift from |

|  |  |  |
|--|--|--|
|  |  | the Red to the Yellow performance level. |
|--|--|--|

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                 | Run weekly tardy/absence reports in Aeries to identify and support students with five or more and place on tardy contracts. | All students with a focus on Two or More Races |                       |
| 1.2                 | Identify and publicly reward students with perfect attendance from weekly Aeries tardy/ absence reports.                    | All students with a focus on Two or More Races |                       |

Annual Review

SPSA Year Reviewed: 2024-25

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.

Annual Measurable Outcomes

| Metric/Indicator   | Expected Outcomes  | Actual Outcomes  |
|--|--|--|
| Positive Behavioral Interventions & Supports (PBIS)<br>Implementation Fidelity | 2024-25 Local Data:<br>Tier 1 TFI Score 100%<br>Tier 2 TFI Score 100%<br>Tier 3 TFI Score 98%  | 2024-25 Local Data:<br>Tier 1 TFI Score 98 %<br>Tier 2 TFI Score 98 %<br>Tier 3 TFI Score 95%  |
| PBIS Recognition   | Platinum for the 2024-25 school year   | Gold   |
| Chronic Absenteeism Rate   | Christa McAuliffe Middle school will reduce the Chronic Absenteeism rate by 5% from 22-17% for students of Two or More Races as measured by the 2024 CA Dashboard. | Christa McAuliffe Middle School saw a 0.3% increase in the chronic absenteeism rate for students identified as Two or More Races, rising from 22% to 22.3% according to the 2024 CA Dashboard. |
| Suspension Rate  | Christa McAuliffe Middle school will reduce the Suspension rate by 5% from 14% to 9% for students of Two or More Races as measured by the 2024 CA Dashboard.       | Christa McAuliffe Middle School saw a 2.8% decline in the suspension rate for students identified as Two or More Races, rising from 14% to 11.1% according to the 2024 CA Dashboard.           |

Analysis

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

Run weekly tardy/absence reports in Aeries to identify and support students with five or more and place on tardy contracts were not completed with fidelity due to a lack of personnel.

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 send our PBIS teachers to three PBIS professional developments that fostered new intervention ideas.

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

We will continue with our strategies until Students of "Two or More Races" are exited from ATSI due to chronic absenteeism.

# Goals, Strategies, & Proposed Expenditures

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

## 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       | \$     |
| 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 (\$) |
|-------------------------------------|-----------------|
|                                     |                 |
| rCalc_TotbyFSGrpFederal_50_FundSrc} | \$              |

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

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

| State or Local Programs                | Allocation (\$) |
|--|-----------------|
|  |                 |
| rCalc_TotbyFSGrpStateLocal_50_FundSrc} | \$              |

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

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



# 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 |
|----------------|--------|---------|
|----------------|--------|---------|

## Expenditures by Funding Source

| Funding Source | Amount |
|----------------|--------|
|----------------|--------|

## Expenditures by Budget Reference

| Budget Reference | Amount |
|------------------|--------|
|------------------|--------|

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|----------------|--------|
|------------------|----------------|--------|

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
|-------------|--------------------|

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Pierre Kirby on 5/19/25

SSC Chairperson, Not Title 1 on