School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jackson Academy of Math and Music (JAMM)	43 69583	May 13, 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 Jackson Academy of Math and Music (JAMM) for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Jackson Academy of Math and Music (JAMM) for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

Plan Description: Schoolwide Program

This School Plan for Student Achievement (SPSA) represents our school's allocation of resources towards unique school-level needs as determined by our review of student outcome data and educational partner input. This needs assessment is further analyzed to determine the root causes that inform the actions laid out in this plan. Actions are monitored for effectiveness through various metrics, and plans are adjusted to ensure that actions demonstrate the desired outcome.

The SPSA continues to be organized under four goals aligned with the district's LCAP. The action categories under each goal are also aligned to the LCAP, enabling cross-referencing between various plans. A Multi-Tiered System of Support structures the actions to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for various programs and services and an infrastructure that encourages professional learning about program effectiveness in meeting common goals.

These goals are:

1.0 Academics: Through equitable, inclusive access, advance college, career, and civic readiness for all students
- 1.1. Elementary School: Improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.2 Middle School: Build community and a supportive learning environment for all students by providing an equitable, rigorous, and culturally responsive curriculum for middle school academic success with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.3 High School: Implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success.
- 1.4 English Learners: Facilitate English learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.
- 1.5 Inclusive Practices: Foster a culture of inclusivity and equity to improve access to educational opportunities for all students, including students identified with diverse backgrounds, abilities, and needs.

2.0 Family and Community Engagement: Promote family and community engagement and participation in the education process for all students

3.0 School Climate and Culture: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.
- 3.1 Attend to Social-Emotional Learning and Development: Within the three-year cycle of this plan, develop whole-child wellness centers at the two middle and two high school schools, K-8 and elementary sites, and our alternative high school to improve timely student and community access to our growing inventory of social-emotional and school-linked services. Provide social-emotional learning strategies and practices intentionally designed, assessed, and monitored for student outcomes within multi-tiered support systems. Build a community of practice in collaboration with staff and students to establish culturally responsive and inclusive school-wide equity practices that create the conditions for belonging, safe learning environments, and meaningful learning experiences by June 2027.

The purpose of this plan is to address areas of need as revealed by our needs assessment as follows:
JAMM has been identified for a Schoolwide Program Plan for the 2024-2025 school year.

Needs Assessment Findings:

2023-2024 California Public School Dashboard Indicator Needs:

Suspension = Students identified as Asian, English Learners, and Hispanic.
Chronic Absenteeism = Students identified as English Learners, Asian, and Students with Disabilities.
ELA = Students identified with Disabilities.
Math = Students identified as English Learners, Students with disabilities, and Socioeconomically disadvantaged

2024-2025
Coming in August 2025.

Educational Partner Involvement

How, when, and with whom did Jackson Academy of Math and Music (JAMM) consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school Guiding Coalition, School Site Council (SSC), English Learner Advisory Council (ELAC), and Home and School Club (HSC) all participated in developing this SPSA. The school's shared leadership philosophy embodies all educational partners, and all had input regarding the development of this plan. The School Site Council approves the plan and recommends it to the MHUSD Board of Education. Each educational partner group mentioned conducted monthly meetings reviewed the progress and adjusted according to students' data and needs. SSC met on the second Tuesday of each month (9/12, 10/10, 11/7, 12/12, 1/9, 2/13, 3/12, 4/9, 5/28), ELAC met on the second Wednesday of each month (9/13,10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, 5/29), and HSC met on the third Tuesday of each month (9/19, 10/17, 11/28, 12/19, 1/16, 2/27, 3/19, 4/16, 5/21) Meetings were held in the school cafeteria during the day and in individual classrooms after school. Evening meetings were held in the school library. Each educational partner group was comprised of parents, teachers, classified staff, and students. Each session had an agenda to follow and notes were taken during each session. All educational partners provide feedback and input to school staff to assist in the development of the SPSA. Our school's regular communication includes the school calendar, district calendar, JAMM weekly update, principal update, monthly principal meetings, monthly SSC agendas, monthly ELAC agendas, and monthly Home and School Club agendas.

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 following information indicates areas for improvement based on the California School Dashboard. While suspension was the only indicator in orange, the school continues to focus on PBIS, Restorative justice practices, Peer conflict resolution, Check-in / check-out, Behavior contracts, analyzing "hot spots" using Aries analytics providing support through admin/supervision visibility, and reviewing PBIS expectations. As increases and decreases occurred, the largest growth area was in ELA progress.

23-24 ELA Green (declined by 9.4 points)
24-25 ELA = Green (Improved 14.3 points)

23-24 Math = Green (increased by 10.7 points)
24-25 Math = Yellow (maintained by 0.2 points)

23-24 English learner progress = Blue (increased by 34.4%)
24-25 English learner progress = Yellow (declined 3.5 points)

23-24 Chronic absenteeism = Yellow (declined by 4.7%)
24-25 Chronic absenteeism = Yellow (declined by 5.6 %)

23-24 Suspension rate = Orange (increased 1.8%)
24-25 Suspension rate = Orange (maintained by 0.1%)

Dashboard color indicator data for 2024 reveal clear improvements: In ELA, no student group remains in the red. Asian and White students have achieved the blue indicator, and Hispanic students have advanced to green.
In Math, SWD remain in the red, but Asian and White students reached green, and Hispanic students moved from orange to yellow.This progress reflects effective multi-tiered systems of support (MTSS) and school-wide academic interventions. JAMM is on track to meet the 2026 Dashboard target of each group increasing by at least one color band or maintaining blue.

English Learner Progress and Reclassification - The district has made commendable progress in English Language Development, as seen in: ELPI growth: Rising from 74.5% maintaining or increasing in 2022–23 to 88.3% in 2023–24, before slightly declining to 83.7% in 2024–25.
Reclassification rates: Increased from 12.4% in 2022–23 to 22.5% in 2023–24, exceeding the 10% goal.
These gains reflect a sustained focus on integrated and designated ELD instruction, coaching support for teachers, and consistent ELPAC data analysis. The JAMM's identification and support of Long-Term English Learners (LTELs) may have also contributed to targeted interventions and language acquisition success.

Summary
Overall, the implemented strategies—aligned instructional planning, professional development, data-driven decision making, and targeted interventions—are showing measurable success across multiple indicators:
-Gains in CAASPP performance, particularly among SED, ELL, and Hispanic students.
-Positive shifts in Dashboard indicator colors, especially in ELA.
-High rates of ELPI maintenance and increase, with reclassification exceeding targets.
-6 subgroups in ELA improved or maintained, with no group in red in 2024.
-In Math, 2 groups (Hispanic, Asian) improved or maintained, while SED and ELL dropped one level. SWD remained in red for Math and improved to orange in ELA

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.

23-24 ELA = Students identified as Hispanic, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.
24-25 ELA = Students with Disabilities

23-24 Math = Students identified as Hispanic, Students with disabilities.
24-25 Math = Students with Disabilities

23-24 Suspension = Students identified as Hispanic, White, two or more races, English Learners, Socioeconomically Disadvantaged, Students with Disabilities.
24-25 Suspension = No student groups were 2 or more performance levels below the "All student" group

23-24 Chronic Absenteeism = English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and students who identify with two or more races.
24-25 Chronic Absenteeism = English Learners

* All areas improved from last year's data, except SWD in ELA and ELL in Chronic Absenteeism.

Other Needs

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

iReady
23-24 ELA = 56% met growth goal
24-25 ELA = 64%vmet growth goal

23-24 Math = 49% met growth goal
24-25 Math = 61%met growth goal

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Jackson Academy of Math and Music (JAMM). 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	0.49%	0.63%	0.44%	3	4	3
African American	1.30%	1.43%	1.46%	8	9	10
Asian	5.36%	7.13%	7.16%	33	45	49
Filipino	0.97%	1.27%	1.75%	6	8	12
Hispanic/Latino	44.32%	41.84%	41.67%	273	264	285
Pacific Islander	%	0%	%	0	0	
White	37.66%	36.45%	35.23%	232	230	241
Two or More Races	6.82%	7.13%	8.92%	42	45	61
Not Reported	3.08%	4.12%	3.36%	19	26	
			Total Enrollment	616	631	684

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	56	60	73
Grade 1	55	55	52
Grade 2	53	52	52
Grade3	56	58	64
Grade 4	62	62	64
Grade 5	66	64	65
Grade 6	93	96	106
Grade 7	85	101	99
Grade 8	90	83	106
Total Enrollment	616	631	684

Conclusions based on this data:

1. In 2024, enrollment is consistently over 600 each year. With minor fluctuations, all demographics remain relatively same each year.

2. In 2024, approximately 30 new students enter middle school each year beginning in grade 6.

3. In 2024, the middle school student enrollment maintained 3 classes per grade level and elementary student enrollment maintained 2 classes per grade level with an increase in first grade of 3 classes.

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	75	81	85	12%	12.8%	12.4%
Fluent English Proficient (FEP)	56	66	69	9%	11%	10.1%
Reclassified Fluent English Proficient (RFEP)	16	19		20%	20%	22.5%

Conclusions based on this data:

1. In 2023, the percent of students identified as RFEP increases or maintains annually over last 3 years.

2. In 2023, the number of students identified as English Learners continues to increases annually.

3. In 2023, the percentage of students identified as RFEP exceeded the states' growth expectation of 10% or higher.

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 3	60	60	63	59	59	59	59	59	59	98.3	98.3	93.7
Grade 4	65	64	62	64	62	61	64	62	61	98.5	96.9	98.4
Grade 5	66	64	68	64	63	63	64	63	63	97.0	98.4	92.6
Grade 6	96	97	108	96	96	104	96	96	104	100.0	99.0	96.3
Grade 7	86	102	102	85	100	99	85	100	99	98.8	98.0	97.1
Grade 8	91	83	105	89	81	103	89	81	103	97.8	97.6	98.1
All Grades	464	470	508	457	461	489	457	461	489	98.5	98.1	96.3

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 3	2435.	2456.	2425.	22.03	35.59	27.12	35.59	30.51	16.95	23.73	16.95	27.12	18.64	16.95	28.81
Grade 4	2465.	2439.	2497.	28.13	16.13	37.70	25.00	14.52	27.87	18.75	30.65	14.75	28.13	38.71	19.67
Grade 5	2490.	2497.	2509.	20.31	19.05	22.22	25.00	33.33	31.75	20.31	19.05	28.57	34.38	28.57	17.46
Grade 6	2544.	2540.	2559.	20.83	15.63	25.96	36.46	36.46	39.42	25.00	29.17	21.15	17.71	18.75	13.46
Grade 7	2612.	2574.	2590.	29.41	25.00	28.28	48.24	36.00	40.40	15.29	25.00	16.16	7.06	14.00	15.15
Grade 8	2610.	2607.	2610.	28.09	24.69	28.16	40.45	45.68	44.66	24.72	23.46	18.45	6.74	6.17	8.74
All Grades	N/A	N/A	N/A	24.95	22.34	28.02	36.11	33.84	35.58	21.44	24.51	20.45	17.51	19.31	15.95

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 3	22.03	23.73	23.73	67.80	61.02	59.32	10.17	15.25	16.95
Grade 4	18.75	16.13	22.95	67.19	59.68	68.85	14.06	24.19	8.20
Grade 5	14.06	17.46	19.05	62.50	58.73	69.84	23.44	23.81	11.11
Grade 6	22.92	18.75	31.73	58.33	54.17	55.77	18.75	27.08	12.50
Grade 7	23.53	24.00	23.23	63.53	66.00	64.65	12.94	10.00	12.12
Grade 8	31.46	24.69	23.30	55.06	67.90	67.96	13.48	7.41	8.74
All Grades	22.76	21.04	24.54	61.71	61.39	64.01	15.54	17.57	11.45

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 3	16.95	23.73	20.34	55.93	62.71	44.07	27.12	13.56	35.59
Grade 4	20.31	6.45	21.31	51.56	61.29	59.02	28.13	32.26	19.67
Grade 5	18.75	17.46	23.81	53.13	58.73	57.14	28.13	23.81	19.05
Grade 6	29.17	19.79	32.69	51.04	65.63	51.92	19.79	14.58	15.38
Grade 7	61.18	31.00	36.36	31.76	53.00	52.53	7.06	16.00	11.11
Grade 8	34.83	25.93	39.81	52.81	64.20	48.54	12.36	9.88	11.65
All Grades	31.95	21.69	30.88	48.80	60.74	51.94	19.26	17.57	17.18

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 3	16.95	25.42	15.25	72.88	66.10	76.27	10.17	8.47	8.47
Grade 4	9.38	9.68	19.67	75.00	74.19	73.77	15.63	16.13	6.56
Grade 5	12.50	15.87	12.70	76.56	71.43	79.37	10.94	12.70	7.94
Grade 6	15.63	8.33	10.58	73.96	84.38	80.77	10.42	7.29	8.65
Grade 7	20.00	8.00	14.14	80.00	82.00	78.79	0.00	10.00	7.07
Grade 8	19.10	19.75	21.36	70.79	76.54	71.84	10.11	3.70	6.80
All Grades	15.97	13.67	15.54	74.84	77.01	76.89	9.19	9.33	7.57

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 3	28.81	28.81	16.95	59.32	55.93	72.88	11.86	15.25	10.17
Grade 4	18.75	14.52	18.03	65.63	70.97	72.13	15.63	14.52	9.84
Grade 5	12.50	23.81	22.22	70.31	60.32	61.90	17.19	15.87	15.87
Grade 6	17.71	16.67	16.35	70.83	72.92	75.96	11.46	10.42	7.69
Grade 7	34.12	27.00	31.31	61.18	62.00	56.57	4.71	11.00	12.12
Grade 8	30.34	24.69	27.18	65.17	67.90	66.02	4.49	7.41	6.80
All Grades	24.07	22.56	22.70	65.65	65.51	67.28	10.28	11.93	10.02

Conclusions based on this data:

1. in 2024, 96.3% of students in grades 3-8 test annually.

2. In 2024, students performing above standard in writing is higher than in research/ inquiry, listening , and reading.

3. In 2024, for overall ELA , most students performed in the "Standard Met" strand.

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 3	60	60	63	59	60	59	59	60	59	98.3	100.0	93.7
Grade 4	65	64	62	64	63	62	64	63	62	98.5	98.4	100
Grade 5	66	64	68	64	63	65	64	63	65	97.0	98.4	95.6
Grade 6	96	97	108	96	97	104	96	97	104	100.0	100.0	96.3
Grade 7	86	102	102	85	100	101	85	100	100	98.8	98.0	99
Grade 8	91	83	105	89	81	104	89	81	104	97.8	97.6	99
All Grades	464	470	508	457	464	495	457	464	494	98.5	98.7	97.4

* 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 3	2457.	2475.	2464.	38.98	40.00	30.51	28.81	28.33	40.68	13.56	16.67	11.86	18.64	15.00	16.95
Grade 4	2467.	2459.	2483.	18.75	11.11	25.81	29.69	34.92	29.03	29.69	26.98	20.97	21.88	26.98	24.19
Grade 5	2484.	2503.	2501.	15.63	22.22	18.46	15.63	22.22	26.15	35.94	25.40	27.69	32.81	30.16	27.69
Grade 6	2523.	2531.	2544.	22.92	18.56	29.81	20.83	24.74	16.35	25.00	29.90	33.65	31.25	26.80	20.19
Grade 7	2575.	2551.	2556.	27.06	21.00	25.00	29.41	24.00	24.00	24.71	33.00	27.00	18.82	22.00	24.00
Grade 8	2547.	2586.	2564.	11.24	22.22	22.12	19.10	33.33	20.19	39.33	28.40	30.77	30.34	16.05	26.92
Grade 11															
All Grades	N/A	N/A	N/A	21.88	21.98	25.30	23.63	27.59	24.49	28.45	27.59	26.72	26.04	22.84	23.48

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 3	50.00	46.67	44.07	37.93	40.00	42.37	12.07	13.33	13.56
Grade 4	25.00	15.87	29.03	48.44	55.56	38.71	26.56	28.57	32.26
Grade 5	17.19	19.05	16.92	53.13	55.56	50.77	29.69	25.40	32.31
Grade 6	16.67	18.56	19.23	50.00	56.70	58.65	33.33	24.74	22.12
Grade 7	34.12	20.00	21.00	47.06	51.00	53.00	18.82	29.00	26.00
Grade 8	8.99	23.46	17.31	61.80	54.32	55.77	29.21	22.22	26.92
Grade 11									
All Grades	23.90	23.06	23.08	50.44	52.59	51.42	25.66	24.35	25.51

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	33.90	43.33	27.12	45.76	38.33	61.02	20.34	18.33	11.86
Grade 4	17.19	14.29	25.81	56.25	58.73	56.45	26.56	26.98	17.74
Grade 5	12.50	15.87	18.46	53.13	53.97	55.38	34.38	30.16	26.15
Grade 6	18.75	15.46	21.15	52.08	59.79	57.69	29.17	24.74	21.15
Grade 7	24.71	16.00	15.00	56.47	68.00	62.00	18.82	16.00	23.00
Grade 8	13.48	20.99	14.42	67.42	64.20	67.31	19.10	14.81	18.27
All Grades	19.69	20.04	19.43	55.80	58.62	60.53	24.51	21.34	20.04

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 3	28.81	35.00	32.20	55.93	56.67	55.93	15.25	8.33	11.86
Grade 4	23.44	15.87	20.97	57.81	63.49	61.29	18.75	20.63	17.74
Grade 5	9.38	14.29	13.85	65.63	63.49	70.77	25.00	22.22	15.38
Grade 6	16.67	18.56	23.08	63.54	58.76	63.46	19.79	22.68	13.46
Grade 7	23.53	18.00	21.00	65.88	71.00	67.00	10.59	11.00	12.00
Grade 8	7.87	17.28	14.42	75.28	70.37	74.04	16.85	12.35	11.54
All Grades	17.72	19.40	20.45	64.77	64.44	66.19	17.51	16.16	13.36

Conclusions based on this data:

1. In 2024, 97.4% of students in grades 3-8 test annually.

2. In 2024, the percent of students scoring at or near standard increased in communicating reasoning, problem solving & modeling/data analysis, and decreased in concepts & procedures.

3. In 2024, for overall math, more students performed in the "standard exceeded" strand than the previous 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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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
K	*	*	*	*	*	*	*	*	*	4	9	7
1	*	*	*	*	*	*	*	*	*	4	8	8
2	1455.1	*	*	1476.6	*	*	1433.1	*	*	11	4	8
3	1485.3	*	*	1494.6	*	*	1475.1	*	*	11	10	6
4	1494.8	1483.6	*	1486.3	1491.9	*	1503.0	1474.8	*	12	12	8
5	*	1532.1	*	*	1531.3	*	*	1532.4	*	9	11	9
6	*	1530.4	*	*	1542.5	*	*	1517.8	*	5	12	8
7	*	*	*	*	*	*	*	*	*	4	6	10
8	*	*	*	*	*	*	*	*	*	6	*	6
All Grades										66	75	70

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores 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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	18.18	*	*	18.18	*	*	27.27	*	*	36.36	*	*	11	*	*
3	9.09	*	*	36.36	*	*	36.36	*	*	18.18	*	*	11	*	*
4	8.33	25.00	*	50.00	25.00	*	25.00	33.33	*	16.67	16.67	*	12	12	*
5	*	27.27	*	*	45.45	*	*	18.18	*	*	9.09	*	*	11	*
6	*	25.00	*	*	41.67	*	*	25.00	*	*	8.33	*	*	12	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.64	20.00	20.29	36.36	29.33	28.99	30.30	25.33	26.09	19.70	25.33	24.64	66	75	69

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

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	36.36	*	*	18.18	*	*	36.36	*	*	9.09	*	*	11	*	*
3	27.27	*	*	54.55	*	*	9.09	*	*	9.09	*	*	11	*	*
4	16.67	50.00	*	58.33	33.33	*	16.67	8.33	*	8.33	8.33	*	12	12	*
5	*	54.55	*	*	36.36	*	*	0.00	*	*	9.09	*	*	11	*
6	*	66.67	*	*	25.00	*	*	0.00	*	*	8.33	*	*	12	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.76	40.00	39.13	45.45	32.00	24.64	19.70	10.67	14.49	9.09	17.33	21.74	66	75	69

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	7.69	*	*	30.77	*	*	23.08	*	*	38.46	*	*	13	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	8.33	*	*	33.33	*	*	8.33	*	*	50.00	*	*	12	*
5	*	9.09	*	*	18.18	*	*	45.45	*	*	27.27	*	*	11	*
6	*	0.00	*	*	25.00	*	*	33.33	*	*	41.67	*	*	12	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	5.33	5.80	24.24	21.33	24.64	42.42	30.67	30.43	28.79	42.67	39.13	66	75	69

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	27.27	*	*	63.64	*	*	9.09	*	*	11	*	*
3	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
4	50.00	25.00	*	41.67	50.00	*	8.33	25.00	*	12	12	*
5	*	36.36	*	*	54.55	*	*	9.09	*	*	11	*
6	*	25.00	*	*	66.67	*	*	8.33	*	*	12	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.76	21.33	24.64	66.67	57.33	52.17	7.58	21.33	23.19	66	75	69

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	18.18	*	*	72.73	*	*	9.09	*	*	11	*	*
3	54.55	*	*	27.27	*	*	18.18	*	*	11	*	*
4	8.33	66.67	*	75.00	25.00	*	16.67	8.33	*	12	12	*
5	*	81.82	*	*	9.09	*	*	9.09	*	*	11	*
6	*	75.00	*	*	16.67	*	*	8.33	*	*	12	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.82	57.33	49.28	54.55	28.00	27.54	13.64	14.67	23.19	66	75	69

| 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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	9.09	*	*	36.36	*	*	54.55	*	*	11	*	*
3	0.00	*	*	36.36	*	*	63.64	*	*	11	*	*
4	0.00	8.33	*	66.67	33.33	*	33.33	58.33	*	12	12	*
5	*	9.09	*	*	90.91	*	*	0.00	*	*	11	*
6	*	0.00	*	*	41.67	*	*	58.33	*	*	12	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.58	8.00	8.70	45.45	45.33	44.93	46.97	46.67	46.38	66	75	69

| 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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
3	0.00	*	*	63.64	*	*	36.36	*	*	11	*	*
4	8.33	16.67	*	75.00	58.33	*	16.67	25.00	*	12	12	*
5	*	36.36	*	*	36.36	*	*	27.27	*	*	11	*
6	*	25.00	*	*	66.67	*	*	8.33	*	*	12	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.06	17.33	14.49	72.73	54.67	60.87	21.21	28.00	24.64	66	75	69

Conclusions based on this data:

1. In 2024, students performed higher in the speaking domain than in all other domains.

2. In 2024, written language was the lowest performing domain.

3. In 2024, the number of students identified as EL decreased from the previous year.

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**
684	**24%**	**12.4%**	**0.0%**
Total Number of Students enrolled in Jackson Academy of Math and Music (JAMM).	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	85	12.4%
Foster Youth	0	0.0%
Homeless	30	4.4%
Socioeconomically Disadvantaged	164	24%
Students with Disabilities	75	11%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	1.5%
American Indian	3	0.4%
Asian	49	7.2%
Filipino	12	1.8%
Hispanic	285	41.7%
Two or More Races	61	8.9%
Pacific Islander	0	0.0%
White	241	35.2%

Conclusions based on this data:

1. In 2024, students identified as Hispanic made up the majority of students.

2. In 2024, about one quarter of students are identified as socioeconomically disadvantaged.

3. In 2024, there are more students learning English than students with disabilities.

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

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. In 2024, "all students" performed in the Green strand in ELA and Math.

2. In 2024, 83.7% of all English Learners maintained or increased ELPI level as measured by ELPAC.

3. In 2024, chronic absenteeism declined 5.6% than the previous year.

School and Student Performance Data

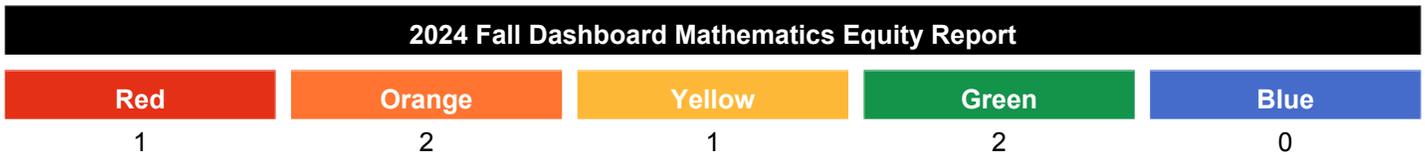## Academic Performance
English Language Arts

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	1	2

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Long-Term English Learners**
Green	Yellow	No Performance Color
27.0 points above standard	38.8 points below standard	56.2 points below standard
Increased 14.3 points	Increased 8.9 points	Declined 14.4 points
480 Students	80 Students	16 Students

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
0 Students	69.4 points below standard	18.5 points below standard
	Increased 6.1 points	Increased 17.9 points
	24 Students	122 Students

Students with Disabilities	**African American**	**American Indian**
Orange	No Performance Color	No Performance Color
98.2 points below standard	Less than 11 Students	Less than 11 Students
Increased 3.1 points		
	5 Students	2 Students
66 Students		

Asian	**Filipino**	**Hispanic**
Blue	No Performance Color	Green
87.9 points above standard	Less than 11 Students	3.3 points below standard
Increased 18.1 points		Increased 14.8 points
	7 Students	
38 Students		204 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	Blue
44.6 points above standard	0 Students	43.8 points above standard
Increased 15.4 points		Increased 16.9 points
39 Students		172 Students

Conclusions based on this data:

1. In 2024, the "all student " category showed an increase by 14.3 points.

2. In 2024, students identified as ELL continued to show improvement and increased by 8.9 points.

3. In 2024, students identified as socioeconomically disadvantaged showed the highest improvement and increased by 17.9 points.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	2	0

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

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
6.8 points below standard	67.0 points below standard	116.6 points below standard
Maintained 0.2 points	Maintained 1.1 points	Declined 22.6 points
482 Students	82 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	105.7 points below standard	61.0 points below standard
	Declined 39.5 points	Declined 9.0 points
	26 Students	124 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
114.0 points below standard	Less than 11 Students	Less than 11 Students
Maintained 2.9 points		
	5 Students	2 Students
66 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Yellow
46.4 points above standard	Less than 11 Students	44.7 points below standard
Declined 6.4 points		Increased 4.0 points
	7 Students	
38 Students		206 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
35.4 points above standard	0 Students	13.3 points above standard
Increased 9.9 points		Maintained 2.9 points
39 Students		172 Students

Conclusions based on this data:

1. In 2024, the "all student " category maintained by 0.2 points.

2. In 2023, students identified as EL maintained improvement by 1.1 points.

3. In 2024, students identified as Hispanic showed the highest improvement by 4.0 points.

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	**Long-Term English Learner Progress**
Yellow	No Performance Color
58.2% making progress.	81.8% making progress.
Number Students: 55 Students	Number Students: 11 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**
16.4%	25.5%	5.5%	52.7%

Conclusions based on this data:

1. In 2024, 16.4% of all students identified as English Learners (EL) decreased in ELPI level.

2. In 2024, 83.7% of all students identified as EL maintained or increased ELPI level.

3. In 2024, 58.2% of students identified as EL are making progress towards English language proficiency

School and Student Performance Data
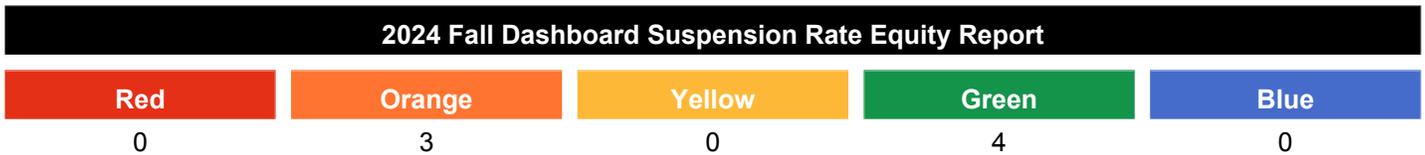
Academic Engagement
Chronic Absenteeism

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Red	No Performance Color
16.1% Chronically Absent	30.5% Chronically Absent	18.8% Chronically Absent
Declined 5.6	Increased 1	Increased 10.4
702 Students	95 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	38% Chronically Absent	33.3% Chronically Absent
	Declined 14	Declined 4.4
	50 Students	195 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
32.3% Chronically Absent	18.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 6.2	0	3 Students
99 Students	11 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Yellow
11.8% Chronically Absent	8.3% Chronically Absent	22% Chronically Absent
Increased 7.3	0	Declined 4.7
51 Students	12 Students	296 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Yellow
11.8% Chronically Absent	0 Students	11.5% Chronically Absent
Declined 9.9		Declined 9
85 Students		244 Students

Conclusions based on this data:

1. In 2024, the "all student " category declined in chronic absenteeism by 5.6 points.

2. In 2024, students identified with two or more races declined the most in chronic absenteeism by 9.9 points.

3. In 2024, students identified as unhoused had the highest chronic absenteeism rate of 38%.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	4	0

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

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
3.1% suspended at least one day	3.1% suspended at least one day	6.3% suspended at least one day
Maintained 0.1%	Increased 0.8%	Increased 6.3%
704 Students	97 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	1.9% suspended at least one day	3% suspended at least one day
	Declined 1.9%	Declined 0.6%
	52 Students	197 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
3% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 1.6%	11 Students	3 Students
99 Students		

Asian	Filipino	Hispanic
Orange	No Performance Color	Orange
3.9% suspended at least one day	0% suspended at least one day	4.1% suspended at least one day
Increased 3.9%	12 Students	Increased 0.5%
51 Students		296 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
2.3% suspended at least one day	0 Students	2.5% suspended at least one day
Declined 0.4%		Declined 0.9%
87 Students		244 Students

Conclusions based on this data:

1. In 2024, the "all student" category maintained rate of suspension by 0.1%.

2. In 2024, students who identify as English learners increased rate of suspension by 0.8%.

3. In 2024, students identified as unhoused and students with disabilities showed the largest decline in suspension by 1.9% and 1.6 % respectively.
The school continues to focus on PBIS and restorative justice practices to help support lower suspension rates.

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.

College and Career Readiness
On or before June 2026, 100% of all students in grades K-8 will meet the annual growth goal, and at least 50% will meet the yearly stretch goal as measured by the MHUSD diagnostic assessment tool (iReady) in ELA and Math.
By June 2026, all student groups in grades 3-8, scoring at or above standard in reading and math, will increase by at least 10% from the previous year as measured by CAASPP results.
By June 2026, all student groups will increase a minimum of one indicator color or maintain the highest indicator color (blue) in reading and math as measured by the 2025–2026 California School Dashboard
100% of students identified as English Learners (ELs) will maintain or progress in their English Language Proficiency Indicator (ELPI) Level as measured by ELPAC results on the 2025 California Dashboard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 1: Through equitable, inclusive access, advance college, career, and civic readiness for all students

Focus Goal 1.1 Elementary School: Improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged

Focus Goal 1.2 Middle School: Build community and a supportive learning environment for all students by providing an equitable, rigorous, and culturally responsive curriculum for middle school academic success with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged

Focus Goal 1.4 English Learners: Facilitate English learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.

Focus Goal 1.5 Inclusive Practices: Foster a culture of inclusivity and equity to improve access to educational opportunities for all students, including students identified with diverse backgrounds, abilities, and needs.

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.

There is a need to increase proficiency and acceleration opportunities for all English Language Arts and Math students as measured by CASSPP Assessments and district benchmark assessments.
After analyzing the 2023-2024 state testing and district benchmark data below, there is an achievement gap between White and Hispanic students in ELA and Math in:
ELA in grades : 3,4,5,6,7,8
Math in grades: 3,4,5,6,7,8
There is a need to increase the CAASSP dashboard indicators in reading and math for all student groups.
CAST baseline data will be reported in August 2025 for the 24-25 school year.

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
Reading Foundational Skills	44% Winter 2023 71% Spring 2024 50% Winter 2024 75% Spring 2025	90% of the 1st grade students will meet end of the year grade level reading benchmarks on iReady assessment.
K-8 Ready Reading Growth	40% Met Annual Growth by Winter 2023 15% Met Annual Stretch by Winter 2023 41% Met Annual Growth by Winter 2024 20% Met Annual Stretch by Winter 2024 56% Met Annual Growth Spring 2024 27% Met Annual Stretch Spring 2024 64% Met Annual Growth Spring 2025 38% Met Annual Stretch Spring 2025	100% will meet Annual Growth Spring 2026 50% will meet Annual Stretch Spring 2026
iReady Math Growth	24% Met Annual Growth by Winter 2023 6% Met Annual Stretch by Winter 2023 31% Met Annual Growth by Winter 2024 10% Met Annual Stretch by Winter 2024 49% Met Annual Growth Spring 2024 24% Met Annual Stretch Spring 2024 61% Met Annual Growth Spring 2025 32% Met Annual Stretch Spring 2025	100% Will meet Annual growth Spring 2026 50% Will meet Annual Stretch growth Spring 2026

CAASPP English Language Arts / Math	ELA Percentage CAASPP At or Above Standard
	  2023 2024
	  • Overall = 56% 64%
	  • SWD = 10% 11%
	  • SED = 38% 55%
	  • ELL = 12% 17%
	  • White = 64% 71%
	  • Hispanic = 43% 53%
	  • Asian = 82% 79%
	
	Math CAASPP Percentage At or Above Standard
	  2023 2024
	  • Overall = 50% 50%
	  • SWD = 8% 6%
	  • SED = 32% 40%
		10% increase for ELA / Math in Spring 2026 Percentage At or Above Standard for all student groups
		
		All student groups will increase a minimum of one indicator color or maintain the highest indicator color (blue) in reading and math as measured by the 2025–2026 California School Dashboard

	• ELL = 13% 17% • White = 60% 60% • Hispanic = 32% 34% • Asian = 71% 72% 2023 CA Dashboard - ELA Red = SWD Orange = SED, ELL, Hispanic Yellow = None Green = White Blue = None 2024 CA Dashboard - ELA Red = None Orange = SWD Yellow = SED, ELL Green = Hispanic Blue = Asian, White 2023 CA Dashboard - Math Red = SWD Orange = HIspanic Yellow = SED, ELL Green = White Blue = None 2024 CA Dashboard - Math Red = SWD Orange = SED, ELL Yellow = Hispanic Green = Asian, White Blue = None Spring 2025 results are to be presented to the School Site Council and English Learner Advisory Committee when available in Fall 2025.	CA Dashboard - ELA Orange = SWD Yellow = SED, ELL, Hispanic Green Blue CA Dashboard - Math Orange = SWD Yellow = Hispanic Green Blue Spring 2025 results are to be presented to the School Site Council and English Learner Advisory Committee when available in Fall 2025
English Learner Proficiency Assessment of California (ELPAC)	2022-2023 74.5% of ELL students increased or maintained ELPI level. 24.5% of ELL students decreased in ELPI level 2023-2024 88.3% of ELL students increased or maintained ELPI level. 11.7% of ELL students decreased in ELPI level. 24-25 83.7% of ELL students increased or maintained ELPI level. 16.4% of ELL students decreased in ELPI level.	All students increase or maintain individual ELPI level annually.

| Reclassification of EL Students | 2020-2021 = 11.1% Reclassification Rate
2021-2022 = 20.0% Reclassification Rate
2022-2023 = 12.4% Reclassification Rate
2023-2024 = 22.5% Reclassification Rate
2024-2025 = 16.6% Reclassification Rate | Maintain a minimum of 10% Reclassification rate |

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	Support students to develop reading and math proficiency through the development of music literacy (reading sheet music)	All Students with a focus on unduplicated Students identified as underperforming or disadvantaged, including foster, homeless, socioeconomically disadvantaged, English learners, and students with disabilities.	35,039 LCFF Salary for Music Teachers
1.2	Provide small group reading intervention to support students by targeting gaps in phonemic awareness and comprehension strategies. Provide staff with instructional supplies, ongoing training, and materials and interventions. Continually analyze data, monitor the progress of student growth, and implement schoolwide student study teams/intervention teams to support students' individual academic and behavioral needs.	All Students	14,000 Unrestricted Lottery Instructional supplies, Reading intervention/ training/ online materials/ books and reference materials for MTSS Tier #2 and #3.
1.3	Implement monthly Guiding Coalition Team meetings to discuss and plan professional development for the site, analyze data, determine school and grade level goals, monitor student growth, and collaborate to implement best teaching practices during instructional rounds. Provide site-level professional development to support a focus on PLC, explicit ELD instruction, direct reading instruction, and effective math practices.	All Students	12,000 Unrestricted Lottery Subs for K-8 PD, sub costs and classified hourly costs. Hours and sub-time expenses for K-8 grade level planning days, guest PD presenter expenses, and consultants.
1.4	Utilize multiple instructional resources to incorporate a multisource curriculum integrated across all academic and artistic disciplines, including the purchase of new library books.	All Students	11,000 Unrestricted Lottery Purchase Library books, maintain instruments, NGSS materials, STEAM related materials, math-related materials, library resources,

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			office supplies, and Chromebook
1.5	Provide explicit ELD instruction supporting students understanding of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).	Students identified as English Learners	3,000 Unrestricted Lottery

Purchase supplemental materials for reading and math to support language development.

6,038 Unrestricted Lottery

Subs for meetings to support ELD instruction, SST, IEP, 504, focus student meetings, subs for kindergarten assessment. |
| 1.6 | Provide students with learning opportunities to increase their background knowledge and 21st-century skills academically and socially. | All Students | 1,800 Unrestricted Lottery

Cost for duplicating materials, paper, playground equipment, additional transportation costs to science camp or field trips, specialized technology, maintenance contracts for office equipment, communication, and translation. |
| 1.7 | Conduct beginning-of-year kindergarten assessments to support teachers in PLT in identifying targeted and accelerated instructional opportunities.

Provide high-interest reading instruction using multiple resources across all learning domains.

Provide opportunities for teachers to collaborate in PLT teams to create and monitor relevant and meaningful mathematical problem-solving activities, incorporating a math workshop model of instruction. | All Students | 7,000 Unrestricted Lottery

supplemental reading and math resources, assessment student/materials, and supplemental materials for middle school to support underperforming students' access and differentiation and acceleration in all learning domains. |

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.

JAMM has demonstrated a clear and intentional implementation of evidence-based instructional strategies and progress monitoring tools aimed at improving student outcomes in English Language Arts (ELA), Mathematics, and English

Language Development (ELD). These strategies are aligned to ambitious goals set for June 2026, including 100% of students meeting annual growth targets and at least 50% meeting stretch growth as measured by iReady, as well as improvements across all student groups on the CAASPP and California School Dashboard.

Winter and Spring iReady Reading and Math diagnostic data reflect a positive trend, though continued work is needed to meet the ambitious 2025 targets. For instance, In Reading, K-8 student performance showed steady growth from 40% meeting annual growth in Winter 2023 to an expected 56% by Spring 2024, with stretch growth increasing from 15% to 27%. This demonstrates the impact of targeted instruction and intervention blocks that align with diagnostic data.

In Math, JAMM moved from 24% meeting annual growth in Winter 2023 to 49% by Spring 2024, with stretch growth increasing from 6% to 24%. These gains indicate the effectiveness of scaffolded instruction, increased formative assessment use, and small group math supports.

JAMM's commitment to monitoring student progress through multiple benchmark assessments, along with professional development for teachers in data-driven instruction, appears to be directly contributing to the overall academic gains.

CAASPP Performance and Targeted Group Gains
JAMM saw gains in ELA CAASPP scores across nearly all subgroups from 2023 to 2024:

SED students increased from 38% to 55%

ELL students grew from 12% to 17%

Hispanic students grew from 43% to 53%

These increases suggest that literacy initiatives, such as foundational skills instruction in early grades and differentiated reading supports, are having a positive impact. Math, while showing improvement in some groups (e.g., SED students from 32% to 40%), remains an area in need of further attention, particularly for Students with Disabilities (SWD), whose scores declined from 8% to 6%.

To meet the June 2026 goal of a 10% increase in all student groups scoring at or above standard, continued attention to standards-based instruction and targeted supports for lower-performing subgroups will be critical.

California School Dashboard Progress
Dashboard color indicator data for 2024 reveal clear improvements: In ELA, no student group remains in the red. Asian and White students have achieved the blue indicator, and Hispanic students have advanced to green.

In Math, SWD remain in the red, but Asian and White students reached green, and Hispanic students moved from orange to yellow.

This progress reflects effective multi-tiered systems of support (MTSS) and school-wide academic interventions. JAMM is on track to meet the 2026 Dashboard target of each group increasing by at least one color band or maintaining blue.

English Learner Progress and Reclassification - The district has made commendable progress in English Language Development, as seen in: ELPI growth: Rising from 74.5% maintaining or increasing in 2022–23 to 88.3% in 2023–24, before slightly declining to 83.7% in 2024–25.

Reclassification rates: Increased from 12.4% in 2022–23 to 22.5% in 2023–24, exceeding the 10% goal.

These gains reflect a sustained focus on integrated and designated ELD instruction, coaching support for teachers, and consistent ELPAC data analysis. The JAMM's identification and support of Long-Term English Learners (LTELs) may have also contributed to targeted interventions and language acquisition success.

Summary
Overall, the implemented strategies—aligned instructional planning, professional development, data-driven decision making, and targeted interventions—are showing measurable success across multiple indicators:

-Improved iReady growth and stretch rates.

-Gains in CAASPP performance, particularly among SED, ELL, and Hispanic students.

-Positive shifts in Dashboard indicator colors, especially in ELA.

-High rates of ELPI maintenance and increase, with reclassification exceeding targets.

-6 subgroups in ELA improved or maintained, with no group in red in 2024.

-In Math, 2 groups (Hispanic, Asian) improved or maintained, while SED and ELL dropped one level. SWD remained in red for Math and improved to orange in ELA

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

The cost of implementing this goal was cost neutral and no additional cost were associated.

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.

The school continually analyzed data, monitored the progress of student growth, and implemented schoolwide student study teams/intervention teams to support students' individual academic and behavioral needs. Changes made to this goal include targeted intervention in math (Activity/Strategy 1.2, 1.3, 1.4, 1.7)

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.

Family/Guardian and Community Engagement
By December 2025, each grade level will identify at least two key teaching practices and provide at least one workshop to families on practicing these skills with their child at home (FACE Plan Strategy Modeling, Action #3)
By September 2025, new incoming TK/K and 6th grade families will connect with other families/ staff as measured by parent feedback surveys, parent sign-in sheets, and family attendance at beginning of year school events (Boo Hoo Breakfast, Kinder orientation, Welcome back social, 1st Day Parent meeting, 6th grade connection, and Ice Cream social) (FACE Plan Strategy Building, Action #2).

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 2: Promote family and community engagement and participation in the education process for all students.

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

The school will continue to increase parent engagement through increasing volunteering, SSC, ELAC, Home and School Club, Parent Ed. nights, and room parents opportunities. As the school has multiple opportunities for parents to participate in events and classroom opportunities, the school will continue to increase parents on campus, and provide parents with common learning strategies by grade level at home as indicated by ELAC survey results.

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
Parent education surveys - Identifying Key communicator families to connect with new families	increase parent implementation of strategies learned at workshops	50% in-person attendance at Parent Education sessions per grade level. 80% of parents will report positive survey results, indicating they will reinforce at home the strategies learned at parent education sessions 100% of new families will report on a survey that they have connected with at least one other family with whom they can go for school-related information or questions.
Engagement in parent decision making groups	SSC/ ELAC/ Home and school Club/ Principal Chats / monthly volunteer sign rosters.	Maintain and increase the number of parents that come on a regular basis by 10% annually
Back to school attendance	100% participation rate at back to school night	Maintain 100% attendance inperson, email, phone or zoom.

K-5 Parent conference attendance	100% participation rate at k-5 conferences.	Maintain 100% attendance in person, phone, or zoom.

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	Parent training to support instructional strategies at school and at home. Provide multiple meaningful volunteer opportunities for parents at a variety of times to support school engagement. Conduct Monthly Principal meetings to share strategies and schoolwide data and gather input and feedback. Offer Home and School Club meetings at different times, AM and PM	All Students with a focus on students who are Underperforming or disadvantaged students including Foster, Homeless, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.	6,733.39 LCFF Books and reference materials to support parent engagement on site.
2.2	Provide continual support to families with school-related topics (i.e., PBIS, PLC information and process, email, Aries grade book, conferences, Google Classroom, attendance, room parent training, parent-led art class training, project cornerstone training, 504, IEP, SST, high school transition parent meetings, nutrition, study skills, homework strategies, positive parenting, etc.) and support home/school connections including translation/interpretation of all materials and meetings	All Students	7,000 Unrestricted Lottery Costs for office supplies to support families with information in school-related programs, staff time to provide workshops, and communication.

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 2024-25 school year, JAMM met the previous SPSA goal 2, increasing parent engagement. By providing multiple meaningful volunteer opportunities for parents at a variety of times to support school engagement, such as monthly home and school club meetings, monthly coffee chats with parents, and monitoring parent attendance at Back to School Night and parent-teacher conferences, JAMM had a 100% attendance rate at Back to School Night, and on average, over 90% of parents/ caregivers attended music concerts events.

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

No major differences between the intendend 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.

JAMM will maintain 100% attendance rates at Back to School Night and Parent Teacher conferences. Changes made to continue growth of increasing parent engagement during 2025-26 school year will be an increase of 10% participation in volunteer activities (Strategy/Activity 2.1, 2.2).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement, Social Emotional Learning
Throughout the 2025-2026 school year, 95% of all students will have positive attendance as measured by weekly attendance reports and all student groups will increase a minimum of one indicator color or maintain at the highest indicator color (blue) in chronic absenteeism and suspension as measured by the 2024–2025 California School Dashboard

By June 2026, JAMM will enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being, as measured by Culture and Climate Team action plans related to PBIS data/surveys, school-wide district adopted SEL curriculum implementation fidelity measured monthly, and a reduction in suspensions by 50% from the previous year.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 3: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

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.

2022-23 California Dashboard indicators for JAMM reflect a need to improve attendance and suspension for the following student groups:

Chronic Absenteeism Rates:
All students = 21.7%

Attendance:
Red = 2 or more races
Orange = SWD, EL, SED

Suspension:
Red= Hispanic, White
Orange = SWD, EL, SED, 2 or more races

2023-2024
Chronic Absenteeism Rates:
All students = 16.1%

Attendance:
Red = EL
Orange = SWD, Asian

Suspension:
Red= None
Orange = Asian, EL, Hispanic

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard: Suspension	22-23 Red = Hispanic, White Orange = SWD, EL, SED, 2 or more races Yellow = None Green = None Blue = Asian 23-24 Red = None Orange = Asian, EL, Hispanic Yellow = None Green = SED, SWD, White, 2 or more races Blue = None	Orange = Yellow = Hispanic, EL, Yellow Green = Blue= White, SWD, SED, 2 or more races
Independent Study: Attendance	Independent study monthly monitoring. 79 contracts (2022-23) as of month 8 Independent study monthly monitoring 60 contracts (2023-2024) as of month 8 Independent study monthly monitoring	Reduce independent studies contracts by 25% annually.

	49 contracts (2024-2025) as of month 8	
CA School Dashboard: Chronic Absenteeism	2023 Dashboard All students = 21.7 % chronic absenteeism Red = 2 or more races Orange = SWD, EL, SED Yellow = Hispanic, White Green = Asian Blue = None 2024 Dashboard All students = 16.1% chronic absenteeism Red = EL Orange = SWD, Asian Yellow = Hispanic, White, SED, 2 or more races Green = None Blue = None	Reduce by 10% orange= 2 or more races, EL yellow = SWD, SED, Asian Green = Hispanic, White Blue = None
PBIS Implementation, Team composition, Aries Analytics Annual Data Report/ CICO Data.	PBIS lessons are delivered at the beginning of each year and upon return from each vacation. 165 = Total number of behavior incidents by May 2025	All staff maintain consistent PBIS lessons for consistent rituals and routines in school management and expectations behaviorally and academically as measured by a 10% reduction in total number of behavioral incidents by May 2026.

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	Increase daily attendance by monitoring monthly attendance and outreach, conducting family education meetings on the importance of positive attendance, supporting a safe environment through campus supervision, and implementing a school-wide positive reward system for behavior and attendance. Support student motivation in after-school opportunities by maintaining current sports programs for grades 6-8 and ASB.	All students	10,000 Unrestricted Lottery Campus Supervision to support positive and safe environment for all students 3,720.60 Extra Curricular Afterschool sports materials, league fees, and coaching stipends to support participation for all students. 1,000 Unrestricted Lottery Health Supplies 1,787 Unrestricted Lottery

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
			Monthly attendance monitoring, positive incentive attendance support materials, family education on the importance of positive attendance, family home support materials, and maintaining proactive outreach to families with chronic absenteeism.
3.2	Provide students with extended After-school programs to support students focusing on Visual and Performing Arts, Academic Intervention, Academic Enrichment, and Social Emotional Opportunities.	All students	1,000 Unrestricted Lottery After-school programs with sports, music, and ASB
3.3	Purposeful parent outreach for attendance and academic motivation and monitoring, data analysis through the Guiding Coalition to support targeted assistance, and additional classified support staff to assist with student intervention.	All students	2,000 Unrestricted Lottery additional classified staffing to support students in academic and monthly attendance motivation and monitoring.

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.

The implementation of Goal 3 was focused on improving student engagement, attendance, and school climate by expanding support systems, increasing outreach, and enhancing afterschool and SEL opportunities.

Attendance & Chronic Absenteeism
Targeted strategies to reduce chronic absenteeism—such as monthly attendance monitoring, family outreach, and school-wide incentive programs—have been partially effective. Chronic absenteeism rates declined from 21.7% (2022–23) to 16.1% (2023–24), a nearly 26% reduction in overall rates. However, the Dashboard data reveals that some student groups, particularly students identified as EL, remain in the red, and others, such as SWD and Asian students, shifted into orange in 2024.

This suggests that while outreach and positive attendance reinforcement efforts are having a measurable impact overall, additional differentiated support and case management may be needed to address barriers to attendance within specific subgroups.

Furthermore, the number of independent study contracts dropped from 60 (2024) to 48 (2025) by month 8, showing a 20% decrease, which suggests progress toward the goal of reducing these contracts by 25%.

Suspension Rates
Suspension data indicates significant progress:
-In 2022–23, Hispanic and White students were in the red, with multiple groups in orange.
-In 2023–24, no groups remained in red, and many transitioned to green (SED, SWD, White, 2 or more races), showing an effective reduction in exclusionary discipline.

This improvement can be attributed to consistent PBIS implementation, clearly communicated behavioral expectations, and increased adult supervision on campus.

Social Emotional Learning (SEL) & School Climate
PBIS lessons continue to be embedded school-wide and reinforced after breaks. Monthly SEL curriculum implementation and Culture & Climate team monitoring support consistency in student behavioral expectations. Students are becoming more familiar with and responsive to expected behaviors, contributing to a more predictable and emotionally safe school environment.

Afterschool programming in sports, ASB, afterschool middle school band, and academic enrichment was sustained and supported with materials, stipends, and staffing. This engagement helped motivate attendance, foster peer relationships, and increase school connection, especially for students in grades 6–8.

Effectiveness Summary
The implemented strategies under Goal 3 were largely effective, with strong outcomes in reducing suspensions and chronic absenteeism. However, ongoing monitoring and targeted interventions are needed for student groups still experiencing high levels of chronic absenteeism. Investment in parent engagement, classified support, and enrichment programs remains a focused need to sustain these gains and address equity gaps.

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

No major differences between the intendend 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.

As a result of the analysis of Goal 3 implementation and outcomes, several adjustments will be made to further address areas of continued need and sustain progress in student engagement, attendance, and social-emotional well-being.

Changes to the Goal Statement and Metrics:
Refinement of the attendance target language to focus on chronic absenteeism improvement by subgroup, with a special emphasis on EL and SWD students, who currently remain in higher-risk categories.

Revised metric for chronic absenteeism: Instead of focusing solely on an overall schoolwide reduction, targets will now include subgroup-level reductions of at least one Dashboard indicator color for all groups in orange or red.

Location in SPSA: Annual Measurable Outcomes and Goal Title/Description

Changes to Strategies/Activities:
Expanded Strategy 3.1 to include more personalized family outreach for high-risk subgroups (EL, SWD), including home visits, attendance success plans, and increased translator/interpreter support.

Addition to Strategy 3.3 to incorporate more frequent Guiding Coalition data reviews that disaggregate chronic absenteeism and behavior data by subgroup, allowing for quicker intervention.

Increased SEL-specific targeted instruction within Strategy 3.2, such as small group SEL sessions for students with elevated absenteeism or behavior challenges.

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	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$123,117.99
Total Federal Funds Provided to the School from the LEA for CSI	$0

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Extra Curricular	$3,720.60
LCFF	$41,772.39
Unrestricted Lottery	$77,625.00

Subtotal of state or local funds included for this school: $123,117.99

Total of federal, state, and/or local funds for this school: $123,117.99

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Extra Curricular	3,720.60
LCFF	41,772.39
Unrestricted Lottery	77,625.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Extra Curricular	3,720.60
	LCFF	41,772.39
	Unrestricted Lottery	77,625.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,877.00
Goal 2	13,733.39
Goal 3	19,507.60

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

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
1.Emily Wilcox	Parent or Community Member
Lesa Pfeffer	Parent or Community Member
Tammy Irvive	Classroom Teacher
4. Cindy Wargocki	Parent or Community Member
5. Ashley Decarlo	Classroom Teacher
6. Janet Garcia	Parent or Community Member
7. Nadia D'Agostino	Classroom Teacher
8. Charlette Plaza	Secondary Student
9. Sylvia Alvernaz	Other School Staff
10. Abigail Wilcox	Secondary Student
11. Patrick Buchser	Principal
Faviola Bataz	Parent or Community Member

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.

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

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

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

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

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

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

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

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

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

Resource Inequities

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

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

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

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

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

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

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
(signature)	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 May 13, 2025.

Attested:

Signature	
(signature)	Principal, Patrick Buchser on May 13, 2025
(signature)	SSC Chairperson, Emily Wilcox on May 13 ,2025