



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John Adams Middle School (JAMS)	19-64980-6058531	5/22/2025	June 24, 2025

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 John Adams Middle School (JAMS) for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

<p>Schoolwide Program</p> <p>JAMS will continue being a Title I Schoolwide Program School during the 2025-2026 school year.</p>

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement.....	4
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	6
Surveys	6
Classroom Observations.....	7
Analysis of Current Instructional Program.....	8
School and Student Performance Data	12
Student Enrollment.....	12
CAASPP Results.....	14
ELPAC Results	18
Student Population.....	21
Overall Performance	23
Academic Performance.....	25
Academic Engagement.....	31
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	43
Goal 3.....	47
Goal 4.....	52
Goal 5.....	53
Budget Summary	54
Budget Summary	54
Other Federal, State, and Local Funds	54
Budgeted Funds and Expenditures in this Plan.....	55
Funds Budgeted to the School by Funding Source.....	55
Expenditures by Funding Source	55
Expenditures by Budget Reference	55
Expenditures by Budget Reference and Funding Source	55
Expenditures by Goal.....	56
School Site Council Membership	57

Recommendations and Assurances58
Instructions.....59
Appendix A: Plan Requirements66
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements69
Appendix C: Select State and Federal Programs72

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 John Adams Middle School (JAMS) for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

JAMs will continue being a Title I Schoolwide Program School during the 2025-2026 school year.

At John Adams Middle School, our instructional program is rooted in a multi-tiered, whole-child approach that addresses both academic achievement and social-emotional development. This system of support ensures that every student receives what they need to thrive academically, socially, and emotionally.

Our social-emotional learning (SEL) program is designed to align with the Local Control and Accountability Plan (LCAP) Goal #3: fostering a welcoming and safe school community. It also indirectly supports Goal #1, promoting college and career readiness, and Goal #2, supporting English Language Learners.

To meet the varying needs of students, JAMS implements three tiers of SEL and mental health support. Tier I focuses on universal support for all students, including the integration of mindfulness, Restorative Justice practices, and trauma-informed strategies into daily instruction. These efforts are designed to promote empathy, connection, and a strong sense of belonging. Tier II includes targeted support such as small counseling groups and check-ins for students who may need additional guidance. Tier III provides intensive, individualized services through partnerships with mental health counselors and specialists for our at-risk students.

This year, we began explicitly teaching SEL skills as part of our Tier I support. We will continue to evaluate its impact and strengthen implementation to ensure all students build the competencies needed for long-term success. Academically, our curriculum is fully aligned with the California Common Core State Standards. We emphasize high-leverage standards that support college and career readiness while addressing the needs of diverse learners. Our English Language Development (ELD) program integrates language acquisition into content instruction. English Learners receive support during their English Language Arts classes and additional assistance during Advisory Intervention.

We focused on building staff capacity through structured collaborative conversations centered on engagement strategies and instructional protocols. All teachers are engaged in this work across content areas. This year, we are deepening our focus by ensuring that: lessons include clear content and language objectives; student engagement and collaboration are intentionally prioritized; and visible language supports are embedded throughout instruction to promote access and academic language development.

To support academic intervention, we offer Reading Improvement classes and additional Reading, Writing, and Math Intervention during Advisory periods. These interventions, alongside our schoolwide efforts, reflect our commitment to ensuring that all students receive timely, data-informed support tailored to their needs.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At John Adams Middle School (JAMS), we value a collaborative and inclusive approach to school improvement. Our School Plan for Student Achievement (SPSA) reflects the collective input of staff, families, and community members. The annual planning, review, and revision of the SPSA is a shared responsibility among school administration, the School Leadership Team (SLT), the School Site Council (SSC), and the English Learner Advisory Committee (ELAC).

Over the past year, SPSA goals, actions, and strategies were co-created through an iterative process. Initial development began during School Leadership Team (SLT) meetings in September, December, and January, with further refinement in May. Drafts were reviewed and discussed by the School Site Council (SSC) in December, January, and

February, and shared with the English Learner Advisory Committee (ELAC) in October, January, and April for additional input and feedback. Through this collaborative process, the team recognized the importance of explicitly teaching social-emotional learning (SEL) skills—not only as a proactive step to address behavioral concerns but as part of a broader whole-child approach to support students' social, emotional, and academic development.

Final goals were informed by a comprehensive analysis of school climate surveys, academic achievement data, observations from learning rounds, and teacher input. This ensures the SPSA is both data-driven and grounded in the real needs of our school community.

The SLT consists of staff members selected by the principal, while the SSC includes school staff, parents, community members, and PTA representatives. These groups collaborate closely to ensure that SPSA goals and activities align with SMMUSD's Local Control and Accountability Plan (LCAP), the Site Implementation Plan, and the most recent district assessment data.

The SSC's primary responsibility is to develop and oversee the SPSA, offering a meaningful opportunity for stakeholders to:

- Engage in collaborative decision-making to strengthen student support and schoolwide growth
 - Analyze student achievement, attendance, and school climate data
 - Identify school improvement priorities based on stakeholder input
 - Strengthen partnerships among staff, families, and the community in support of student success
 - Recognize and celebrate progress in student performance and growth
- This ongoing collaboration ensures that strategies and resources are identified, organized, and implemented effectively to increase student achievement.

The SPSA is directly aligned with the district's Local Control Accountability Plan (LCAP), ensuring each goal, strategy, and activity supports the LCAP's overarching priorities.

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.

While our school exceeds County and State benchmarks for academic achievement as measured by CAASPP and local assessments, we continue to face persistent challenges in meeting the needs of specific student groups—particularly Long-Term English Learners (LTELs), English Learners (ELs), Students with Disabilities, Socio-Economically Disadvantaged (SED) students, and African American and Hispanic students. Although we have seen encouraging gains in proficiency for African American, SED, and Hispanic students in recent years, ongoing disparities remain for LTELs, ELs, and Students with Disabilities.

These identified needs are driving our resource allocation and targeted intervention efforts. Over the past two years, we have prioritized building a comprehensive School Mental Health System, developing a Culturally Responsive and Equitable School, and deepening our use of Trauma-Informed Practices. We have invested in a full-time mental health counselor and a math coach. We continue to prioritize social-emotional learning (SEL) and a Multi-Tiered System of Supports (MTSS) to address academic, behavioral, and social-emotional needs schoolwide.

To advance equity and improve outcomes for underserved student groups, we are seeking resources to support:

- Professional development and materials for designated ELD instruction
- Continued implementation of Tier I SEL to build a sense of belonging and improve attendance
- Targeted academic interventions in reading, math, and writing
- Ongoing mental health supports and family engagement strategies to address attendance and well-being

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.

The only indicator that is in orange is Suspension Rate with a slight increase of 2% from the previous year with 4% suspended

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.

In ELA, the "All Students" group is performing in the Green, with an average of 23.2 points above standard. However, two student groups are in the Red: Long-Term English Learners (LTELs) and students with disabilities. LTELs are 85.3 points below standard, showing a decline of 14.3 points from the previous year. Students with disabilities are 77.9 points below standard, with a decrease of 8.1 points from last year.

In Math, the "All Students" group is performing in the Yellow, with an average of 19.7 points below standard. However, two student groups are in the Red: Long-Term English Learners (LTELs) and students with disabilities. LTELs are 120.8 points below standard, showing a decline of 7.9 points from the previous year. Students with disabilities are 128.1 points below standard, with a decrease of 17.3 points from last year.

For Attendance, the "All Students" group is performing in the Yellow, with an average chronic absenteeism of 16.2% with a slight decrease in chronic absenteeism of 2.6%. However, two student groups are in the Red: Long-Term English Learners (LTELs) and English Language Learners. LTELs have a 28.2% chronically absent rate with an increase of 9.2% from the previous year. English Learners have a 27% chronically absent rate with an increase of 6.2% from the previous year.

Other Needs

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

See below.

Surveys

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

Our school community has participated in the Hanover Staff Climate Survey and California Healthy Kids Survey,. At JAMS we also conduct a needs assessment at the beginning of the year to inform the supports we will provide for students and assess academic and social emotional needs. The California Healthy Kids Survey continues to provide valuable insight into student perceptions of school connectedness, safety, academic motivation, and adult support. Over the past four years, we have seen several positive trends. Reports of harassment and bullying have decreased significantly, from 45% in 2022 to 30% in 2025. Students also continue to report strong perceptions of adult support, particularly in the areas of caring relationships and high expectations, both of which remain above state averages. In addition, there has been a decline in the percentage of students experiencing chronic sadness or hopelessness, dropping from 28% in 2022 to 19% in 2025—an encouraging sign that our ongoing SEL initiatives may be having a positive impact.

At the same time, the data points to areas that need continued attention. In 2025, there was a decline in school connectedness and meaningful participation, with fewer students feeling a strong sense of belonging or engagement in decision-making. Student disengagement also increased, with more students reporting that school feels boring or unimportant. Additionally, perceptions of

cleanliness and facilities upkeep remain low, with only 29% of students agreeing that the school is clean and tidy.

The Hanover Climate Survey complements the CHKS by incorporating staff and family perspectives. Together, the surveys guide updates to our School Plan for Student Achievement (SPSA), inform professional development priorities, and shape our student support strategies. Results are reviewed regularly with stakeholder groups including ELAC, SSC, and SLT to ensure our actions reflect the needs and experiences of our school community.

Classroom Observations

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

During the 2024–2025 school year, we engaged in three formal learning rounds at JAMS in collaboration with our School Leadership Team (SLT) and district staff. These rounds provided a valuable opportunity to observe instructional practices schoolwide and reflect on progress toward our Site Implementation Plan (SIP) goals. We celebrated clear strengths, including high levels of student engagement, welcoming classroom environments, effective use of collaborative structures, and intentional use of classroom resources. At the same time, we surfaced key wonderings related to increasing awareness of SIP goals, balancing support and independence in group work, and integrating more real-life applications into instruction. After the first round of visits, we offered professional development to support teachers in these areas, including specific training focused on meeting the needs of English Learners. While the learning rounds helped us solidify a clear vision and shared understanding around the importance of structured collaborative conversations, they also highlighted the need to ensure equitable access for all students. As we move forward, we will continue to prioritize structured academic talk as a core instructional practice while deepening our focus on supporting English Learners and ensuring every student can meaningfully participate in rigorous, engaging learning experiences.

Throughout the year, administrators, and coaches conduct informal observations. Based on these class visits, we have observed some coherent strengths and areas for growth. Areas of strength include close reading strategies across the curriculum; common academic language in Humanities and ELA; coherence across Humanities and ELA teachers in writing instruction and opportunities for student talk and collaboration.

All observations inform next steps in professional learning, support for PLCs and individuals as well as allocation of resources.

We also have observed some growth opportunities. While we have gained consistency in vocabulary instruction and Close Reading strategies, we have observed a need to strengthen collaborative learning structures and provide opportunities for students to engage in academic discourse and problem-solving. Consequently, our SLT focus will be to ensure well-designed lesson plans with clear content & language objectives, increase collaborative learning and problem-solving and provide visible language support for students.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Our school continues to demonstrate strong areas of academic performance while maintaining a clear focus on equity and improvement. In English Language Arts (ELA), overall student performance remains in the Green performance band, with students scoring 23.2 points above standard. While there was a slight decline of 7.4 points, the school continues to outperform the standard, reflecting a solid instructional foundation. Several student groups, including White students, are achieving well above the standard, and we are encouraged by the performance of students identifying as Two or More Races and the continued progress in our ELA instruction.

At the same time, we recognize and are actively addressing performance disparities. Subgroups such as English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students continue to face significant challenges in ELA, with scores ranging from 16.1 to 77.9 points below standard. These gaps underscore the importance of expanding access to differentiated instruction, language development supports, and inclusive academic interventions.

In mathematics, we are encouraged by the overall improvement. While the overall performance remains 19.7 points below standard (Yellow band), students gained 6.9 points over the previous year, signaling that our instructional shifts are beginning to make a positive impact. Several subgroups also showed growth, and our White student group continues to exceed the standard in the Green performance band.

That said, mathematics remains an area of focus across the board. Student groups, including African American, Hispanic, English Learners, and Students with Disabilities, continue to perform well below the standard, with our most significant gaps appearing in the Red performance band for Students with Disabilities and Long-Term English Learners, who are more than 120 points below standard.

Students in grades 6-8 take the Star Reading and Star Math assessments, 3 times a year for progress monitoring. School-wide ELA Star Reading Proficiency is 67%, a 4% increase. School-wide Math Star Proficiency is 50.5%, an 8.4% increase. Information from these benchmark assessments helps to inform classroom practices and place students into Tier III intervention spaces as well as monitor their progress. Students in grades 6-8 participate in the District assessments (IABs) in Math. The results of the Math IAB is help to inform instruction and are used as part of the cycles of inquiry in PLCs. The JAMS Writing Assessment is administered twice a year. The writing assessment is also used to help inform instruction and is used as part of the cycles of inquiry in PLCs, as well as to place students in tier III writing intervention. Overall, the goal of the IABs and the DIWA is to build a system of assessment that is predictive of CAASPP outcomes. Teachers also use a variety of informal and formal assessments, such as student presentations, projects, quizzes, and tests to check for understanding and guide instruction. English Learners take the initial and summative annual ELPAC.

CHKS Highlights – John Adams Middle (2024–25)

School Connectedness: Over half of students reported feeling connected to school, and many shared that they feel safe and accepted on campus.

Adult Support: A majority of students indicated that there is at least one adult on campus they can turn to if they need help or are feeling upset.

Mental Health Access: A growing number of students reported receiving support when they needed it, particularly through school-based services.

Areas to Strengthen

Help-Seeking and Awareness: Some students expressed uncertainty or discomfort around how to

access mental health support, pointing to a need for ongoing education and outreach.
Student Voice: Fewer students reported feeling they have meaningful opportunities to participate in school decisions or activities.
Bullying and Harassment: A portion of students reported experiencing or witnessing bullying, highlighting the need to continue promoting a safe and inclusive environment.

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

We are committed to leveraging our strengths while remaining focused on addressing areas of need. Our next steps include:

- Expanding Tier I supports and differentiated instruction in math.
- Providing targeted interventions for our most vulnerable learners.
- Enhancing professional development focused on inclusive practices and data-informed instruction.
- Increasing family engagement and community partnerships to support student success.
- Building student voice, deepening connections to school, and expanding awareness of available mental health supports

We remain deeply committed to ensuring all students experience academic growth, access to rigorous learning opportunities, and the support they need to thrive.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for John Adams Middle School (JAMS). 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.12%	0%	%	1	0	
African American	10.11%	10.39%	10.52%	86	87	85
Asian	3.64%	3.35%	3.96%	31	28	32
Filipino	0.71%	0.84%	0.87%	6	7	7
Hispanic/Latino	48.77%	48.75%	49.26%	415	408	398
Pacific Islander	0.24%	0.12%	0.12%	2	1	1
White	30.08%	32.62%	32.43%	256	273	262
Two or More Races	6.35%	3.82%	2.85%	54	32	23
Not Reported	%	0.12%	%	0	1	
Total Enrollment				851	837	808

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	278	277	232
Grade 7	266	292	282
Grade 8	307	268	294
Total Enrollment	851	837	808

Conclusions based on this data:

- Hispanic/Latino students continue to make up the majority of the student body, representing nearly half (49.3%) of the total enrollment in 2023–24. This highlights the importance of culturally responsive teaching, bilingual communication, and targeted supports for this group.
- The school has seen a slight overall decline in enrollment, dropping from 851 students in 2021–22 to 808 in 2023–24. While not drastic, this trend may have implications for funding, staffing, and planning.
- Enrollment is balanced across grade levels, with each middle school grade (6–8) having between 232 and 294 students. This even distribution supports consistent resource planning and suggests no major shifts in cohort size.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	72	73	69	7.4%	8.5%	8.5%
Fluent English Proficient (FEP)	202	199	195	23.4%	23.7%	24.1%
Reclassified Fluent English Proficient (RFEP)	97	84	89	11.4%	10.0%	11.0%

Conclusions based on this data:

1. The percentage of English Learners has remained stable over the past three years, holding steady at 8.5% in both 2022–23 and 2023–24. This consistency suggests ongoing need for language development supports and EL-specific instructional strategies.
2. A significant portion of the student body is multilingual, with over one-third (35.1%) of students identified as either Fluent English Proficient (FEP) or Reclassified Fluent English Proficient (RFEP) in 2023–24. This highlights the importance of maintaining strong language development programs and celebrating students' bilingual assets.
3. There has been a slight increase in reclassification success, with RFEP students rising from 10.0% to 11.0%, indicating some progress in moving students toward English proficiency.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	280	279	233	269	279	226	269	279	226	96.1	100.0	97
Grade 7	264	290	288	259	278	281	259	278	280	98.1	95.9	97.6
Grade 8	307	270	293	294	258	275	294	258	275	95.8	95.6	93.9
All Grades	851	839	814	822	815	782	822	815	781	96.6	97.1	96.1

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2550.	2554.	2545.	25.28	29.03	25.66	36.80	30.47	33.63	20.82	25.45	18.14	17.10	15.05	22.57
Grade 7	2583.	2581.	2582.	20.85	25.90	26.79	48.26	38.49	38.21	17.76	20.50	18.93	13.13	15.11	16.07
Grade 8	2601.	2602.	2587.	29.59	24.42	20.36	35.71	44.57	40.36	18.71	20.16	26.55	15.99	10.85	12.73
All Grades	N/A	N/A	N/A	25.43	26.50	24.20	40.02	37.67	37.64	19.10	22.09	21.38	15.45	13.74	16.77

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	33.09	32.97	26.55	49.81	49.46	47.35	17.10	17.56	26.11
Grade 7	25.10	23.38	30.71	65.25	63.67	57.14	9.65	12.95	12.14
Grade 8	34.69	26.74	24.73	50.34	60.47	58.18	14.97	12.79	17.09
All Grades	31.14	27.73	27.40	54.87	57.79	54.67	13.99	14.48	17.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	19.33	20.43	22.57	58.36	55.91	53.98	22.30	23.66	23.45
Grade 7	26.25	27.70	29.29	58.30	56.47	50.36	15.44	15.83	20.36
Grade 8	25.17	22.87	19.27	56.46	63.18	62.91	18.37	13.95	17.82
All Grades	23.60	23.68	23.82	57.66	58.40	55.83	18.73	17.91	20.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	18.96	20.79	19.91	72.12	72.40	69.47	8.92	6.81	10.62
Grade 7	17.76	18.71	15.00	74.13	74.82	73.93	8.11	6.47	11.07
Grade 8	21.09	26.36	18.18	71.77	67.05	72.73	7.14	6.59	9.09
All Grades	19.34	21.84	17.54	72.63	71.53	72.22	8.03	6.63	10.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	25.65	29.39	25.22	63.94	63.08	64.16	10.41	7.53	10.62
Grade 7	27.41	28.78	33.57	66.41	59.35	56.79	6.18	11.87	9.64
Grade 8	28.91	31.40	28.73	61.22	61.24	62.91	9.86	7.36	8.36
All Grades	27.37	29.82	29.45	63.75	61.23	61.08	8.88	8.96	9.48

Conclusions based on this data:

1. Reading is a relative strength for Grade 7 with a strong % Above Standard and fewer students Below Standard. Grade 6 shows the highest % Below Standard in reading at 26.11%, signaling a key area for intervention.
2. Writing scores remain relatively stable across years and grades. Grade 8 has the lowest % Above Standard in writing. Across all grades, about 1 in 5 students are below standard, showing a need for schoolwide writing support.
3. Listening is a clear strength across all grades, with over 70% of students consistently meeting or nearly meeting the standard. Very low percentage of students below standard across the board. Research/Inquiry is a strength for Grade 7 (highest % Above). Less than 10% of students are below standard in this strand across all grades—indicating it is one of the stronger areas in ELA.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	280	279	233	269	278	226	269	278	226	96.1	99.6	97
Grade 7	264	289	288	259	279	282	259	279	282	98.1	96.5	97.9
Grade 8	307	270	293	291	259	273	290	259	273	94.8	95.9	93.2
All Grades	851	838	814	819	816	781	818	816	781	96.2	97.4	95.9

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2517.	2542.	2518.	17.84	29.50	21.24	20.07	21.22	21.24	30.48	22.66	25.22	31.60	26.62	32.30
Grade 7	2562.	2546.	2552.	22.78	21.51	26.24	27.03	21.51	19.50	29.34	32.97	27.66	20.85	24.01	26.60
Grade 8	2557.	2566.	2565.	23.45	22.39	18.68	16.21	18.53	22.71	25.52	32.43	35.16	34.83	26.64	23.44
Grade 11															
All Grades	N/A	N/A	N/A	21.39	24.51	22.15	20.90	20.47	21.13	28.36	29.29	29.58	29.34	25.74	27.14

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	16.73	25.18	17.70	52.79	48.92	46.02	30.48	25.90	36.28
Grade 7	27.03	22.94	29.08	51.74	51.61	42.20	21.24	25.45	28.72
Grade 8	24.83	22.01	19.41	46.21	56.76	60.07	28.97	21.24	20.51
Grade 11									
All Grades	22.86	23.41	22.41	50.12	52.33	49.55	27.02	24.26	28.04

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	15.61	21.22	22.12	56.88	50.00	47.35	27.51	28.78	30.53
Grade 7	19.69	19.35	20.21	57.14	61.29	52.84	23.17	19.35	26.95
Grade 8	21.03	22.01	18.32	54.83	53.67	59.34	24.14	24.32	22.34
All Grades	18.83	20.83	20.10	56.23	55.02	53.52	24.94	24.14	26.38

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	15.61	21.94	19.47	62.45	61.15	58.41	21.93	16.91	22.12
Grade 7	21.62	17.56	20.57	64.86	65.59	59.57	13.51	16.85	19.86
Grade 8	18.28	16.60	15.02	62.76	63.71	69.23	18.97	19.69	15.75
All Grades	18.46	18.75	18.31	63.33	63.48	62.61	18.22	17.77	19.08

Conclusions based on this data:

1. Grade 6 appears to need targeted support in Concepts & Procedures specifically, where the drop in high-performing students and rise in struggling students is most pronounced.
2. Grade 7 has shown progress in procedural fluency but may need bolstering in deeper thinking and application skills.
3. Grade 8 shows strength in reasoning, but fewer students are scoring "Above Standard" compared to earlier years.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1553.1	1557.6	1537.4	1573.3	1579.9	1561.2	1532.4	1534.8	1513.2	33	22	23
7	*	1557.3	1580.0	*	1566.0	1615.1	*	1548.0	1544.3	10	20	22
8	1554.4	1586.5	1599.5	1575.9	1617.8	1632.9	1532.5	1554.4	1565.8	12	12	16
All Grades										55	54	61

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	39.39	36.36	21.74	39.39	54.55	47.83	15.15	9.09	26.09	6.06	0.00	4.35	33	22	23
7	*	50.00	50.00	*	20.00	45.45	*	20.00	0.00	*	10.00	4.55	*	20	22
8	41.67	58.33	56.25	16.67	8.33	37.50	25.00	25.00	0.00	16.67	8.33	6.25	12	12	16
All Grades	45.45	46.30	40.98	30.91	31.48	44.26	16.36	16.67	9.84	7.27	5.56	4.92	55	54	61

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	72.73	86.36	56.52	15.15	13.64	30.43	6.06	0.00	8.70	6.06	0.00	4.35	33	22	23
7	*	65.00	81.82	*	25.00	13.64	*	5.00	0.00	*	5.00	4.55	*	20	22
8	50.00	58.33	81.25	33.33	25.00	12.50	0.00	8.33	6.25	16.67	8.33	0.00	12	12	16
All Grades	70.91	72.22	72.13	18.18	20.37	19.67	3.64	3.70	4.92	7.27	3.70	3.28	55	54	61

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	6.06	0.00	4.35	27.27	40.91	8.70	54.55	40.91	56.52	12.12	18.18	30.43	33	22	23
7	*	5.00	9.09	*	55.00	27.27	*	20.00	40.91	*	20.00	22.73	*	20	22
8	0.00	16.67	12.50	25.00	33.33	37.50	41.67	33.33	37.50	33.33	16.67	12.50	12	12	16
All Grades	3.64	5.56	8.20	34.55	44.44	22.95	45.45	31.48	45.90	16.36	18.52	22.95	55	54	61

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	39.39	27.27	13.04	45.45	72.73	56.52	15.15	0.00	30.43	33	22	23
7	*	10.00	22.73	*	75.00	68.18	*	15.00	9.09	*	20	22
8	16.67	41.67	25.00	58.33	50.00	68.75	25.00	8.33	6.25	12	12	16
All Grades	30.91	24.07	19.67	54.55	68.52	63.93	14.55	7.41	16.39	55	54	61

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	83.87	100.00	91.30	9.68	0.00	4.35	6.45	0.00	4.35	31	22	23
7	*	95.00	95.45	*	5.00	0.00	*	0.00	4.55	*	20	22
8	83.33	75.00	100.00	16.67	16.67	0.00	0.00	8.33	0.00	12	12	16
All Grades	86.79	92.59	95.08	9.43	5.56	1.64	3.77	1.85	3.28	53	54	61

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	3.03	4.55	4.35	48.48	50.00	26.09	48.48	45.45	69.57	33	22	23
7	*	10.00	9.09	*	60.00	54.55	*	30.00	36.36	*	20	22
8	8.33	33.33	25.00	25.00	25.00	50.00	66.67	41.67	25.00	12	12	16
All Grades	3.64	12.96	11.48	49.09	48.15	42.62	47.27	38.89	45.90	55	54	61

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	19.35	36.36	0.00	74.19	63.64	91.30	6.45	0.00	8.70	31	22	23
7	*	35.00	22.73	*	60.00	77.27	*	5.00	0.00	*	20	22
8	0.00	8.33	25.00	83.33	83.33	68.75	16.67	8.33	6.25	12	12	16
All Grades	16.98	29.63	14.75	75.47	66.67	80.33	7.55	3.70	4.92	53	54	61

Conclusions based on this data:

1. The percentage of students scoring at Level 4 (Well Developed) declined from 45.45% in 2021–22 to 40.98% in 2023–24, while Level 1 (Beginning) increased from 4.92% to 5.56%, with Grade 6 showing the most significant drop—suggesting regression or stagnation in language development during the transition to middle school.
2. Oral Language and Speaking remain strengths, with 72.13% of students scoring at Level 4 and 95.08% rated as Well Developed in the Speaking Domain in 2023–24, including 91.30% of Grade 6 students. These strong verbal skills can be leveraged to support growth in reading and writing.
3. Written Language and Reading remain areas of concern, with only 8.20% and 11.48% of students scoring at Level 4 respectively, while over 45% remain at Level 1 or Beginning levels in both domains. These results highlight the need for intensive, targeted supports in reading and writing, including designated ELD and integrated instructional strategies.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
808	42%	8.5%	0.5%
Total Number of Students enrolled in John Adams Middle School (JAMS).	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	69	8.5%
Foster Youth	4	0.5%
Homeless	5	0.6%
Socioeconomically Disadvantaged	339	42%
Students with Disabilities	117	14.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	85	10.5%
American Indian	0	0.0%
Asian	32	4%
Filipino	7	0.9%
Hispanic	398	49.3%
Two or More Races	23	2.8%
Pacific Islander	1	0.1%
White	262	32.4%

Conclusions based on this data:

1. A significant portion of the student body is socioeconomically disadvantaged (42%) and/or identified with disabilities (14.5%), indicating a strong need for targeted academic, social-emotional, and wraparound supports.

2. English Learners make up 8.5% of the student population, while Foster Youth and Homeless students make up a small but important subgroup, each under 1%, requiring intentional monitoring and support.
3. Hispanic students represent the largest racial/ethnic group at 49.3%, followed by White students at 32.4%, highlighting the importance of culturally responsive practices that reflect and support the needs of a diverse student population.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic performance in English Language Arts is strong, earning a Green rating, while Mathematics and English Learner Progress are rated Yellow, indicating room for improvement in math proficiency and EL outcomes.
2. Chronic absenteeism is rated Yellow, with a slight decrease from 18.2% to 16.2%, impacting engagement and academic progress.

3. The Suspension Rate is rated Orange due to an increase from 2% to 4%, though overall suspension rates remain low; the rating reflects a change in percentage rather than a high volume of suspensions.

School and Student Performance Data

Academic Performance English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>23.2 points above standard</p> <p>Declined 7.4 points</p> <p>765 Students</p>	<p>English Learners</p> <p>Orange</p> <p>39.4 points below standard</p> <p>Declined 5.9 points</p> <p>130 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>85.3 points below standard</p> <p>Declined 14.3 points</p> <p>36 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>16.1 points below standard</p> <p>Declined 6.5 points</p> <p>333 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>77.9 points below standard</p> <p>Declined 8.1 points</p> <p>117 Students</p>	<p>African American</p>  <p>Orange</p> <p>11.4 points below standard</p> <p>Declined 24.6 points</p> <p>82 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>72.7 points above standard</p> <p>Declined 19.7 points</p> <p>31 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>4.0 points below standard</p> <p>Declined 5.7 points</p> <p>378 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>33.5 points above standard</p> <p>Declined 7.6 points</p> <p>22 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>67.2 points above standard</p> <p>Maintained 2.4 points</p> <p>246 Students</p>

Conclusions based on this data:

1. Significant performance gaps exist for Long-Term English Learners (LTELs), Students with Disabilities, and English Learners, all of whom scored far below standard (Red or Orange), with LTELs performing the lowest at 85.3 points below standard.
2. While overall student performance remains strong—earning a Green rating and 23.2 points above standard—some student groups, including African American, SED, and Hispanic students, performed below standard and experienced slight declines, highlighting areas for continued focus and support.
3. White students maintained strong performance with a Blue rating and 67.2 points above standard, while differences in outcomes across student groups underscore the importance of continuing to address the needs of all learners

School and Student Performance Data

Academic Performance Mathematics

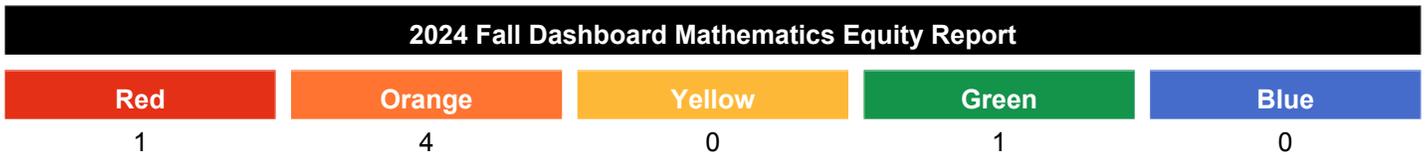
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>19.7 points below standard</p> <p>Declined 4.6 points</p> <p>763 Students</p>	<p>English Learners</p> <p>Orange</p> <p>78.0 points below standard</p> <p>Maintained 1.0 points</p> <p>131 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>120.8 points below standard</p> <p>Declined 7.9 points</p> <p>36 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>60.6 points below standard</p> <p>Declined 5.2 points</p> <p>333 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>128.1 points below standard</p> <p>Declined 17.3 points</p> <p>117 Students</p>	<p>African American</p>  <p>Orange</p> <p>57.0 points below standard</p> <p>Declined 5.9 points</p> <p>81 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>53.9 points above standard</p> <p>Maintained 2.4 points</p> <p>31 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>50.2 points below standard</p> <p>Declined 4.8 points</p> <p>377 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>19.7 points below standard</p> <p>Declined 20.3 points</p> <p>22 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>28.3 points above standard</p> <p>Declined 3.9 points</p> <p>246 Students</p>

Conclusions based on this data:

- Overall math performance is rated Yellow, with students scoring 19.7 points below standard; while this represents a small decline, it reflects ongoing recovery efforts in the post-pandemic context.
- English Learners and Long-Term English Learners continue to face the most significant challenges, with scores 78 and 120.8 points below standard, respectively—highlighting the need for intensified math language support and targeted scaffolds.
- Subgroups such as Socioeconomically Disadvantaged, African American, Hispanic students, and Students with Disabilities are performing below standard and have experienced declines, emphasizing the need to strengthen Tier I instruction and intervention within a culturally responsive MTSS framework.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Yellow 64.3% making progress. Number Students: 56 Students	Long-Term English Learner Progress  No Performance Color 75.8% making progress. Number Students: 33 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.

2024 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
17.9%	14.3%	21.4%	42.9%

Conclusions based on this data:

- 64.3% of English Learners are making progress, earning a Yellow rating, while Long-Term English Learners show an even higher progress rate at 75.8%, though they are not assigned a performance color.
- 42.9% of EL students progressed at least one ELPI level, which is promising, but 17.9% decreased a level, and 14.3% remained in lower ELPI bands—indicating a need to accelerate growth for students who are stagnating or regressing.
- Only 21.4% of students maintained the highest ELPI level (Level 4), suggesting opportunities to strengthen designated and integrated ELD supports to ensure students reach and sustain language proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 16.2% Chronically Absent Declined 2.6 820 Students	English Learners Red 27% Chronically Absent Increased 6.2 74 Students	Long-Term English Learners Red 28.2% Chronically Absent Increased 9.2 39 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Homeless No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Socioeconomically Disadvantaged Orange 21.6% Chronically Absent Declined 1.3 366 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>24.2% Chronically Absent</p> <p>Declined 2.8</p> <p>128 Students</p>	<p>African American</p>  <p>Orange</p> <p>22.1% Chronically Absent</p> <p>Declined 0.5</p> <p>86 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>6.1% Chronically Absent</p> <p>Declined 6.4</p> <p>33 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>19.1% Chronically Absent</p> <p>Declined 2.7</p> <p>404 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>8.7% Chronically Absent</p> <p>Increased 2.6</p> <p>23 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>11.7% Chronically Absent</p> <p>Declined 3.6</p> <p>266 Students</p>

Conclusions based on this data:

1. Chronic absenteeism improved slightly overall, dropping from 18.2% to 16.2%, but remains a persistent issue—especially among English Learners (27%) and Long-Term English Learners (28.2%), whose rates increased significantly.
2. Socioeconomically Disadvantaged (21.6%), Students with Disabilities (24.2%), and African American students (22.1%) also continue to experience high chronic absenteeism, despite slight improvements.
3. Asian students demonstrated the lowest rate of chronic absenteeism at 6.1%, highlighting opportunities to identify and replicate effective engagement strategies across other student groups.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2024 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. NA

School and Student Performance Data

Conditions & Climate Suspension Rate

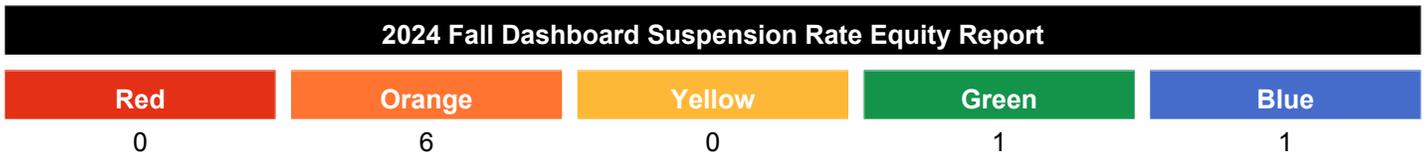
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>4% suspended at least one day</p> <p>Increased 2%</p> <p>822 Students</p>	<p>English Learners</p> <p>Orange</p> <p>9.5% suspended at least one day</p> <p>Increased 9.5%</p> <p>74 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>7.7% suspended at least one day</p> <p>Increased 7.7%</p> <p>39 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>6.3% suspended at least one day</p> <p>Increased 3.6%</p> <p>368 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>6.3% suspended at least one day</p> <p>Increased 0.6%</p> <p>128 Students</p>	<p>African American</p>  <p>Orange</p> <p>10.3% suspended at least one day</p> <p>Increased 6.1%</p> <p>87 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>33 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>4.7% suspended at least one day</p> <p>Increased 2.5%</p> <p>405 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>23 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>1.5% suspended at least one day</p> <p>Maintained 0.1%</p> <p>266 Students</p>

Conclusions based on this data:

1. The overall suspension rate rose from 2% to 4%, shifting the school into the Orange performance band despite rates remaining relatively low.
2. Suspension rates increased notably for English Learners (9.5%) and African American students (10.3%), indicating a need for deeper analysis of discipline practices.
3. Some student groups—such as Asian, Two or More Races, and Homeless—maintained a 0% suspension rate, demonstrating that low rates are possible with consistent support and practices.

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.

Boosting Academic Achievement through Student Engagement and Collaborative Learning

Building on the progress made in 2024–2025, we will continue to strengthen student engagement and academic discourse by expanding the use of structured communication protocols across classrooms. In this second year, we will sustain schoolwide learning rounds and deepen our focus on building staff capacity through peer observation, reflection, and collaboration. By increasing opportunities for teachers to observe and learn from one another, we aim to strengthen collective teacher efficacy and promote consistent, high-quality instruction.

Furthermore, the percentage of Latinx students who score at standards “nearly/not met” will decrease by 3%, and by 6% for African American students in Math and ELA. These outcomes will be achieved by increasing student engagement, shifting the cognitive load to students, and promoting more student talk through structured protocols and collaborative strategies. Student engagement and collaboration are pivotal for achieving the specified academic goals because they enhance learning outcomes, improve performance, develop essential skills, increase motivation, provide a structured learning environment, and address diverse student needs. These strategies are especially critical for supporting underperforming groups and promoting overall educational equity.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.

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.

Based on the California School Dashboard, our site continues to see significant performance gaps in English Language Arts and Mathematics for key student groups. While overall performance in Math remains strong (All Students: 23.2 points above standard, Green), subgroup performance reveals pressing equity concerns:

African American students declined by 24.6 points in Math and are now 11.4 points below standard. In ELA, they are 57 points below standard (Orange).

Hispanic/Latinx students are 50.2 points below standard in ELA and 4.0 points below standard in Math, with recent declines.

English Learners are 78 points below standard in ELA and 39.4 points below in Math; Long-Term ELs remain in the Red band across both subjects.

Students with Disabilities are the most impacted group, scoring 128.1 points below standard in ELA and 77.9 points below in Math, with continued declines.

In response, our site has prioritized equity-centered instructional practices, including structured academic communication, student-centered learning, and schoolwide learning rounds. These strategies are designed to increase student engagement, shift the cognitive load, and build collective teacher efficacy through peer collaboration and reflection.

In 2025–2026, we will sustain this work with deeper investment in staff capacity-building and instructional coherence. Our goal is to close achievement gaps and accelerate outcomes for historically underserved students, particularly African American, Latinx, English Learners, and Students with Disabilities.

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
Star Reading Assessment	Winter School-wide Star Reading Proficiency: 67.6% Exceeded: 30.6% Met: 37.0% Nearly Met: 21.9% Not Met: 10.5%	<p>Goal 1a: Reading - Increase the overall percentage of students meeting or exceeding reading standards from 67% (Spring 2025) to 71% by Spring 2026. Reduce the percentage of students in the "Not Met" category from 10.2% to 8% or below.</p> <p>Increase the percentage of AA students meeting or exceeding reading standards from 53.8% to 57% by Spring 2026. Reduce the percentage of students in the "Not Met" category from 15.4% to below 12%.</p> <p>Decrease the percentage of EL students in the "Not Met" category from 56.8% to 45% by Spring 2026. Increase the percentage of EL students in the "Nearly Met" or higher categories from 43.2% to 55%, with at least 5% meeting or exceeding standards. This goal reflects a commitment to ensuring our EL students have equitable access to high-quality literacy instruction, language-rich environments, and the individualized support necessary for reading success.</p>
Middle School Writing Assessment	# of students scoring a 1 on the writing assessment	<p>Goal 1b: Writing- all students will demonstrate an increase in making evidence-based claims, as measured by the district common writing assessments administered in the Fall (2024) and Spring (2025)</p> <p>For our AA, EL, SED and SWD students performing below proficiency: 80% of targeted JAMS students will demonstrate an increase in proficiency in making evidence-based claims, as measured by the district common writing assessments administered in the Fall (2024) and Spring (2025)</p>
Star Math Assessment	Winter School-wide Math Star Proficiency: 48.3% Exceeded: 31.7% Met: 16.5% Nearly Met: 22.5% Not Met: 29.3%	<p>Goal 1c: Mathematics- Increase school-wide math proficiency from 48.3% to 55% as measured by the STAR Math Assessments in Fall 2025 and Spring 2026, while decreasing the percentage of students in the "Not Met" category from 29.3% to below 24%.</p>

		<p>Increase the percentage of AA students meeting or exceeding math proficiency from 36.6% (Spring 2025) to 45% by Spring 2026. Decrease the percentage of AA students in the "Not Met" category from 40.2% to 35%.</p> <p>Decrease the percentage of EL students in the "Not Met" category from 75% to 60% by Spring 2026. Increase the percentage of EL students scoring "Nearly Met" or higher from 25% to 30%, with at least 4% reaching "Met" or above.</p>
--	--	--

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	All teachers will receive professional development focused on student engagement, structured academic talk, and collaborative classroom strategies. They will also participate in fall and spring schoolwide Learning Rounds to observe and refine practices that increase student discourse. These efforts are designed to build collective teacher efficacy and support equitable, student-centered instruction across the school.	all students	2,500 Site Formula Funds 1000-1999: Certificated Personnel Salaries SLT meeting time to work on goal 1 4,000 Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitute Coverage for Learning Rounds 2000 Title I 4000-4999: Books And Supplies Professional books & supplies to support PLC learning rounds & SLT goals
1.2	Instructional Math Coach to provide direct support and capacity building with teachers and collective teacher efficacy. Subs for collaboration and conferences.	All students	100,000 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach 2000 Title I 4000-4999: Books And Supplies Delta Math 1000 Site Formula Funds 1000-1999: Certificated Personnel Salaries Math PLC and intervention planning time
1.3	Science Magnet Seminars (enrichment and experiential learning for all students), Engineering and Coding (Digital Dragon), Instructional materials and teachers supplies across all departments,	all students	55000 Site Formula Funds 1000-1999: Certificated Personnel Salaries

	Music Clinicians, Publication of Cross Currents (Student Anthology)		<p>Science Seminars-Teacher hourly and benefits 15000</p> <p>Title I 1000-1999: Certificated Personnel Salaries Teacher conferences and collaboration 1000</p> <p>Site Formula Funds 4000-4999: Books And Supplies Cross Currents Publication 6000</p> <p>Site Formula Funds 5000-5999: Services And Other Operating Expenditures Music Clinicians 1500</p> <p>Site Formula Funds 4000-4999: Books And Supplies General supplies 4500</p> <p>Site Formula Funds 4000-4999: Books And Supplies Gizmos - Science Instructional Materials 25000</p> <p>Title I 5800: Professional/Consulting Services And Operating Expenditures App Academy-Digital Dragon 19000</p> <p>Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures App Academy-Digital Dragon 33,485</p> <p>Site Formula Funds 1000-1999: Certificated Personnel Salaries Summer Science Camp</p>
1.4	AVID Tutors for academic support and AVID activities	AVID students	<p>District LCAP Funds 2000-2999: Classified Personnel Salaries AVID Tutors - no cost associated (district funded) 1000</p> <p>Title I 4000-4999: Books And Supplies AVID Supplies for activities</p>
1.5	4 Sections of Reading Improvement for those scoring a 1 on the STAR Reading Assessment. 2	Support students reading below grade	<p>80,000</p> <p>Title I</p>

	<p>general education classes; 2 collaborative reading classes</p> <p>Continue Independent Reading (IR) program in grades 6-8. Purchase additional high-interest leveled and build virtual classroom libraries.</p>	<p>level with Tier III reading intervention</p>	<p>1000-1999: Certificated Personnel Salaries 4 additional sections for reading interventions 77,000 Title I 1000-1999: Certificated Personnel Salaries Reading Co-Teacher 8200 Title I 4000-4999: Books And Supplies Infercabulary 4900 Title I 4000-4999: Books And Supplies Stari Reading 3000 Title I 1000-1999: Certificated Personnel Salaries Hourly teacher pay for reading intervention materials 500 Title I 4000-4999: Books And Supplies Phonics Boost for Reading Intervention</p>
1.6	<p>Advisory workshop interventions in evidence-based writing; reading comprehension and fluency; phonics and math power standards. Advisory workshop interventions in evidence-based writing based on the JAMS Writing Assessment. Use teacher during Advisory Use LLI intervention materials Use Dreambox, Delta Math, Desmos, and Kahn Academy Use a backward flow map to identify pre-requisite skills where gaps exist</p>	<p>Implement a systemic intervention during Advisory on high leverage/ending skills in Math, Reading and Writing - Students not achieving mastery (Based on Star Math, Reading and JAMS Writing Assessment with a focus on our lowest performing students.</p>	<p>5000 Title I 4000-4999: Books And Supplies writing assessment norming and intervention planning 2000 Title I 4000-4999: Books And Supplies Math Intervention Materials</p>
1.7	<p>Classroom supplies</p>	<p>all students</p>	<p>35,000 Site Formula Funds 4000-4999: Books And Supplies teacher classroom supplies</p>
1.9	<p>Continue to grow classroom libraries Increase number of diverse and culturally sustaining books in the school library</p>	<p>All students</p>	<p>2000 Site Formula Funds 4000-4999: Books And Supplies</p>
1.10	<p>Conferences for site administration and teachers around Instructional Leadership, supporting English Language Learners, Social and Emotional Learning (SEL) and Whole Child Development, Equity-Driven School Improvement, Professional Learning and Teacher Capacity Building.</p>	<p>all students</p>	<p>12000 Title I 5800: Professional/Consulting Services And Operating Expenditures conferences</p>

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.

Analysis

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

Across the 2024–2025 school year, students showed steady gains in reading. While the percentage exceeding standards declined slightly (33.8% to 29.5%), those meeting standards rose from 33.5% to 37.5%. The “Not Met” group dropped from 13.8% to 10.2%, reflecting the impact of Tier I instruction and targeted interventions.

English Learner (EL) students made meaningful progress, with “Nearly Met” increasing from 29.8% to 40.9% and “Not Met” decreasing by over 11 points, from 68.1% to 56.8%. These gains point to the effectiveness of scaffolded literacy support and designated ELD instruction.

African American students also improved, with the percentage meeting or exceeding standards rising from 50.2% to 53.8%. The decline in “Not Met” (from 19.5% to 15.4%) signals positive momentum in narrowing the achievement gap.

Throughout the year, this progress was supported by intentional actions, including two informal learning rounds conducted by all teachers, 3 learning rounds with the Site Leadership Team and district staff. These rounds helped sharpen our instructional focus and led to targeted professional development, particularly in collaborative structures and support for English Learners. Structured collaborative conversations were reinforced in classrooms to promote academic discussion and comprehension. The consistent use of data to inform instruction and the delivery of designated and integrated ELD helped ensure students received responsive, differentiated support aligned to their needs.

These improvements reflect our schoolwide focus on literacy, equity, and instructional excellence. Continued investment in aligned supports and early intervention will be key to sustaining and accelerating progress.

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

There were a few key differences between the intended implementation and the actual expenditures. While the original plan focused on district-provided professional development, I allocated funds to send teachers to a non-district co-teaching training and a specialized English Learner (EL) training that better aligned with site needs. Additionally, I expanded our instructional support by adding a section to the math coach's schedule, allowing for more targeted coaching and collaboration with teachers. These adjustments were made to ensure our strategies remained responsive and directly supported progress toward the articulated goals.

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.

As a result of this analysis, several adjustments will be made to the goal, strategies, and implementation plan. Due to the loss of our math coach, we will shift our focus to building internal capacity by supporting our math teachers in developing peer coaching and collaborative planning structures. This change is reflected in the updated strategies section of the SPSA.

Additionally, while the Bilingual Instructional Assistant (BIA) was originally hired to support English Learners in ELA, analysis of student needs led to a shift in support toward math support for ELs. This strategic reallocation of resources has proven effective and will continue into the next school year. These updates are reflected in the SPSA under the revised activities and staffing support for Goal 1.

To continue the momentum from 2024–2025, we will place greater emphasis on enhancing student engagement and academic discourse by broadening the use of structured communication protocols throughout classrooms. In this next phase, we will maintain our commitment to schoolwide learning rounds while shifting focus toward strengthening staff capacity through intentional opportunities for peer observation, collaborative reflection, and shared instructional practice. These efforts are aimed at building a strong culture of professional learning, fostering collective efficacy, and ensuring instructional consistency across grade levels and departments.

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.

English Language Learner Proficiency, Growth and Reclassification

To equip English Language Learners with the language skills and vocabulary needed to excel in academic content across disciplines. By the end of the 2025-2026 school year, teachers will proficiently deliver integrated ELD instruction, increasing the percentage of ELL students scoring "met" or "exceeds" on the CAASPP by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum.

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.

English Language Learners show significant growth but are still behind in English Language Arts (ELA) and Math.

In ELA, the performance indicator reveals that, on average, all students are performing 23.2 points above the standard. This indicates a positive overall status. However, English Language Learners are still 39.4 points below the standard and LTELs are 85.2 points below. In Math, the performance indicator shows that, on average, all students are performing 19.7 points below the standard. However, 64.3% of English Language Learners are making progress.

We focus on building teachers' capacity around Language Standards and integrating these standards into their lesson plans to support English Language Learners. This approach aims to equip English Language Learners with the language skills and vocabulary needed to excel in academic content across disciplines. We will continue our co-teaching model to provide integrated and designated EL support in Language Arts classes and help students prepare for and pass the ELPAC. In addition, we will hire an Instructional Bilingual Assistant for both math and ELA. Title I funds will be allocated to support this goal.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	23-24: EL Performance in ELA: 39.4 points below standard; LTEL performance in ELA: 85.3 points below; Overall School Performance in ELA: 23.2 above standard 23-24 23-24: EL Performance in Math: 78 points below standard; LTEL performance 120.8 points below; Overall School Performance in Math: 19.7 points below standard	By Spring 2026, 60% of English Learners will demonstrate growth in their ELA or Mathematics CAASPP scale scores, with a focus on moving students into or closer to the "Nearly Met" or "Met" performance bands. Note: Final 2024–25 results will be reviewed and used to update this metric during the September 2025 SSC meeting
ELPAC	64.3% of English Language Learners are making progress and 44.4% of EL	By Spring 2026, at least 47% of English Learners will increase their

	students progressed at least 1 ELPI level.	overall ELPAC score by one performance level. Note: Final 2024–25 results will be reviewed and used to update this metric during the September 2025 SSC meeting.
--	--	---

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide support for lowest area of achievement on the ELPAC	English Learners	2500 Title I 4000-4999: Books And Supplies Listenwise license
2.2	Professional Development on how to support RFEP's through integrated ELD support	English Learners	0 None Specified ELD Program Lead will facilitate trainings in September and January on Language Standards 1250 Site Formula Funds 1000-1999: Certificated Personnel Salaries SLT meeting time to work on goal 2
2.3	Provide professional development on Integrated ELD support in all classrooms including tier III academic vocabulary for Science	ELs and other groups	0 None Specified ELD Program Lead 3600 Site Formula Funds 4000-4999: Books And Supplies Brain Pop for Science
2.4	ELD teacher pushes into ELA classes to provided contextualized and designated ELD.	Provide daily designated ELD support to all EL's	0 1000-1999: Certificated Personnel Salaries Co-teacher for ELD classes - No associate costs 3000 Title I 5800: Professional/Consulting Services And Operating Expenditures CABE conference 3000 Title I 5800: Professional/Consulting Services And Operating Expenditures Parents of ELs attending CABE

2.5	Certificated teachers support students in library Monday-Thursday for one hour/day; Recruit target students through ELAC and through ELD Program Lead	All students w/focus on helping ELs, low SES and struggling students	5000 Title I 1000-1999: Certificated Personnel Salaries Afterschool Library support
2.6	Hold transition meetings with EL's and families in the Summer (District Ed Services Coordinator, site administrator and ELD Program Lead) to support a positive transition to the middle school	EL students	0 None Specified Facilitated by EL Prgram Lead and Administrator
2.7	Implement a systemic intervention during Advisory on high leverage/enduring skills in Math (academic language) and ELA and preparation for the ELPAC by ELD Program Lead	English Learners	2500 Title I 2000-2999: Classified Personnel Salaries Classified hourly for training and planning
2.8	Provide additional Bilingual Instructional Assistant Time and EL interventions	Enhance Tier I and Tier II instruction for our ELs.	15000 Title I 2000-2999: Classified Personnel Salaries Push in EL intervention 0 None Specified EL Evidence Based Writing Interventions during Advisory- No associate costs
2.9	Provide additional Bilingual Instructional Assistant Time and EL interventions - Math	Math EL support	30,000 Title I 2000-2999: Classified Personnel Salaries

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.

Analysis

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

Throughout the 2024–2025 school year, we implemented multiple strategies to support English Learners' language development and academic achievement. We saw increased participation in ELAC meetings, where we provided families with information about the reclassification process and available supports. While transition meetings with families did not take place over the summer as originally planned, we strengthened communication and parent engagement throughout the year. A Bilingual Instructional Assistant was hired, and based on student need, was placed in math classes to support ELs with academic language—particularly where data indicated the greatest learning gaps.

During Advisory, a structured intervention block was implemented targeting high-leverage, enduring skills in both ELA and math, as well as ELPAC preparation. The ELD teacher continued to push into ELA classrooms to provide contextualized designated ELD, and the ELD Program Lead delivered professional development on integrated ELD strategies. While initial PD focused on Tier III vocabulary, it became clear that teachers also needed support in creating and embedding clear language objectives into lessons. In response, additional PD sessions were held to build this skill. These actions contributed to maintaining high reclassification rates and strengthened the overall integration of language supports across content areas.

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

One major difference in implementation was the reassignment of the Bilingual Instructional Assistant from ELA to Math. This decision was based on observed needs and performance data indicating that EL students required greater academic language support in math. Additionally, while we had planned to host summer transition meetings with families of English Learners, these did not take place. Instead, efforts were redirected to deepening parent engagement through ELAC and school-year outreach. All other budgeted expenditures aligned closely with the intended plan.

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.

For the 2025–2026 school year, we plan to refine our PD focus further to support teachers in writing, posting, and consistently using language objectives across all content areas. We also plan to formalize and implement the summer transition meetings for EL families that were not held this year. In addition, we will include chronic absenteeism rates for English Learners and Long-Term English Learners as a new metric, as these groups have the highest rates of chronic absenteeism on our campus. Strategies to improve attendance will be developed in coordination with our site attendance team and integrated into Goal 2 in the updated SPSA. We will also revisit our ELD push-in model to ensure a balance of support in both ELA and Math. Metrics will be reviewed and updated during the September 2025 SSC meeting once final 2024–25 data is available.

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.

Improving Attendance and School Culture through Social-Emotional Support

The school aims to improve its climate by reducing chronic absenteeism, supporting student mental health, fostering connectedness, and supporting positive behavior through Schoolwide SEL

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

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.

At JAMS, we aim to foster a kind, connected, and compassionate school culture. However, we're facing a few significant challenges. Chronic absenteeism has slightly decreased from 18.8% to 16.2% of our students, there's a strong need for Tier I, II, and III attendance, social emotional and mental health support. Specifically, we need to focus on LTELs and ELs chronic absenteeism of 27% and 28%, respectively. We need to continue our focus on tier I Social Emotional Support to equip students with self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills. Together, the goal is to impact school culture and also address behavior issues.

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
Attendance	16.2% chronic absenteeism	By June 2026, reduce overall chronic absenteeism to below 14%. Decrease chronic absenteeism for English Learners and LTELs by at least 5 percentage points through targeted outreach, connection-building activities, and attendance support plans.
Behavior & Responsible Decision Making (SEL), Restorative Practices and PBIS	Overall increase in teacher referrals for low level behavior infractions. Build capacity in students in conflict resolution through peer mediation	By June 2026, reduce total behavior referrals by 10%, decrease reported bullying by 15% (CHKS), and implement PBIS Tier I supports in 100% of classrooms. At least 90% of teachers will participate in training on PBIS and restorative practices.
Parent Education & Engagement	Strengthen Parent Education and Engagement to Support Student Well-being, attendance and Academic Success	Host at least four engagement and connection events per school year, such as reflective parenting workshops, academic information nights, book clubs, and coffee with the counselors.

CA Healthy Kids Survey (Sense of belonging)	2025 CHKS: 53% of students report feeling a part of the school (down from 63% in 2024).	Increase student sense of belonging on CHKS from 53% to at least 60% by Spring 2026 through the implementation of restorative practices, advisory check-ins, and classroom-based SEL activities.
Mental Health Referrals	High percentage of students receiving Tier III services (e.g., individual therapy, crisis response). 2025 CHKS: 19% reported chronic sadness (? from 25% in 2024); 7% considered suicide (? from 10%); Social-emotional distress dropped from 20% to 18%	By June 2026: Reduce the number of Tier III mental health referrals by 10% through earlier identification and Tier I–II interventions (e.g., SEL lessons, advisory check-ins, peer support groups). Increase the percentage of students reporting life satisfaction from 74% to 78% and optimism from 58% to 62% on the CHKS.
CA Healthy Kids Survey	decrease controlled substance use by students	provide controlled substance education and reduce use of controlled substances

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	<p>Early Warning System: Implement a system to identify and support students at risk of chronic absenteeism.</p> <p>Parental Involvement: Establish communication with families to discuss attendance barriers and collaborate on solutions.</p> <p>Attendance Incentives: Develop reward programs that encourage regular attendance, such as recognition ceremonies, privileges, or small rewards.</p>	Students that are chronically absent.	500 Title I 4000-4999: Books And Supplies Supplies for attendance incentives 1500 Site Formula Funds None Specified Supplies for attendance incentives 1500 Title I 4000-4999: Books And Supplies Parent Education on absenteeism - no cost associated; admin will provide parent education
3.2	<p>SEL Curriculum (Second Step): Integrate a comprehensive SEL curriculum that includes self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p>Teacher Training: Train teachers to deliver SEL effectively and respond to behavior issues with empathy and understanding.</p> <p>Mindfulness and SEL support for individual students and mindfulness training for teachers</p> <p>Restorative Justice Training for Staff</p> <p>National Center for Safe and Supportive School (NCS3) ongoing professional development</p>	All students and staff	2500 Site Formula Funds 1000-1999: Certificated Personnel Salaries PD time for SEL implementation 2500 Site Formula Funds None Specified Restorative Justice Training for Staff 4000 Title I 5800: Professional/Consulting Services And Operating Expenditures

			Mindful Circles, SEL, RJ and Staff Support 16000 Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Mindful Circles, SEL and Staff Support
3.3	Parent Education on the importance of attendance, mindfulness, technology use, LGBTQ Awareness, drug and alcohol prevention, Suicide and Depression and Back to School Anxiety. Parent engagement and connection events such as Reflective Parenting, Academic information, Book clubs and coffee with the counselors.	All parents	1000 Title I 2000-2999: Classified Personnel Salaries Childcare for parent meetings 2500 Title I 5000-5999: Services And Other Operating Expenditures ELAC meetings & Cafecito (Coffee w/the principal) 1000 Title I 4000-4999: Books And Supplies Parent Engagement Events including books 4000 Title I 5800: Professional/Consulting Services And Operating Expenditures Parenting Services Reflective Parenting and other Parent Ed
3.4	Counseling groups to support academics, social emotional learning, school transitions and creating a positive school experience (tier II)	Students who opt in, are recommended by a counselor or parent	1000 Title I 1000-1999: Certificated Personnel Salaries Academic Counseling groups and SEL/mental health groups run by interns - no cost associated
3.6	Individual Counseling and onsite Bilingual Mental Health Counselor (tier III) Mental Health Counselor coordinates all mental health services on campus Parenting groups & Book clubs & Parent Mental Health Supports	Students who are struggling and/or request services to address mental health and social emotional issues	100000 Title I 1000-1999: Certificated Personnel Salaries Mental Health Counselor 4000 Title I 5800: Professional/Consulting Services And Operating Expenditures Mental Health/SEL/RJ Conference and Training
3.8	Provide the opportunity for students to reveal their gifts and connect with others (students and staff) with similar interests through Enrichment Clubs (tier I) - increase sense of belonging	All students	2500 Stretch Grant (Ed Foundation) 0000: Unrestricted

			Teacher sponsored enrichment clubs 5000 Title I 5000-5999: Services And Other Operating Expenditures Dragon Days and JAMS Fun Day events to celebrate student academic and social gains & build sense of belonging
3.9	Community events to support Mental Health Awareness and Social Emotional Learning including supporting staff well-being	all students and staff	1500 Title I 4000-4999: Books And Supplies supplies and services
3.10	Building leadership capacity- Beat the Odds Cognitive Behavioral Intervention for Trauma in Schools (CBITS)	Support students with trauma or substance use	877 Title I 4000-4999: Books And Supplies Enrichment Clubs 1000 Title I 5800: Professional/Consulting Services And Operating Expenditures Beat the Odds SEL 1209 Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures enrichment clubs for students

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.

Analysis

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

During the 2024–2025 school year, we implemented a comprehensive, multi-tiered system of support for student mental health and SEL. All students received Tier I SEL instruction, which was enhanced through collaboration with our mental health partners and embedded into academic instruction across content areas. Lessons addressed self-awareness, responsible decision-making, and anti-bullying strategies. We also provided professional development to staff on trauma-informed practices and integrated SEL. Adult SEL was introduced and received positively, though we plan to deepen this work in the future.

We no longer have a Tier III waitlist, reflecting the effectiveness of earlier interventions and improved coordination. Tier II supports included small counseling groups focused on academics, transitions, and emotional regulation. Tier III services were provided through our onsite bilingual mental health counselor, who also coordinated all mental health referrals and services campus-wide.

Parent engagement was another key area of focus. We hosted events covering topics such as attendance, mindfulness, LGBTQ+ awareness, digital safety, suicide and depression prevention, and back-to-school anxiety. We held academic

workshops, book clubs, and "Coffee with the Counselors" to strengthen parent-school partnerships. Student enrichment clubs were expanded to promote connection and belonging.

A significant shift this year was our proactive crisis response following the regional wildfires. Counseling staff provided direct support to students and staff, prioritizing stabilization, connection, and healing.

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

Most strategies were implemented as planned, with adjustments made to respond to emerging needs. While the original goal emphasized reducing Tier III referrals, the crisis following the wildfires temporarily increased mental health service needs. We reallocated time and staff toward immediate crisis response and recovery efforts. Additionally, Reflective Parenting was originally part of our plan but was led by the city instead, so we focused on other meaningful parent education events. We plan on resuming next 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.

For the 2025–2026 school year, we will continue to build on our foundational SEL work while expanding our efforts to include restorative practices and a Positive Behavior Interventions and Supports (PBIS) framework. These additions are intended to establish consistent, schoolwide systems that promote positive behavior, support conflict resolution, and create a more connected, inclusive school climate.

Key updates include: Implementing Tier I PBIS supports in all classrooms, including clear expectations, recognition systems, and consistent responses to behavior. Providing professional development in restorative practices, including the use of community-building circles and restorative conversations. Expanding Tier I and Tier II SEL strategies, including student enrichment opportunities that foster belonging and identity development.

In addition to these schoolwide efforts, we will introduce targeted attendance interventions for English Learners (ELs) and Long-Term English Learners (LTELs), who currently experience disproportionately high rates of chronic absenteeism. These will include case management, family outreach, and culturally responsive engagement strategies aimed at increasing student connection and reducing barriers to attendance.

SPSA metrics will be updated to reflect these shifts, including goals to: Reduce overall chronic absenteeism to below 14%; Reduce chronic absenteeism among ELs and LTELs by 5 percentage points; Increase CHKS results in sense of belonging and life satisfaction; Reduce behavioral referrals by 10% and reported bullying by 15%; These changes will be reflected in the updated School Climate, Attendance, and Mental Health sections of the SPSA.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
------------------	-------------------------	------------------

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
---------------------	-------------	-----------------------	-----------------------

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.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
------------------	-------------------------	------------------

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
---------------------	-------------	-----------------------	-----------------------

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.

Analysis

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

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

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.

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	\$722,521.00
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	\$526,477.00

Subtotal of additional federal funds included for this school: \$526,477.00

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 (\$)
	\$0.00
Site Formula Funds	\$157,335.00
Stretch Grant (Ed Foundation)	\$38,709.00

Subtotal of state or local funds included for this school: \$196,044.00

Total of federal, state, and/or local funds for this school: \$722,521.00

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
American Book Drive	1,939.57	1,939.57
Title II (Teacher Improvement)		
Site Formula Funds	157335	0.00
Stretch Grant (Ed Foundation)	38709	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Site Formula Funds	157,335.00
Stretch Grant (Ed Foundation)	38,709.00
Title I	526,477.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,500.00
1000-1999: Certificated Personnel Salaries	480,735.00
2000-2999: Classified Personnel Salaries	48,500.00
4000-4999: Books And Supplies	81,077.00
5000-5999: Services And Other Operating Expenditures	13,500.00
5800: Professional/Consulting Services And Operating Expenditures	92,209.00
None Specified	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries		0.00
None Specified		0.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	99,735.00

4000-4999: Books And Supplies	Site Formula Funds	47,600.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	6,000.00
None Specified	Site Formula Funds	4,000.00
0000: Unrestricted	Stretch Grant (Ed Foundation)	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	Stretch Grant (Ed Foundation)	36,209.00
1000-1999: Certificated Personnel Salaries	Title I	381,000.00
2000-2999: Classified Personnel Salaries	Title I	48,500.00
4000-4999: Books And Supplies	Title I	33,477.00
5000-5999: Services And Other Operating Expenditures	Title I	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	56,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	502,585.00
Goal 2	65,850.00
Goal 3	154,086.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Su-Lyn Combs	Parent or Community Member
Amanda Robertson	Parent or Community Member
Jennifer Levitt	Parent or Community Member
Jennifer Metcalfe	Parent or Community Member
Daniel Wheeler	Parent or Community Member
Alyssa Tejeda	Other School Staff
Fshaye Woldemichael	Other School Staff
Alexander Belanger	Secondary Student
Florencia Lanus	Classroom Teacher
Morgan Ruvolo	Classroom Teacher
Martha Chacon	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/30/2024.

Attested:



Principal, Martha Chacon on May 22, 2025



SSC Chairperson, Su-Lyn Combs on May 22, 2025

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