

School Year:

2025-26



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name

County-District-School (CDS)
Code

Schoolsite Council (SSC)
Approval Date

Local Board Approval Date

James Monroe Elementary School

49709126052161

5/21/2025

Contact Person: Katheryne Stoural
Position: Principal
Phone Number: 707-890-3910
Address: 2567 Marlow Road
Santa Rosa, CA 95403
E-mail Address: kstoural@srcs.k12.ca.us

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, as applicable, such as Title I Schoolwide Program, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and/or Additional Targeted Support and Improvement (ATSI).

Additional Targeted Support and Improvement
ATSI

James Monroe Elementary School's plan will effectively meet the ESSA requirements because it takes local and state data and stakeholder input into consideration when developing site goals and actions to support those goals. After careful review of data and input received, the school plan allocates resources to support achievement of school goals. School goals are consistent with the Santa Rosa City Schools' District LCAP and are focused on academics, social emotional supports, as well as professional development of staff. The actions under our goals are geared toward extra supports for all learners.

James Monroe Elementary School is in ATSI status for the 2025-2026 school year. Students With Disabilities will be supported through Pull-Out program, whereby students with IEP's will also receive a specified number of service minutes where they are pulled out of their general education classroom to receive targeted instruction.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Monroe involves many stakeholders as part of the planning process for the SPSA, and Annual Review and Update.

These stakeholders include parents, classroom teachers, and other school personnel.

Opportunities for involvement include:

Monroe School Site Council (SSC) - met six times annually, discusses SPSA goals and associated budget expenditures regularly.

English Language Advisory Committee (ELAC) - meets a minimum of four times annually and advises on site goals as well as expenditures of Title 1 funds.

Site Leadership Team - Meets monthly. Reviews site, district, and state data and makes recommendations on site programs to support students achievement of standards. Also reviews and gives input on site goals and expenditures based on that data.

Staff Meeting Team - Meets twice per month. Staff reviews site, district, and state data and makes recommendations on site programs to support students achievement of standards. Also reviews and gives input on site goals and expenditures based on that data.

Language Acceleration Review Committee (LARC) meets 4 times annually. This committee discusses issues relevant to English Language Learner.

Parent Faculty Organization (PFO) - Meets as scheduled by PFO. Advises on student and family engagement as well as facilities.

Monroe School Site Council approves the SPSA and Budget Annually, which is then brought to the Santa Rosa Schools Board of Education for approval.

Throughout the school year, SSC reviews expenditures and makes adjustments as needed to ensure progress toward goals.

Resource Inequities – Required for CSI / ATSI

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

JMES is identified as an ATSI school for the 2025-2026 school year with Students with Disabilities is a qualifier.

We have identified resource inequities through a comprehensive analysis of demographic information data, Youth Truth survey results, EL Needs Assessment, and valuable feedback gathered during SSC, ELAC, PFO, and Staff Meetings.

As a result, there is a pressing need for in-depth data analysis to inform our planning and collaborative efforts in implementing the next steps. Furthermore, specific professional learning opportunities are required to enhance our understanding of strategy implementation and system processes.

To effectively implement intervention strategies, it is essential to address the need for dedicated resources such as time, qualified personnel, and appropriate materials.

Lastly, consistent progress monitoring, constructive feedback, and ongoing support for all stakeholders are crucial in ensuring sustained growth and improvement.

Comprehensive Needs Assessment

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.

After conducting a thorough analysis of the data, it has become evident that certain student populations require focused attention and improvement.

These populations include students from low socio-economic backgrounds, English Learners, and those enrolled in Special Education programs.

To effectively address the needs of these students, a strategic approach has been devised through the formulation of three Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals within the Single Plan for Student Achievement (SPSA).

These goals are intricately designed to target areas crucial for student success: academic achievement, engagement in learning, and the professional development of our faculty and staff.

Within each of these overarching goals lie a multitude of carefully curated activities and strategies. These strategies are meticulously tailored to meet the diverse and unique needs of the identified student populations. By aligning our efforts with these targeted goals and strategies, we are poised to make significant strides in enhancing the educational experience and outcomes for all students, regardless of their background or learning challenges.

JMES Copy of Elem MODEL Site Plan Needs Assessment - Evidence-Based Title 1 Funded Program Evaluation for 2025-2026 is attached to this 25-26SPSA.

School and Student Performance Data

Student Enrollment 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	0.54%	0%	%	2	0	
African American	1.34%	1.39%	1.79%	5	5	6
Asian	0.80%	0.55%	0.60%	3	2	2
Filipino	0.54%	0.55%	0.89%	2	2	3
Hispanic/Latino	91.69%	92.52%	94.05%	342	334	316
Pacific Islander	0.80%	0.55%	0.60%	3	2	2
White	2.41%	2.49%	1.19%	9	9	4
Multiple/No Response	1.88%	1.94%	0.89%	7	7	3
	Total Enrollment			373	361	336

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	68	64	40
Grade 1	52	50	47
Grade 2	48	56	49
Grade3	41	44	51
Grade 4	52	43	42
Grade 5	57	53	44
Grade 6	55	51	50
Total Enrollment	373	361	336

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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	217	211	206	58.2%	58.2%	61.3%
Fluent English Proficient (FEP)	87	67	51	26.0%	23.3%	15.2%
Reclassified Fluent English Proficient (RFEP)	76	56		20.4%	15.5%	

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
336	86.9%	61.3%	0.0%
Total Number of Students enrolled in James Monroe Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	206	61.3%
Foster Youth	0	0.0%
Homeless	9	2.7%
Socioeconomically Disadvantaged	292	86.9%
Students with Disabilities	54	16.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.8%
American Indian	0	0.0%
Asian	2	0.6%
Filipino	3	0.9%
Hispanic	316	94%
Two or More Races	3	0.9%
Pacific Islander	2	0.6%
White	4	1.2%

Conclusions based on this data:

1. With 86.9% of students socioeconomically disadvantaged and 61.3% of students classified as English Learners, James Monroe must continue to strengthen ELD instruction, expand literacy interventions, and provide culturally

responsive professional development to boost language growth and academic success.

2. With 16.1% of students identified as having a disability, James Monroe Elementary must continue to prioritize inclusive academic practices, strengthen specialized support services, and expand intervention across the site.
3. With 2.7% of the student population experiencing homelessness, James Monroe Elementary must strengthen trauma-informed practices, increase access to basic needs support, and build strong, stable school relationships to ensure students have the consistency and care necessary for academic and emotional success.

School and Student Performance Data

Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Red

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Red

English Learner Progress



Green

Conclusions based on this data:

1. Overall, students at James Monroe are showing the lowest performance in ELA and Math. This highlights an urgent need for intensified Tier 1 instruction and intervention supports.
2. Overall, James Monroe Elementary is in the medium performance category with regard to suspensions.

3. Overall, students at James Monroe Elementary school display in the medium performance category with regard to Chronic Absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

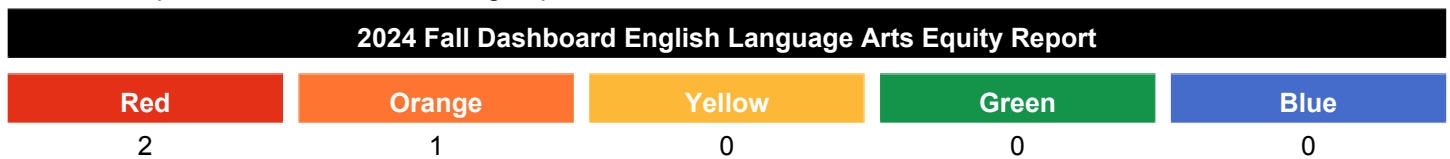
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Red</p> <p>83.7 points below standard</p> <p>Maintained 1.8 points</p> <p>172 Students</p>	<p>English Learners</p> <p> Orange</p> <p>94.5 points below standard</p> <p>Increased 3.3 points</p> <p>126 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Red</p> <p>88.8 points below standard</p> <p>Declined 3.8 points</p> <p>155 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>153.5 points below standard</p> <p>Increased 14.8 points</p> <p>34 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Red</p> <p>83.3 points below standard</p> <p>Maintained 1.6 points</p> <p>161 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>

Conclusions based on this data:

- JMES - All Students in ELA Maintained 1.8 points. This is still 83.7 points below standard. State - All Students in ELA maintained 0.4 points. This is 13.2 points below standard.

CAASPP scores in English Language Arts remain below State levels. JMES will leverage the collective expertise of site teachers to support in effective implementation of Tier 1 standards-based curriculum in English Language Arts to meet the diverse needs of our learners.
- JMES - Students with Disabilities scored 153.5 points below standard. Increased 14.8 Points. State - Students with Disabilities scores 95.6 points below standard. Maintained 0.7 Points.

JMES - English Learners scored 94.5 points below standard. Increases 3.3 Points. State - English Learners scored 67.6 points below standard. Maintained 0.2 Points.

JMES - Socioeconomically Disadvantaged scored 88.8 points below standard. Declined 3.8 Points. State - Socioeconomically Disadvantaged scored 40.9 points below standard. Maintained 1.8 Points.

JMES - Hispanic scored 83.3 points below standard. Maintained -1.6 Points. State - Hispanic scored 39.9 points below standard. Maintained 0.9 Points.

JMES students are scoring below desired standards and below State levels in ELA. JMES Students who are Socioeconomically Disadvantages as well as students who are Hispanic, performed the furthest below standard of all subgroups. The two lowest subgroups from the 2023 data, Students with Disabilities and English Learners, showed an increase in their scores.

3. In order to enhance comprehension levels and promote greater rigor among our students, we recognize the need to establish more rigorous standards and provide additional supports for learning at home.

School and Student Performance Data

Academic Performance Mathematics

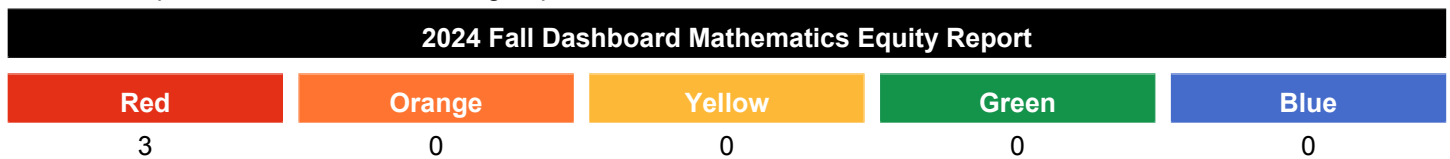
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>97.9 points below standard</p> <p>Declined 9.2 points</p> <p>175 Students</p>	<p>English Learners</p>  <p>Red</p> <p>107.6 points below standard</p> <p>Declined 6.2 points</p> <p>129 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>100.7 points below standard</p> <p>Declined 11.8 points</p> <p>157 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color 166.4 points below standard Increased 10.1 points 34 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students 6 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p>Hispanic</p>  <p>Red 96.3 points below standard Declined 8.1 points 163 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students 2 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students 1 Student</p>

Conclusions based on this data:

- JMES - All Students in Math declined 9.2 points. This is 97.9 points below standard.
State - All Students in Math maintained at 1.5 points. This is 47.6 points below standard.

CAASPP scores in Mathematics remain below State levels.
JMES will leverage the collective expertise of site teachers to support in effective implementation of Tier 1 standards-based curriculum in Mathematics to meet the diverse needs of our learners.
- JMES - English Learners scored 107.6 points below standard. Declined 6.2 Points.
State - English Learners scored 93.4 points below standard. Maintained 0 Points.

JMES - Hispanic students scored 96.3 points below standard. Declined 8.1 Points.
State - Hispanic students scored 79.2 points below standard. Maintained 1.6 Points.

JMES - Socioeconomically Disadvantaged scored 100.7 points below standard. Declined 11.8 Points.
State - Socioeconomically Disadvantaged scored 78.2 points below standard. Maintained 2.6 Points.

JMES - Students with Disabilities scored 166.4 points below standard. Increased 10.1 Points.
State - Students with Disabilities scored 124.3 points below standard. Maintained 2.9 Points.

JMES students are scoring below desired standards and below State levels in Mathematics.
JMES students who are English Learners, Hispanic, or Socioeconomically Disadvantaged performed the furthest below standard of all subgroups.

The lowest subgroup from the 2023 data, Students with Disabilities, showed an increase in their scores.

-
-
3. In order to enhance comprehension levels and promote greater rigor among our students, we recognize the need to establish more rigorous standards and provide additional supports for learning at home.

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  Green 47.1% making progress. Number Students: 153 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 5 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
21.6%	31.4%	0%	47.1%

Conclusions based on this data:

- This data shows the percentage of current English learners making progress towards English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC).

JMES Students who are English Learners performed well, moving into the highest performance category.

JMES - English Learner progress increased by 8.8%, with 47.1% making progress.
 State - English Learner progress declined -3%, with 45.7% making progress.

JMES will continue to implementation the English Language Development (ELD) curriculum and foundational skills curriculum increased fidelity.
 This ongoing effort aims to enhance the effectiveness and impact of the instructional frameworks on student learning and development.
- JMES will strive to differentiate instruction across all curricular areas to support English Learners.
 By tailoring teaching methods to meet the diverse needs of students, JMES aims to provide a more personalized and effective learning experience for each individual.

3. Based on the number of English Learners at the site, students must continue to be offered high quality Designated ELD sessions as well as exposure to Integrated ELD strategies.
JMES is committed to ensuring that teachers receive training in both Integrated and Designated English Language Development (ELD) Strategies.
Moreover, JMES teachers commit to effectively implement these strategies in their instructional practices, toward the goal of fostering language acquisition and academic growth among all students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 24.2% Chronically Absent Declined 9.7 356 Students	English Learners Yellow 23.1% Chronically Absent Declined 9 221 Students	Long-Term English Learners No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 38.1% Chronically Absent 0 21 Students	Socioeconomically Disadvantaged Yellow 22.5% Chronically Absent Declined 9.4 316 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>24.6% Chronically Absent</p> <p>Declined 15.1</p> <p>61 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>22.6% Chronically Absent</p> <p>Declined 10.9</p> <p>332 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>

Conclusions based on this data:

1. Chronic Absenteeism declined by 9.7 points, with 24.2% Chronically Absent. While this indicated progress, there is still a need for continuing efforts to improve student attendance.

JMES - Students experiencing Chronic Absenteeism declined 9.7 points, 24.2% were chronically absent meaning they were absent 10 percent or more of the instructional days they were enrolled.

State - Students experiencing Chronic Absenteeism declined 5.7%. 18.6% were chronically absent.

Addressing chronic absenteeism requires a multifaceted approach that involves collaboration among educators, families, and the broader school community. By raising awareness about the importance of regular attendance, providing targeted interventions, and offering support to students and families, we have begun to make a positive impact. Through our collective efforts, we reduced chronic absenteeism significantly and created an environment where students feel valued, engaged, and motivated to attend school consistently. We are confident in our ability to continue with these efforts and to streamline our process in future years.

2. JMES saw significant declines in Chronic Absenteeism across the following subgroups: All Students (School Placement), English Learners, Socioeconomically Disadvantaged, Hispanic. JMES saw a decline in Chronic Absenteeism of the following subgroup: Students with Disabilities.

Even with these gains, JMES recognizes the significant number of students who continue to face chronic absenteeism. As such, JMES is committed to taking proactive measures to address this challenge and create a positive attendance culture including attendance improvement initiatives, fostering strong relationships with families, and offering tailored interventions. Consistent attendance is essential for academic success and personal growth. JMES will continue to prioritize attendance and work towards reducing chronic absenteeism, ensuring that all students have the opportunity to reach their full potential.

3. Targeted strategies and collaborative efforts are essential to effect meaningful change in chronic absenteeism. By leveraging data analysis, implementing early intervention programs, and establishing strong partnerships with families, JMES is dedicated to improving attendance rates. Regular school attendance lays the foundation for academic achievement and social- emotional well-being. Through ongoing support and a shared commitment to student success, JMES is confident in the ability to continue to reduce chronic absenteeism across subgroups and to maintain a supportive environment where every student can thrive.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

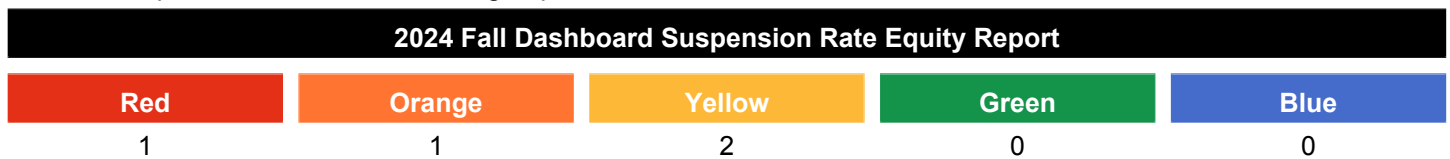
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



















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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group																
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>4.1% suspended at least one day</td> </tr> <tr> <td>Declined 0.3%</td> </tr> <tr> <td>364 Students</td> </tr> </tbody> </table>	All Students	 Yellow	4.1% suspended at least one day	Declined 0.3%	364 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>3.1% suspended at least one day</td> </tr> <tr> <td>Increased 0.4%</td> </tr> <tr> <td>227 Students</td> </tr> </tbody> </table>	English Learners	 Orange	3.1% suspended at least one day	Increased 0.4%	227 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>Long-Term English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>Fewer than 11 students - data not displayed for privacy</td> </tr> <tr> <td>5 Students</td> </tr> </tbody> </table>	Long-Term English Learners	 No Performance Color	Fewer than 11 students - data not displayed for privacy	5 Students
All Students																
 Yellow																
4.1% suspended at least one day																
Declined 0.3%																
364 Students																
English Learners																
 Orange																
3.1% suspended at least one day																
Increased 0.4%																
227 Students																
Long-Term English Learners																
 No Performance Color																
Fewer than 11 students - data not displayed for privacy																
5 Students																
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr style="background-color: #e6f2ff;"> <td>4.8% suspended at least one day</td> </tr> <tr> <td>21 Students</td> </tr> </tbody> </table>	Homeless	 No Performance Color	4.8% suspended at least one day	21 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>4.4% suspended at least one day</td> </tr> <tr> <td>Declined 0.3%</td> </tr> <tr> <td>320 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Yellow	4.4% suspended at least one day	Declined 0.3%	320 Students		
Foster Youth																
 No Performance Color																
0 Students																
Homeless																
 No Performance Color																
4.8% suspended at least one day																
21 Students																
Socioeconomically Disadvantaged																
 Yellow																
4.4% suspended at least one day																
Declined 0.3%																
320 Students																

<p>Students with Disabilities</p>  <p>Red</p> <p>12.7% suspended at least one day</p> <p>Increased 5.3%</p> <p>63 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>3.3% suspended at least one day</p> <p>Declined 0.5%</p> <p>338 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>

Conclusions based on this data:

- Overall, suspension rates for all students at James Monroe Elementary declined by 0.3%, with 4.1% of students suspended for at least one day. This is very similar to the state suspension rates that declined by 0.3%, with 3.2% of students suspended at least one day.
- Suspension rates for students with disabilities at James Monroe Increased 5.3%, with 12.7% suspended at least one day.
Suspension rates for students with disabilities statewide declined 0.3%, with 3.2% suspended at least one day.

Suspension rates for English Learners at James Monroe Increased 0.4%, with 3.1% suspended at least one day.
Suspension rates for students with disabilities statewide declined 0.3%, with 3.4% suspended at least one day.
- Disproportionality in suspension rates indicate the need for targeted behavioral support and trauma-informed practices to address underlying causes of behavior challenges, as well as the need for tailored support strategies, including restorative practices and individualized behavior interventions.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

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	41	44	52	41	44	50	41	44	50	100.0	100.0	96.2
Grade 4	53	43	41	53	43	40	53	43	40	100.0	100.0	97.6
Grade 5	56	50	44	52	50	42	52	50	42	92.9	100.0	95.5
Grade 6	59	52	48	58	52	47	58	52	47	98.3	100.0	97.9
All Grades	209	189	185	204	189	179	204	189	179	97.6	100.0	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2341.	2366.	2356.	7.32	9.09	4.00	7.32	11.36	24.00	31.71	22.73	14.00	53.66	56.82	58.00
Grade 4	2360.	2385.	2369.	0.00	2.33	5.00	9.43	23.26	2.50	18.87	18.60	17.50	71.70	55.81	75.00
Grade 5	2417.	2385.	2422.	3.85	2.00	7.14	9.62	6.00	14.29	21.15	18.00	16.67	65.38	74.00	61.90
Grade 6	2445.	2473.	2454.	5.17	3.85	0.00	17.24	28.85	12.77	24.14	25.00	42.55	53.45	42.31	44.68
All Grades	N/A	N/A	N/A	3.92	4.23	3.91	11.27	17.46	13.97	23.53	21.16	22.91	61.27	57.14	59.22

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	7.32	4.55	8.00	53.66	61.36	58.00	39.02	34.09	34.00
Grade 4	1.89	6.98	0.00	52.83	51.16	50.00	45.28	41.86	50.00
Grade 5	1.92	6.00	7.14	65.38	44.00	59.52	32.69	50.00	33.33
Grade 6	3.45	1.92	2.13	41.38	59.62	38.30	55.17	38.46	59.57
All Grades	3.43	4.76	4.47	52.94	53.97	51.40	43.63	41.27	44.13

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	4.88	2.27	6.00	36.59	54.55	40.00	58.54	43.18	54.00
Grade 4	0.00	4.65	2.50	30.19	34.88	37.50	69.81	60.47	60.00
Grade 5	5.77	4.00	2.38	30.77	30.00	42.86	63.46	66.00	54.76
Grade 6	5.17	9.62	2.13	43.10	55.77	57.45	51.72	34.62	40.43
All Grades	3.92	5.29	3.35	35.29	43.92	44.69	60.78	50.79	51.96

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	4.88	4.55	4.00	63.41	79.55	64.00	31.71	15.91	32.00
Grade 4	5.66	0.00	2.50	62.26	72.09	67.50	32.08	27.91	30.00
Grade 5	3.85	2.00	7.14	75.00	60.00	64.29	21.15	38.00	28.57
Grade 6	12.07	0.00	6.38	60.34	82.69	72.34	27.59	17.31	21.28
All Grades	6.86	1.59	5.03	65.20	73.54	67.04	27.94	24.87	27.93

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	4.88	6.82	6.00	46.34	68.18	52.00	48.78	25.00	42.00
Grade 4	1.89	11.63	0.00	50.94	53.49	60.00	47.17	34.88	40.00
Grade 5	3.85	0.00	9.52	51.92	52.00	61.90	44.23	48.00	28.57
Grade 6	8.62	9.62	4.26	51.72	65.38	65.96	39.66	25.00	29.79
All Grades	4.90	6.88	5.03	50.49	59.79	59.78	44.61	33.33	35.20

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

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	41	44	52	41	44	52	41	44	52	100.0	100.0	100
Grade 4	53	43	41	53	43	41	53	43	41	100.0	100.0	100
Grade 5	56	50	44	52	50	44	52	50	44	92.9	100.0	100
Grade 6	59	52	48	58	52	48	58	52	48	98.3	100.0	100
All Grades	209	189	185	204	189	185	204	189	185	97.6	100.0	100

* 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	2380.	2376.	2374.	4.88	13.64	5.77	24.39	6.82	19.23	24.39	29.55	19.23	46.34	50.00	55.77
Grade 4	2396.	2419.	2369.	0.00	11.63	0.00	11.32	11.63	7.32	30.19	30.23	29.27	58.49	46.51	63.41
Grade 5	2403.	2397.	2408.	3.85	2.00	0.00	9.62	6.00	11.36	15.38	14.00	22.73	71.15	78.00	65.91
Grade 6	2452.	2458.	2448.	3.45	5.77	2.08	20.69	11.54	6.25	20.69	30.77	35.42	55.17	51.92	56.25
All Grades	N/A	N/A	N/A	2.94	7.94	2.16	16.18	8.99	11.35	22.55	25.93	26.49	58.33	57.14	60.00

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	2.44	4.55	5.77	48.78	43.18	44.23	48.78	52.27	50.00
Grade 4	0.00	6.98	0.00	43.40	39.53	36.59	56.60	53.49	63.41
Grade 5	5.77	4.00	2.27	32.69	32.00	38.64	61.54	64.00	59.09
Grade 6	3.45	5.77	4.17	44.83	46.15	50.00	51.72	48.08	45.83
All Grades	2.94	5.29	3.24	42.16	40.21	42.70	54.90	54.50	54.05

**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	14.63	15.91	7.69	48.78	47.73	57.69	36.59	36.36	34.62
Grade 4	1.89	4.65	4.88	52.83	58.14	43.90	45.28	37.21	51.22
Grade 5	1.92	0.00	0.00	40.38	50.00	45.45	57.69	50.00	54.55
Grade 6	3.45	7.69	0.00	56.90	53.85	58.33	39.66	38.46	41.67
All Grades	4.90	6.88	3.24	50.00	52.38	51.89	45.10	40.74	44.86

Conclusions based on this data:

- 1.

School and Student Performance Data

2024 Fall Dashboard Summary Data Points

The tables below are a summary of the 2024 Fall Dashboard data by student group.

Demographic Percentages

The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).

Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
336	86.9%	16.1%	61.3%	2.7%	0.0%	94%	1.2%	1.8%

Chronic Absenteeism Percentages

The Chronic Absenteeism state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
24.2% Chronically Absent	22.5% Chronically Absent	24.6% Chronically Absent	23.1% Chronically Absent	38.1% Chronically Absent		22.6% Chronically Absent		

Suspension Percentages

The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
4.1% suspended at least one day	4.4% suspended at least one day	12.7% suspended at least one day	3.1% suspended at least one day	4.8% suspended at least one day		3.3% suspended at least one day		

Math Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for mathematics. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
97.9 points below standard	100.7 points below standard	166.4 points below standard	107.6 points below standard			96.3 points below standard		

ELA Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for English Language Arts/Literacy. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
83.7 points below standard	88.8 points below standard	153.5 points below standard	94.5 points below standard			83.3 points below standard		

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

Goal 1

Increase student academic proficiency in English Language Arts (Reading, Writing, Speaking, and Listening), and Mathematics through best first instruction. Use research based strategies to scaffold and support student learning at the Tier 1 level.

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

2023-2024 CAASPP Data indicates JMES students are underperforming in the areas of English Language Arts and Mathematics.

In English Language Arts specifically, 3.91% Exceeded Standards, 13.97% Met Standard, 22.91% Nearly Met Standard, while 59.22% did not meet standard.

In Mathematics specifically, 2.16% Exceeded Standards, 11.35% Met Standard, 26.49% Nearly Met Standard, while 60.00% did not meet standard.

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.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Local SRCS Assessments Data.
ELPAC Summative Assessment Data - Prior Year.
SBAC Assessment Data - Prior Year.

Beginning of the Year (BOY) Assessment data from Local SRCS Assessments Data. Summative ELPAC Assessment Data from prior school year.
SBAC Data from prior school year.

Students will demonstrate 5% growth on End of Year (EOY) metrics including Local SRCS Assessments, ELPAC (English Learners), SBAC (Grades 4-6).

Strategy/Activity Table

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
1.1	Teacher Extended Day Tutoring/Intervention/Enrichment - Before and/or After School Teacher Extended Day for Tier 1, Tier 2, and SST Team Parent/Guardian/Family/Student/Community Events	All Students	19243.58	3010 - Title I
1.2	Materials/Supplies/Light Refreshments for Parent Mtgs/Trainings Materials/Supplies/Classroom Budget Instructional Materials (as needed) Materials/Supplies (Consumables) Scholastic Magazines Standardized testing support material Furniture (as needed - Student and Staff) Includes classroom budgets, ink, etc. Instructional materials & supplies will be provided for all students to support instructional programs. These materials will be for all content areas (ELA, Math, Writing, CCD Units, ELD) and will contribute to the instruction for students so they can make academic progress. Can include high-interest readers and foundational texts that reinforce content and skill development.	All Students	31852.19	0500 - Supplemental
1.3	Books - Other than Textbooks	All Students	3000	0500 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
	Classroom Libraries etc. School Library etc. Other books for student use Other books for teacher use - supplemental, not to supplant. High engagement readers, decodables and foundation curriculum.			
1.4	Online Computing Services / Software Licenses Go Guardian AR Microsoft Licenses Other Software to support student learning Online Computing Services / Software Licenses	All Students	4000	0500 - Supplemental
1.5	Technology Hardware (<500 per unit) Mice Track Pad Headphones etc.	All Students	1000	0500 - Supplemental
<p>To Add a Row: Click "Add Row." To Remove a Row: Clear all content, including spaces from each cell in the row.</p>				

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

An analysis of how this goal was carried out in the previous year.

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

The James Monroe School Site Council evaluated the overall effectiveness of the 2024-2025 Title 1, Goals and Activities. The "JMES Copy of Elem MODEL Site Plan Needs Assessment - Evidence-Based Title 1 Funded Program Evaluation for 2025-2026"

document was used to ensure that the strategies/activities were effectively being implemented - this document is attached to the 2025-2026 SPSA under "attachments."

The James Monroe Elementary School ELAC committee was offered opportunities to review the Comprehensive Needs Assessment data and make recommendations for Title 1 expenditures for the 2025-2026 SPSA.

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

The main differences were found in:

Goal 1 Activity 1 - Personnel - due to lack of qualified applicants, TOSA and IA positions were unfilled. SSC met and approved all adjustments to Title I Activities as well as Supplemental Funds.

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.

Due to reductions in school site budgets, intervention staffing including Teachers on Special Assignment and Instructional Aides can no longer be funded at the site level through staffing.

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

Goal 2

Increase the engagement and relationships of students, staff and families, improve school culture, and decrease chronic absenteeism/tardiness.

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

JMES Chronic Absenteeism, as defined by the 2023 California State Dashboard, was 33.9%. This was above the State level of 24.3%. JMES did see a significant decline in Chronic Absenteeism by 14.1%, while the State saw a decline of 5.4%. This data shows a need to increase overall attendance/tardiness.

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.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Data From 2025-2026 SPSA
Chronic Absenteeism declined 9.7% for all

2023-2024 CA Dashboard Data indicates
that 24.2% of our students were

Decreases Chronic Absenteeism between
0.5-2.9 points (Declined on CA

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Students.
Data From 2024-2025 SPSA
Chronic Absenteeism declined significantly
14.1% for all Students.

Chronically Absent during the 23-24 school year.
Therefore we need to:

- Decrease chronic absenteeism
- Increase student engagement
- Increase Family Engagement

Dashboard).
Decrease Suspension Rate for All Students, specifically Students with Disabilities, by 0.3-0.9%
(Declined on CA Dashboard)

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
2.1	Materials/Supplies/Light Refreshments for Parent Meetings/Trainings Parent/Guardian/Family Participation School related nights & events such as but not limited to KA/K Orientation, Back to School Night, Open House, Curriculum Nights, Social Events, Coffee with Principal, PFO, ELAC Materials/Supplies (Consumables) Instructional materials (non-consumables) Snacks/Refreshments	All Students	117.12	Title I - Parent Participation
2.2	Food - In-Distr,Parent Particip,General Education Parent/Guardian/FamilyParticipation School related nights & events such as but not limited to KA/K Orientation, Back to School Night, Open House, Curriculum Nights, Social Events, Coffee with Principal, PFO, ELAC Snacks/Refreshments	All Students	400.00	Title I - Parent Participation
2.3	Food - In-Distr,Parent Particip,General Education Parent/Guardian/FamilyParticipation School related nights & events such as but not limited to KA/K Orientation, Back to School Night, Open House, Curriculum Nights, Social Events, Coffee with Principal, PFO, ELAC Snacks/Refreshments	All Students	1000.00	0500 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
2.4	Field Trips Field trips and special events to reinforce / support curricular objectives and social emotional wellbeing Including but not limited to 6th Grade End of Year Field trip and Outdoor Ed, class and grade level field trips. Includes Transportation, entrance fees, and all related expenses.	All Students	15000.00	0500 - Supplemental
2.5	Other Services (Consultants: Field Trip Admission, etc.) Athletics - Officials 01-0500-0-1500-4200-5814-108-E228 Game Officials,School Sponsored,Combined Athletics Sports Programs to enhance student wellness Coaching, Refereeing, League & Tournament Fees etc. Including 2 Coach Stipends/Hourly Pay/Salary at \$1500, 1 Coach Stipend/Hourly Pay/Salary for each season. (01-0500-0-1500-4200-1116-108-L125)	All Students	1000.00	0500 - Supplemental
2.6	Teacher Extended Day Sponsored,Combined Athletics Sports Programs to enhance student wellness Coaching, Refereeing, League & Tournament Fees etc. Including 2 Coach Stipends/Hourly Pay/Salary at \$1500, 1 Coach Stipend/Hourly Pay/Salary for each season. (01-0500-0-1500-4200-1116-108-L125)	All Students	5131.60	0500 - Supplemental
2.7	Materials/Supplies School Counselor - Counseling Materials/Supplies (resources, materials, & incentives as needed, etc) Restorative Resources - Restorative Materials/Supplies (resources, materials, & incentives as needed, etc) Students Engagement - Student Engagement Materials/Supplies (resources, materials, & incentives as needed, etc) Site Based Therapist (SBT) - Site Based Therapist Materials/Supplies (resources, materials, & incentives as needed, etc) School Psychologist - School Psychologist Materials/Supplies (resources, materials, & incentives as needed, etc) Speech Pathologist - Speech Pathologist Materials/Supplies (resources, materials, & incentives as needed, etc)	All Students	5000.00	0500 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
	Noon Duty Supervisors - Noon Duty Supervisor Materials/Supplies (resources, materials, & incentives as needed, etc) PBIS (Toolbox, other PBIS and MTSS resources, materials, & incentives as needed, etc.) Materials/Supplies (Consumables) May include but not limited to: resources, materials, incentives, prizes, award certificates, homework folders, postcards/cards, Read Across America Day, Red Ribbon Week, Book Vending machine (Purchase costs including Trays, Gold Coins, Books, etc.), Peace Pole, Mural, School Garden, etc. Materials/Supplies for Playgrounds / Play Structures, Playground Programs and Improvements, Recess Supplies			
2.8	Classified Overtime - Parent Participation	All Students	817.44	Title I - Parent Participation
To Add a Row: Click "Add Row." To Remove a Row: Clear all content, including spaces from each cell in the row.				

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 deleted.

ANALYSIS

An analysis of how this goal was carried out in the previous year.

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

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

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

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

SRCS commits to providing high-quality, relevant staff development that promotes professional growth and collaboration to increase student achievement by

- empowering our staff with agency in their professional learning, ensuring access to supportive, culturally responsive learning opportunities,
- Through professional learning and collaboration, creating a robust environment for professional development, and

by

- supporting parent agency and learning to enhance overall community engagement and student success.

Goal 3

Provide professional development opportunities, and collaboration time to analyze data and plan differentiated curriculum.

Identified Need

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

To increase professional development to support a student centered growth mindset in JMES professionals. To increase collaboration with education professionals, students, and families.

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.

Metric/Indicator

EOY Assessments including:
Local SRCS Assessments Data.
ELPAC Summative Assessment Data.

Baseline/Actual Outcome

Youth Truth survey data from Staff -
Professional
Development and Support rated "the

Expected Outcome

Staff ratings on Professional Development
will be a reflection of the SRCS offerings.
Staff will continue to rate PD and Support

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Assessment Data. Youth Truth Data 24/25 - Staff.	<p>degree to which staff receive meaningful feedback, have opportunities to grow professionally and feel supported in their work" at a 3.70 is in the 43rd percentile. This is above the SRCS average rating for this category which is below the 25th percentile.</p> <p>Youth Truth January 2024 Staff Data indicates a 10% increase in the area of Professional Development and Support from the January 2023 Staff Data.</p>	above the SRCS average by Percentile rank.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
3.1	Teacher Release Time - SST Day, instructional Rounds, PD, Data Dives, Conferences/PD, etc. Collaboration to enhance student learning, data analysis and collection, intervention for MTSS, EL Collaboration, SST, IEP, Intervention, Instructional Rounds, Leadership, Professional Development. Tier 1, Tier 2, Tier 3.	All Students	6980.30	0500 - Supplemental
3.2	Teacher Release Days. Data Dives + Curriculum Builds / Instructional Rounds.	All Students	24140.33	3010 - Title I
<p>To Add a Row: Click "Add Row." To Remove a Row: Clear all content, including spaces from each cell in the row.</p>				

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

An analysis of how this goal was carried out in the previous year.

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

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

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$118,682.56
Total Federal Funds Provided to the School from the LEA for Title I	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
3010 - Title I	\$43,383.91

Subtotal of additional federal funds included for this school: \$43,383.91

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 (\$)
0500 - Supplemental	\$73,964.09
Title I - Parent Participation	\$1,334.56

Subtotal of state or local funds included for this school: \$75,298.65

Total of federal, state, and/or local funds for this school: \$118,682.56

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

0500 - Supplemental	73,964.09
3010 - Title I	43,383.91
Title I - Parent Participation	1,334.56

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	59,095.77
Goal 2	28,466.16
Goal 3	31,120.63

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

Name of Members	Role
Katheryne Stoural	Principal
Cynthia Cousland	Classroom Teacher
Megan Braia	Classroom Teacher
Karl Craig	Classroom Teacher
Berenice Flores Camacho	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature



Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-21-2025.

Attested:



Principal, Katheryne Stoural on 5-21-2025



SSC Chairperson, Cynthia Couslant on 5-21-2025

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies/Activities, and Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**asurable, **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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

JMES MODEL SCHOOL SITE PLAN NEEDS ASSESSMENT: Evidence-Based Program Evaluation 2024-25 (this year) for 2025- 26 (next year) School year

** Other Quantitative and Qualitative Samples that include Effective Indicators, Ineffective Indicators, and Modifications, can be found at the end of this template.*

SAMPLE

Goal	SAMPLE
Identified Need Sad Data	Our data indicates that ___ of our students are not proficient in Math Therefore we need to: <ul style="list-style-type: none"> ● Increase student math proficiency ● Increase support for EL students to access academic instruction in English ● Increase implementation of high leverage math instructional practices ● Increase opportunities for additional support for math intervention
Metric/ Indicator	<ul style="list-style-type: none"> ● CAASPP Math scores ● Interim Math Assessments
Baseline/ Actual Outcome From DTS Student Data Performance as they relate to the goal.	Math <ul style="list-style-type: none"> ● 137.5 points below standard in Math for all students <ul style="list-style-type: none"> ○ 143.4 points below standard- Socioeconomically Disadvantaged ○ 183.8 points below standard- English Learners ○ 210.1 points below standard- LTELs ○ 190.9 points below standard- Students with Disabilities
Expected Outcome	Math <ul style="list-style-type: none"> ● All Students category in Math increase to 97 below standard - a growth of 40 points ● Socioeconomically Disadvantaged increase to 98 below standard - a growth of 45 points

<p>Big Leaps with data points</p>	<ul style="list-style-type: none"> • EL Group increase to 148.5 below standard - a growth of 35 points • LTEL group increase to 175.1 below standard - a growth of 35 points • Students with Disabilities group to increase to 155.9 below standard - a growth of 35 points
<p>Strategy/ Activity 1</p> <p>What do you need the \$ for? Personnel FTE</p>	<p>To meet the identified need, the best strategy to address the need and meet the goals is to hire a full time counselor that will provide academic planning, parent outreach, sign up for tutoring, follow up on supports provided, and conference with students 1:1.</p> <p>Additionally, funding for tutoring is needed so that teachers/ staff can provide additional targeted support to students.</p>
<p>What is working and why?</p> <p>Happy Data</p> <p>(Effective indicators)</p>	<p>In 2024-25 the school has had a Title I funded counselor in addition to the base allocation for counselors. This additional support has led to an increase in graduation rate, math and ELA outcomes.</p> <p>Having an additional counselor provides _____ with a dedicated counselor and lowers the caseload for all other counselors. As seen in the data for, while all student groups continue to struggle academically, there has been significant growth in data outcomes.</p>
<p>What is not working and why?</p> <p>(Ineffective indicators)</p>	<p>Continuing to grow at the current rate will not lead the school to be near standard. Growth needs to accelerate so that no data point is triple digit below standard in the 2025-26 school year. Implementation of the new ratio of 400:1 makes this more imperative.</p>
<p>Modification(s) based on evaluation results</p>	<p>Continue with the Title I funded counselor.</p> <p>Develop specific metrics that are tied to academic outcomes, such as a decrease in D and F, an increase in attendance to tutoring, an increase in homework completion.</p>

ACTUAL WORKS STARTS HERE

SRCS LCAP Goal 1

SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math by:

- aligning quality first instruction for all students (Tier 1 Instruction) to meet the needs of our diverse learners while focusing on an asset-based approach to maximize potential for all students and disrupt the influence of economic status on outcomes.
- focusing on specific student groups, particularly in the areas of English Language Arts and Math, and by
- guiding our students toward promising post-secondary pathways.

Goal	Goal 1 - Increase student academic proficiency in English Language Arts (Reading, Writing, Speaking, and Listening), and Mathematics through best first instruction. Use research based strategies to scaffold and support student learning at the Tier 1 level.
Identified Need	<p>JMES 23-24 SBAC data indicates that 64.5% of students are not proficient in math. JMES 23-24 SBAC data indicates that 53% of students are not proficient in ELA. JMES 23-24 Summative ELPAC data indicates the following for students who are English Learners, a total of 52.55% are Level 1 or 2.</p> <p>Therefore we need to:</p> <ul style="list-style-type: none"> • Increase student math proficiency • Increase implementation of high leverage math instructional practices • Increase opportunities for additional support for math intervention • Increase student ELA proficiency • Increase implementation of high leverage ELA instructional practices • Increase opportunities for additional support for ELA intervention • Increase support for EL students to access academic instruction in English

<p>Metric/ Indicator</p> <p>As indicated in SPSA 24-25</p>	<ul style="list-style-type: none"> ● CAASPP Math scores ● CAASPP ELA Scores <ul style="list-style-type: none"> ● Phonics Survey ● DIBELS ● DRA ● iReady
<p>Baseline/ Actual Outcome</p> <p>From DTS Student Data Performance as they relate to the goal.</p>	<p>JMES is ATSI school for 25-26</p> <p><u>Phonics Survey 2024-2025</u></p> <p>JMES 23-24 SBAC data indicates that 35.5% of our students are proficient in math, therefore 64.5% of students are not proficient in math.</p> <p>JMES 23-24 SBAC data indicates that 47% of our students are proficient in ELA, therefore 53% of students are not proficient in ELA.</p> <p>State of California 23-24 Summative ELPAC data indicates the following for students who are English Learners:</p> <ul style="list-style-type: none"> 14.63% are Well Developed at a Level 4 32.78% are Moderately Developed at a Level 3 28.67% are Somewhat Developed at a Level 2 23.93% are Beginning to Develop at a Level 1 <p>A total of 47.41% are Level 3 or 4. A total of 52.59% are Level 1 or 2.</p> <p>JMES 23-24 Summative ELPAC data indicates the following for students who are English Learners:</p> <ul style="list-style-type: none"> 13.27% are Well Developed at a Level 4 34.18% are Moderately Developed at a Level 3 34.69% are Somewhat Developed at a Level 2 17.86% are Beginning to Develop at a Level 1 <p>A total of 47.96% are Level 3 or 4. A total of 52.55% are Level 1 or 2.</p> <p>English Language Arts Data - Whole School</p>

English Language Arts
83.7 points below standard
Maintained -1.8 Points

English Learner Progress
47.1% making progress
Increased 8.8%

English Language Arts Data Comparisons: English Learners

Current English Learners
133.4 points below standard
Declined 5.1 Points
Number of Students: 82

Recently Reclassified English Learners
22 points below standard
Declined 19 Points
Number of Students: 44

English Only
75.4 points below standard
Increased 9.4 Points
Number of Students: 30

Mathematics Data - Whole School

Mathematics
97.9 points below standard
Declined 9.2 Points

Mathematics Data Comparisons: English Learners

Current English Learners
130.7 points below standard
Maintained -2.9 Points
Number of Students: 85

Recently Reclassified English Learners
 63 points below standard
 Declined 43.5 Points
 Number of Students: 44

English Only
 88.9 points below standard
 Declined 4.8 Points
 Number of Students: 30

Math 5x5

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 15.1 points or more)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined increased by 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
VERY HIGH (HIGHEST STATUS) <i>+35.0 points or more in Current Year</i>	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH <i>0.0 to +34.9 points in Current Year</i>	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM <i>-0.1 to -25.0 points in Current Year</i>	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW <i>-25.1 to -95.0 points in Current Year</i>	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS) <i>-95.1 points or fewer in Current Year</i>	Red (None)	Red <ul style="list-style-type: none"> ▪ All Students (School Placement) ▪ English Learners ▪ Socioeconomically Disadvantaged ▪ Hispanic 	Red (None)	Orange (None)	Orange (None)

ELA 5x5

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15.1 points)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
VERY HIGH (HIGHEST STATUS) <i>+45.0 points or more Current Year</i>	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH <i>+10.0 to +44.9 points in Current Year</i>	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM <i>-5.0 to +9.9 points in Current Year</i>	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW <i>-5.1 to -70.0 points in Current Year</i>	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS) <i>-70.1 points or lower in Current Year</i>	Red (None)	Red ▪ Socioeconomically Disadvantaged	Red ▪ All Students (School Placement) ▪ Hispanic	Orange ▪ English Learners	Orange (None)

EL 5x5

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15.1 points)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
VERY HIGH (HIGHEST STATUS) <i>+45.0 points or more Current Year</i>	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH <i>+10.0 to +44.9 points in Current Year</i>	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM <i>-5.0 to +9.9 points in Current Year</i>	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW <i>-5.1 to -70.0 points in Current Year</i>	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS) <i>-70.1 points or lower in Current Year</i>	Red (None)	Red ▪ Socioeconomically Disadvantaged	Red ▪ All Students (School Placement) ▪ Hispanic	Orange ▪ English Learners	Orange (None)

Expected Outcome

Math

- All Student categories, including English Learners, Socioeconomically Disadvantaged and Hispanic students, in Math will increase to 57.9 below standard - a growth of 15 points

ELA

- All Student categories, including English Learners, Socioeconomically Disadvantaged and Hispanic students, in Math will increase to 57.9 below standard - a growth of 15 points

EL

- EL Students to continue to increase to 84.5 below standard - a growth of 10 points

<p>Strategy/ Activity 1</p> <p>Personnel FTE</p> <p>From SPSA 24-25</p>	<p>Personnel to support with Tier 1 instruction and programs including implementation of district adopted curriculum across all grade levels, programs, and subjects to enhance student learning outcomes and achievement for all students. This may include Walk to Read (Intervention Support Personnel for ELA, ELD, Writing, Math), and Designated ELD (D-ELD). Personnel will support with data-driven decision-making, to support student achievement and educational outcomes, through supporting the use of district assessments to monitor student progress, inform instructional practices, and promote continuous learning.</p> <p>Personnel will support with implementing the use of differentiated instructional strategies focusing on the diverse learning needs, interests, and abilities of all students. This supports in fostering an inclusive learning environment where every student can thrive through instructional strategies, materials, and assessments with the goal of maximizing student engagement, motivation, and academic achievement across all subject areas and grade levels.</p>
---	--

<p>What is working and why?</p> <p>(Effective indicators)</p>	<p>2024-2025 school year, TOSA total cost including Funding Source: \$129,915.22 TOSA 60% Title I 40% Supplemental</p> <p>Appreciate having a designated individual to support with intervention for students.</p> <ul style="list-style-type: none"> ● Specifically Newcomers - # of Students ● SBAC bump groups - # of Students ● ELPAC bump groups - # of Students ● students well below grade level - # of Students ● etc. - # of Students <p>Important to have intervention supports when moving through RTI process, including SST, students have received true interventions.</p> <p>2024-2025 school year, IA total cost including Funding Source:</p>
---	---

	<p>\$56,394.72 IA 100% Supplemental</p> <p>IA directed by TOSA, supports intervention program and Walk-To programs.</p> <p>TOSA supports with 3 Rounds of Intervention per school year. Each Intervention Round serves ~65-70 students. TOSA also delivers additional 30 minutes D-ELD to ~65-70 Students who are Newcomer Annually.</p> <p><u>Intervention Students / Phonics Survey 2024-2025</u></p>
<p>What is not working and why? (Ineffective indicators)</p>	<p>Not having aide support. This reduces the ability to hold a true Walk to Read program. Ideally there would be a TOSA as well as at least 1 IA to allow smaller, more focused groupings with entire grade levels.</p>
<p>Modification(s) based on evaluation results</p>	<p>Continue funding toward: 1 TOSA 1 Aides</p> <p>Add additional funding toward: 1 or more additional aides</p>

<p>Strategy/ Activity 2</p>	<p>Certificated Staff - Extended Day Rate (before/after school)</p> <p>Tutoring/Intervention/Enrichment - Before and/or After School Teacher Extended Day for Tier 1, Tier 2, and SST Team Parent/Guardian/Family/Student/Community Events To support success for all and targeted students.</p>
------------------------------------	--

<p>What is working and why?</p> <p>(Effective indicators)</p>	<p>Tutoring/Enrichment by Certificated and or Classified</p> <p>Multiple teachers are participating in tutoring students from multiple grade levels after school.</p> <p>Currently serving 27 students. Students served 2-3 days per week from January through May.</p> <p>TK/K 1 - 16 2/3 - 5 4 - 2 5 - 3 6</p>
<p>What is not working and why?</p> <p>(Ineffective indicators)</p>	<p>Would like more tutors.</p> <p>Start earlier in the school year.</p> <p>Need uniform pre and post tests.</p>
<p>Modification(s) based on evaluation results</p>	<p>Continue funding toward tutoring.</p> <p>Develop group agreement regarding which pre and post tests to utilize. This can include ORF, DIBELS, Phonics Screener, DRA, Math Fluency, etc.</p>

<p>Strategy/ Activity 3</p>	<p>Instructional Materials, Supplies, Enrichment Opportunities</p> <p>Instructional materials & supplies will be provided for all students to support instructional programs. These materials will be for all content areas (ELA, Math, Writing, CCD Units, ELD) and will contribute to the instruction for students so they can make academic</p>
------------------------------------	--

	<p>progress. Additionally, the light refreshments for parent meetings will be used to engage parents in parent meetings where support for students will be the meeting focus. Offer instructional resources, supplementary materials, supplies, and collaboration time tailored to individual needs to diversify learning experiences. Enhance educational programs by providing opportunities for enrichment and after-school learning, ensuring</p>
--	---

<p>What is working and why? (Effective indicators)</p>	<p>Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Instructional Materials (as needed) Materials/Supplies (Consumables) Scholastic Magazines SBAC Booklets (or other standardized testing support material) Furniture (as needed - Student and Staff) Includes classroom budgets, ink, etc. Books - Other than Textbooks Classroom Libraries etc. School Library etc. Other books for student use Other books for teacher use - supplemental, not to supplant.</p> <p>Purchased needed materials and supplies for staff to serve students academic needs.</p> <p>Purchased library books for entire school use.</p>
--	--

<p>What is not working and why?</p>	<p>Need additional 95% group books throughout the school year. Would like these to be more readily available. Would like Spanish Copies of certain materials for Newcomers. IMT coordinated with CCLA for certain workbooks in Spanish.</p>
--	---

(Ineffective indicators)	
Modification(s) based on evaluation results	Continue to fund Remove - SBAC Booklets (or other standardized testing support material)

Strategy/ Activity 4	Technology & Software Online Computing Services / Software Licenses Go Guardian Reflex Accelerated Reader AR Other Software to support student learning Online Computing Services / Software Licenses
-----------------------------	---

What is working and why?	Online Computing Services / Software Licenses Other Software to support student learning Online Computing Services / Software Licenses
(Effective indicators)	
What is not working and why?	Site licenses for Go Guardian were not purchased as intended in the SPSA. Need to Purchase Go Guardian as students are misusing their internet connection. This is making it difficult to ensure students are on the assigned task. Must have for 2025-2026.
(Ineffective indicators)	
Modification(s) based on	Discontinue funds for: Reflex Accelerated Reader AR

evaluation results	As SRCS supplies iReady ELA and Math
---------------------------	--------------------------------------

SRCS LCAP Goal 2

SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families, and staff by:

- cultivating a deep level of parent engagement,
- recognizing the importance of students' mindsets, assets, and identities,
- providing comprehensive wraparound services and support to meet the physical and emotional needs of students, families, and staff,
- ensuring institutional responsiveness to the cultural and linguistic needs of our students and their families
- moving beyond surface-level interactions to foster meaningful and intentional family engagement, empowering parents with agency and sustaining a collaborative community where every member feels valued and supported.

Goal	Goal 2 - Increase the engagement and relationships of students, staff and families, improve school culture, and decrease chronic absenteeism/tardiness.
-------------	--

Identified Need	<p>Our data indicates that 24.2% of our students were Chronically Absent during the 23-24 school year.</p> <p>Therefore we need to:</p> <ul style="list-style-type: none"> ● Decrease chronic absenteeism. ● Increase student engagement. ● Increase Family Engagement 																																				
Metric/ Indicator	<p>Data From 2025-2026 SPSA Chronic Absenteeism declined 9.7% for all Students.</p> <p>Data From 2024-2025 SPSA Chronic Absenteeism declined significantly 14.1% for all Students.</p>																																				
Baseline/ Actual Outcome From DTS Student Data Performance as they relate to the goal.	<p><i>From 2023-2024 CA State Dashboard - Chronic Absenteeism:</i></p> <table border="1" data-bbox="472 609 1892 1279"> <thead> <tr> <th>LEVEL</th> <th>INCREASED SIGNIFICANTLY <i>from Prior Year (by 3.1 p.pts or more)</i></th> <th>INCREASED <i>from Prior Year (by 0.5 p.pts to 3.0 p.pts)</i></th> <th>MAINTAINED <i>from Prior Year (declined or increased by 0.4 p.pts or fewer)</i></th> <th>DECLINED <i>from Prior Year (by 0.5 p.pts to 2.9 p.pts)</i></th> <th>DECLINED SIGNIFICANTLY <i>from Prior Year (by 3.0 p.pts or more)</i></th> </tr> </thead> <tbody> <tr> <td>VERY LOW <i>2.5% or less in Current Year</i></td> <td>Yellow (None)</td> <td>Green (None)</td> <td>Blue (None)</td> <td>Blue (None)</td> <td>Blue (None)</td> </tr> <tr> <td>LOW <i>2.6% to 5.0% in Current Year</i></td> <td>Orange (None)</td> <td>Yellow (None)</td> <td>Green (None)</td> <td>Green (None)</td> <td>Blue (None)</td> </tr> <tr> <td>MEDIUM <i>5.1% to 10.0% in Current Year</i></td> <td>Orange (None)</td> <td>Orange (None)</td> <td>Yellow (None)</td> <td>Green (None)</td> <td>Green (None)</td> </tr> <tr> <td>HIGH <i>10.1% to 20.0% in Current Year</i></td> <td>Red (None)</td> <td>Orange (None)</td> <td>Orange (None)</td> <td>Yellow (None)</td> <td>Yellow (None)</td> </tr> <tr> <td>VERY HIGH <i>20.1% or greater in Current Year</i></td> <td>Red (None)</td> <td>Red (None)</td> <td>Red (None)</td> <td>Orange • Students with Disabilities</td> <td>Yellow • All Students (School Placement) • English Learners • Socioeconomically Disadvantaged • Hispanic</td> </tr> </tbody> </table> <p><i>From 23-24 SPSA, therefore data from 22-23 Dashboard Data: JMES - Students experiencing Chronic Absenteeism = 33.9%.</i></p>	LEVEL	INCREASED SIGNIFICANTLY <i>from Prior Year (by 3.1 p.pts or more)</i>	INCREASED <i>from Prior Year (by 0.5 p.pts to 3.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 0.4 p.pts or fewer)</i>	DECLINED <i>from Prior Year (by 0.5 p.pts to 2.9 p.pts)</i>	DECLINED SIGNIFICANTLY <i>from Prior Year (by 3.0 p.pts or more)</i>	VERY LOW <i>2.5% or less in Current Year</i>	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)	LOW <i>2.6% to 5.0% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)	MEDIUM <i>5.1% to 10.0% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)	HIGH <i>10.1% to 20.0% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)	VERY HIGH <i>20.1% or greater in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange • Students with Disabilities	Yellow • All Students (School Placement) • English Learners • Socioeconomically Disadvantaged • Hispanic
LEVEL	INCREASED SIGNIFICANTLY <i>from Prior Year (by 3.1 p.pts or more)</i>	INCREASED <i>from Prior Year (by 0.5 p.pts to 3.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 0.4 p.pts or fewer)</i>	DECLINED <i>from Prior Year (by 0.5 p.pts to 2.9 p.pts)</i>	DECLINED SIGNIFICANTLY <i>from Prior Year (by 3.0 p.pts or more)</i>																																
VERY LOW <i>2.5% or less in Current Year</i>	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)																																
LOW <i>2.6% to 5.0% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)																																
MEDIUM <i>5.1% to 10.0% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)																																
HIGH <i>10.1% to 20.0% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)																																
VERY HIGH <i>20.1% or greater in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange • Students with Disabilities	Yellow • All Students (School Placement) • English Learners • Socioeconomically Disadvantaged • Hispanic																																

State - Students experiencing Chronic Absenteeism = 24.3%.
 Youth Truth Data 2023/2024 = 9% Parent Response Rate (32 parents), January 2024 data, 66% of responding parents feel engaged or strongly engaged with JMES, while January 2023 data, 75% of responding parents felt engaged or strongly engaged with JMES.

From 23-24 CA Dashboard Data:

JMES - Students experiencing Chronic Absenteeism = 24.2%. This is a Decline of 9.7%.
 State - Students experiencing Chronic Absenteeism = 18.6%. This is a Decline of 5.7%.

Youth Truth Data 2024/2025

36% Parent/Guardian Response Rate (59 parents/guardians),
 January 2025 data, 80% of responding parents feel engaged with JMES.
 January 2024 data, 66% of responding parents feel engaged or strongly engaged with JMES.
 January 2023 data, 75% of responding parents felt engaged or strongly engaged with JMES.

From 2023-2024 CA State Dashboard - Suspension Rate

LEVEL	INCREASED SIGNIFICANTLY <i>from Prior Year (by 2.1 p.pts or more)</i>	INCREASED <i>from Prior Year (by 0.3 p.pts to 2.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 0.2 p.pts or fewer)</i>	DECLINED <i>from Prior Year (by 0.3 p.pts to 0.9 p.pts)</i>	DECLINED SIGNIFICANTLY <i>from Prior Year (by 1.0 p.pts or more)</i>
VERY LOW <i>0.5% or less in Current Year</i>	Gray (N/A)	Green (None)	Blue (None)	Blue (None)	Blue (None)
LOW <i>0.6% to 1.0% in Current Year</i>	Gray (N/A)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM <i>1.1% to 3.0% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
HIGH <i>3.1% to 6.0% in Current Year</i>	Red (None)	Orange <ul style="list-style-type: none"> English Learners 	Orange (None)	Yellow <ul style="list-style-type: none"> All Students (School Placement) Socioeconomically Disadvantaged Hispanic 	Yellow (None)
VERY HIGH <i>6.1% or greater in Current Year</i>	Red (None)	Red <ul style="list-style-type: none"> Students with Disabilities 	Red (None)	Orange (None)	Yellow (None)

Expected Outcome	Decreases Chronic Absenteeism between 0.5-2.9 points (Declined on CA Dashboard). Decrease Suspension Rate for All Students, specifically Students with Disabilities, by 0.3-0.9% (Declined on CA Dashboard).

SRCS LCAP Goal 3

SRCS commits to providing high-quality, relevant staff development that promotes professional growth and collaboration to increase student achievement by

- empowering our staff with agency in their professional learning, ensuring access to supportive, culturally responsive learning opportunities,
- Through professional learning and collaboration, creating a robust environment for professional development, and by
- supporting parent agency and learning to enhance overall community engagement and student success.

Goal	Goal 3 - Provide professional development opportunities, and collaboration time to analyze data and plan differentiated curriculum.
Identified Need	To increase professional development to support a student centered growth minded in JMES professionals. To increase collaboration with education professionals, students, and families.
Metric/ Indicator	EOY Assessments including: Local SRCS Assessments Data. ELPAC Summative Assessment Data. SBAC Assessment Data. Youth Truth Data 24/25 - Staff.

Strategy/ Activity 1	Professional Development and Release Time for Collaboration to enhance student learning, data analysis and collection, intervention for MTSS, EL Collaboration, SST, IEP, Intervention, Instructional Rounds, Leadership, Professional
-----------------------------	--

	<p>Development. Tier 1, Tier 2, Tier 3.</p> <p>Teacher Release Time - SST Day, instructional Rounds, PD, Data Dives, Conferences/PD, etc.</p> <p>Collaboration to enhance student learning, data analysis and collection, intervention for MTSS, EL Collaboration, SST, IEP, Intervention, Instructional Rounds, Leadership, Professional Development. Tier 1, Tier 2, Tier 3.</p>
--	--

<p>What is working and why?</p> <p>(Effective indicators)</p>	<p>Teacher Release Time: SST Day - Instructional Rounds PD Data Dives Conferences/PD etc.</p> <p>Collaboration to enhance student learning, data analysis and collection, intervention for MTSS, EL Collaboration, SST, IEP, Intervention, Instructional Rounds, Leadership, Professional Development. Tier 1, Tier 2, Tier 3.</p>
<p>What is not working and why?</p> <p>(Ineffective indicators)</p>	<p>PLC Structure not clearly defined. Desire to improve PLC structure.</p>
<p>Modification(s) based on evaluation results</p>	<p>Include Funding for: Teacher Release Days x 3-4 (minimum of 1 per trimester) Focus of Release Days - Teacher Collaboration, identify Essential Standards, Create Vertical Articulation, focus on assessment data and creating grade level goals, creating site year long focus.</p>

