

School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Junipero Serra Elementary School	41690706068282	4/15/26	May 7, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Junipero Serra Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Junipero Serra Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Junipero Serra Elementary School Plan for Student Achievement is a one year plan that takes into account how all students are performing academically. The SPSA focuses on creating actions/services that will assist students that are at the risk of failing to meet academic standards. In addition, SPSAs are created to support and align with the district's LCAP.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA was discussed during JS PTA Executive Board Meeting during February; with the JS Team in February. SPSA was discussed at the SSC/ELAC meeting February 23, 2026

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Junipero Serra ES overall performance levels for 2025 are: English Language Arts (yellow); Mathematics (green); Science (blue), English Learner Progress (orange); Chronic Absenteeism (orange); Suspension Rate (blue)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No student groups were two or more levels below the "All Student" performance.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Junipero Serra Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	0.69%	0.70%	0	2	2
African American	1.03%	0.69%	1.05%	3	2	3
Asian	16.49%	14.24%	13.29%	48	41	38
Filipino	48.45%	46.88%	47.90%	141	135	137
Hispanic/Latino	21.99%	22.57%	23.43%	64	65	67
Pacific Islander	0.34%	0.35%	0.35%	1	1	1
White	3.09%	4.17%	4.90%	9	12	14
Two or More Races	8.59%	10.42%	8.39%	25	30	24
Not Reported	0%	%	%	0		
Total Enrollment				291	288	286

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Kindergarten	45	37	45
Grade 1	49	52	35
Grade 2	46	49	55
Grade 3	49	48	49
Grade 4	48	53	48
Grade 5	54	49	52
Total Enrollment	291	288	284

Conclusions based on this data:

1. Enrollment has declined from 291 students in 2022-23 to 288 students in 2023-24 to 284 students in 2024/25.
2. Junipero Serra is comprised of students of different ethnicities with Filipino, Asian and Hispanic/Latino making up the largest subgroups.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	65	63	63	22.3%	21.9%	22.0%
Fluent English Proficient (FEP)	50	42	39	17.2%	14.6%	13.6%

Conclusions based on this data:

1. The number of English Learner students enrolled has remained about the same.
2. Twenty-two percent of our students are English Learners.
3. 13.6 percent or approximately 14% of our students in 2024-25 were classified as Fluent English Proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	49	43	46	48	42	43	48	42	43	98.0	97.7	93.5
Grade 4	43	51	44	43	51	44	43	51	44	100.0	100	100
Grade 5	48	45	52	47	45	52	47	45	52	97.9	100	100
All Grades	140	139	142	138	138	139	138	138	139	98.6	99.3	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2463.	2447.	2404.	39.58	38.10	20.93	22.92	21.43	18.60	18.75	19.05	23.26	18.75	21.43	37.21
Grade 4	2487.	2482.	2506.	32.56	35.29	38.64	27.91	17.65	27.27	13.95	17.65	20.45	25.58	29.41	13.64
Grade 5	2529.	2505.	2524.	34.04	22.22	34.62	27.66	31.11	34.62	17.02	24.44	5.77	21.28	22.22	25.00
All Grades	N/A	N/A	N/A	35.51	31.88	31.65	26.09	23.19	27.34	16.67	20.29	15.83	21.74	24.64	25.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	33.33	19.05	18.60	56.25	71.43	53.49	10.42	9.52	27.91
Grade 4	20.93	23.53	20.45	58.14	56.86	72.73	20.93	19.61	6.82
Grade 5	27.66	17.78	23.08	59.57	57.78	57.69	12.77	24.44	19.23
All Grades	27.54	20.29	20.86	57.97	61.59	61.15	14.49	18.12	17.99

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.08	23.81	13.95	54.17	54.76	60.47	18.75	21.43	25.58
Grade 4	23.26	27.45	40.91	51.16	52.94	40.91	25.58	19.61	18.18
Grade 5	31.91	17.78	34.62	51.06	57.78	48.08	17.02	24.44	17.31
All Grades	27.54	23.19	30.22	52.17	55.07	49.64	20.29	21.74	20.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.42	19.05	6.98	79.17	69.05	62.79	10.42	11.90	30.23
Grade 4	25.58	23.53	20.45	67.44	64.71	75.00	6.98	11.76	4.55
Grade 5	14.89	13.33	5.77	76.60	75.56	82.69	8.51	11.11	11.54
All Grades	16.67	18.84	10.79	74.64	69.57	74.10	8.70	11.59	15.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.00	26.19	11.63	62.50	57.14	65.12	12.50	16.67	23.26
Grade 4	23.26	23.53	20.45	58.14	58.82	75.00	18.60	17.65	4.55
Grade 5	23.40	20.00	23.08	63.83	66.67	63.46	12.77	13.33	13.46
All Grades	23.91	23.19	18.71	61.59	60.87	67.63	14.49	15.94	13.67

Conclusions based on this data:

1. The analysis of the SBAC data revealed that 59% of all students in grades 3 - 5 met or exceeded the standards for English Language Arts.
2. In Grade 3, 40% of all students met or exceeded the standards.
In Grade 4, 66% of all students met or exceeded the standards.
In Grade 5, 70% of all students met or exceeded the standards.
3. The participation rate for 2024-25 was 98%. For the last 3 testing years, the percentages of students meeting and exceeding standard ranged from 55%-62%

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	49	43	46	49	43	44	49	43	44	100.0	100	95.7
Grade 4	43	51	44	43	51	44	43	51	44	100.0	100	100
Grade 5	48	45	52	47	43	52	47	43	52	97.9	95.6	100
All Grades	140	139	142	139	137	140	139	137	140	99.3	98.6	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2456.	2454.	2418.	38.78	30.23	20.45	14.29	27.91	34.09	34.69	27.91	11.36	12.24	13.95	34.09
Grade 4	2485.	2488.	2523.	20.93	35.29	50.00	30.23	17.65	22.73	30.23	27.45	13.64	18.60	19.61	13.64
Grade 5	2498.	2497.	2525.	23.40	20.93	40.38	21.28	13.95	15.38	29.79	32.56	11.54	25.53	32.56	32.69
Grade 11															
All Grades	N/A	N/A	N/A	28.06	29.20	37.14	21.58	19.71	23.57	31.65	29.20	12.14	18.71	21.90	27.14

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	38.78	34.88	25.00	42.86	48.84	50.00	18.37	16.28	25.00
Grade 4	23.26	29.41	56.82	60.47	47.06	25.00	16.28	23.53	18.18
Grade 5	23.40	27.91	32.69	48.94	39.53	44.23	27.66	32.56	23.08
Grade 11									
All Grades	28.78	30.66	37.86	50.36	45.26	40.00	20.86	24.09	22.14

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	34.69	32.56	22.73	55.10	46.51	50.00	10.20	20.93	27.27
Grade 4	25.58	29.41	40.91	51.16	45.10	43.18	23.26	25.49	15.91
Grade 5	17.02	13.95	32.69	46.81	58.14	36.54	36.17	27.91	30.77
All Grades	25.90	25.55	32.14	51.08	49.64	42.86	23.02	24.82	25.00

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.61	30.23	18.18	55.10	62.79	61.36	14.29	6.98	20.45
Grade 4	25.58	31.37	47.73	51.16	54.90	36.36	23.26	13.73	15.91
Grade 5	14.89	18.60	25.00	63.83	58.14	46.15	21.28	23.26	28.85
All Grades	23.74	27.01	30.00	56.83	58.39	47.86	19.42	14.60	22.14

Conclusions based on this data:

- The analysis of the SBAC data revealed that 61% of all students in grades 3 - 5 met or exceeded the standards for mathematics.
- In Grade 3, 54% of all students met or exceeded the standards.
In Grade 4, 73% of all students met or exceeded the standards.
In Grade 5, 55% of all students met or exceeded the standards.
- Participation rate for the past 3 years remained steady at about 99%. For the last 3 testing years, the percentages of students meeting and exceeding standard ranged from 49% -61%.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1449.4	*	*	1433.1	*	*	1487.2	*	*	17	4	9
1	*	1439.1	*	*	1441.6	*	*	1436.2	*	8	11	5
2	*	*	1481.1	*	*	1475.5	*	*	1486.3	6	10	12
3	1484.4	*	*	1487.9	*	*	1480.3	*	*	12	6	9
4	*	1502.7	*	*	1510.1	*	*	1494.8	*	8	13	7
5	*	*	*	*	*	*	*	*	*	7	6	10
All Grades										58	50	52

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.29	*	*	23.53	*	*	17.65	*	*	23.53	*	*	17	*	*
1	*	0.00	*	*	54.55	*	*	27.27	*	*	18.18	*	*	11	*
2	*	*	16.67	*	*	50.00	*	*	25.00	*	*	8.33	*	*	12
3	8.33	*	*	16.67	*	*	58.33	*	*	16.67	*	*	12	*	*
4	*	23.08	*	*	23.08	*	*	46.15	*	*	7.69	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.52	12.00	13.46	32.76	36.00	34.62	29.31	34.00	40.38	22.41	18.00	11.54	58	50	52

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.65	*	*	35.29	*	*	17.65	*	*	29.41	*	*	17	*	*
1	*	0.00	*	*	54.55	*	*	36.36	*	*	9.09	*	*	11	*
2	*	*	25.00	*	*	41.67	*	*	25.00	*	*	8.33	*	*	12
3	16.67	*	*	50.00	*	*	25.00	*	*	8.33	*	*	12	*	*
4	*	30.77	*	*	61.54	*	*	0.00	*	*	7.69	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.24	20.00	25.00	46.55	44.00	46.15	15.52	16.00	13.46	20.69	20.00	15.38	58	50	52

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	50.00	0.00	*	16.67	45.45	*	22.22	18.18	*	11.11	36.36	*	18	11	*
2	*	*	8.33	*	*	50.00	*	*	33.33	*	*	8.33	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	7.69	7.69	*	15.38	15.38	*	30.77	38.46	*	46.15	38.46	*	13	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.62	4.00	3.85	31.03	32.00	30.77	36.21	32.00	48.08	24.14	32.00	17.31	58	50	52

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.65	*	*	64.71	*	*	17.65	*	*	17	*	*
1	*	0.00	*	*	90.91	*	*	9.09	*	*	11	*
2	*	*	33.33	*	*	58.33	*	*	8.33	*	*	12
3	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
4	*	15.38	*	*	84.62	*	*	0.00	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.24	16.00	25.49	63.79	64.00	58.82	18.97	20.00	15.69	58	50	51

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.53	*	*	41.18	*	*	35.29	*	*	17	*	*
1	*	9.09	*	*	81.82	*	*	9.09	*	*	11	*
2	*	*	8.33	*	*	83.33	*	*	8.33	*	*	12
3	25.00	*	*	66.67	*	*	8.33	*	*	12	*	*
4	*	53.85	*	*	38.46	*	*	7.69	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.31	36.00	32.69	48.28	44.00	51.92	22.41	20.00	15.38	58	50	52

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.29	*	*	52.94	*	*	11.76	*	*	17	*	*
1	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*
2	*	*	16.67	*	*	75.00	*	*	8.33	*	*	12
3	0.00	*	*	50.00	*	*	50.00	*	*	12	*	*
4	*	0.00	*	*	53.85	*	*	46.15	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.07	2.00	5.88	55.17	64.00	68.63	32.76	34.00	25.49	58	50	51

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	70.59	*	*	11.76	*	*	17.65	*	*	17	*	*
1	*	9.09	*	*	54.55	*	*	36.36	*	*	11	*
2	*	*	25.00	*	*	50.00	*	*	25.00	*	*	12
3	8.33	*	*	66.67	*	*	25.00	*	*	12	*	*
4	*	7.69	*	*	69.23	*	*	23.08	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.14	12.00	21.15	53.45	68.00	63.46	22.41	20.00	15.38	58	50	52

Conclusions based on this data:

- Of the 52 English Learner students, 52% are performing at levels 1 and 2 overall, and 48% are performing at levels 3 and 4.
- Students performed better in oral language (71% are performing at levels 3 & 4) in comparison to written language (35% are performing at levels 3 & 4).

3. For each of the domains, the majority of students are performing in the somewhat/moderately developed level (52% -speaking domain to 69% - reading domain).

School and Student Performance Data

Student Population

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

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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
286	40.9%	22%	0.0%
Total Number of Students enrolled in Junipero Serra 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	63	22%
Foster Youth	0	0.0%
Homeless	6	2.1%
Socioeconomically Disadvantaged	117	40.9%
Students with Disabilities	66	23.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1%
American Indian	2	0.7%
Asian	38	13.3%
Filipino	137	47.9%
Hispanic	67	23.4%
Two or More Races	24	8.4%
Pacific Islander	1	0.3%
White	14	4.9%

Conclusions based on this data:

1. Data shows that 22% of our student population are English Learners, 41% are socioeconomically disadvantaged, and 23% are students with disabilities.

2. Data shows that the 48% of our students are Filipino and that 23% are Hispanic.

School and Student Performance Data

Overall Performance

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

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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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Based on the data as shown on the 2025 Fall Dashboard Overall Performance report, school wide progress in Math and Suspension rate indicators has been demonstrated.
2. Based on the data as shown Chronic Absenteeism and English Learner progress declined.

3. Based on the data as shown, performance in ELA maintained or declined slightly and performance in Math increased.

School and Student Performance Data

Academic Performance English Language Arts

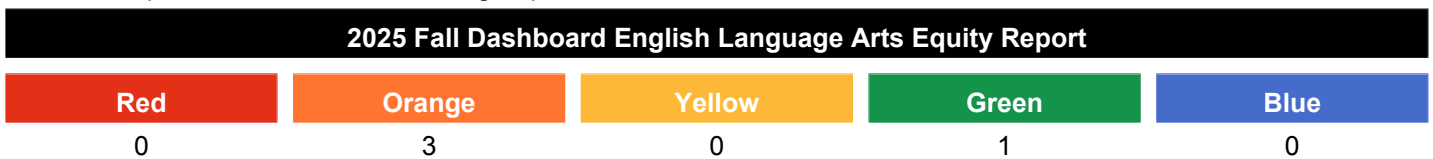
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>8.7 points above standard</p> <p>Maintained -0.8 points</p> <p>145 Students</p>	<p>English Learners</p> <p>Orange</p> <p>42.5 points below standard</p> <p>Declined 14.4 points</p> <p>43 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>20.6 points below standard</p> <p>Declined 22.6 points</p> <p>60 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>53.2 points below standard</p> <p>Declined 3.2 points</p> <p>40 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>53.5 points above standard</p> <p>Increased 23.1 points</p> <p>23 Students</p>	<p>Filipino</p>  <p>Green</p> <p>23.7 points above standard</p> <p>Declined 5 points</p> <p>67 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>45.7 points below standard</p> <p>Increased 3.7 points</p> <p>29 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>8.2 points above standard</p> <p>Declined 10.5 points</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>

Conclusions based on this data:

1. Based on the Fall 2025 ELA Equity Report for the CA Dashboard, performance as demonstrated by all student groups declined from the 23-24 to the 24-25 school years except 1 subgroup.
2. Based on the Fall 2025 ELA Equity Report for the CA Dashboard, all student group performance was maintained. All students performed below standard except for the Filipino student group. Performance by race/ethnicity groups declined except for the Hispanic/Latino subgroup. Of those listed under race/ethnicity groups, performance for Hispanic subgroup was below standard.
3. Based on the Fall 2025 ELA Equity Report for the CA Dashboard, English Learners performed below standard and declined.

School and Student Performance Data

Academic Performance Mathematics

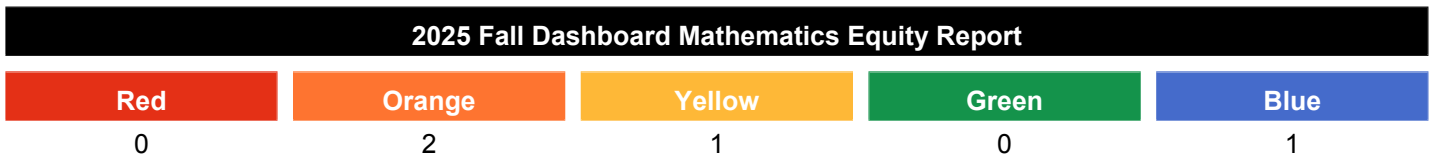
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>5.4 points above standard</p> <p>Increased 10 points</p> <p>146 Students</p>	<p>English Learners</p> <p>Orange</p> <p>40.4 points below standard</p> <p>Declined 3.8 points</p> <p>43 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>21.2 points below standard</p> <p>Declined 6.3 points</p> <p>60 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>72.1 points below standard</p> <p>Maintained 0.8 points</p> <p>41 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>56.7 points above standard</p> <p>Increased 21.2 points</p> <p>23 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>21.6 points above standard</p> <p>Increased 16.3 points</p> <p>68 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>43.2 points below standard</p> <p>Maintained 1.7 points</p> <p>29 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>8.8 points below standard</p> <p>Increased 7.8 points</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>

Conclusions based on this data:

1. Based on the Fall 2025 Math Equity Report for the CA Dashboard, overall, all students performed above standard; performance for the subgroups (ELs and SED) declined while Students with Disabilities maintained
2. Based on the Fall 2025 Math Equity Report for the CA Dashboard, all student groups based on race/ethnicity listed increased except for the Hispanic subgroup (maintained). All student groups based on race/ethnicity listed performed above standard except for the Hispanic and two or more races subgroups.
3. Based on the Fall 2025 Math Equity Report for the CA Dashboard, data comparisons for English Learners show that all groups declined and are performing below standard.

School and Student Performance Data

Academic Performance Science

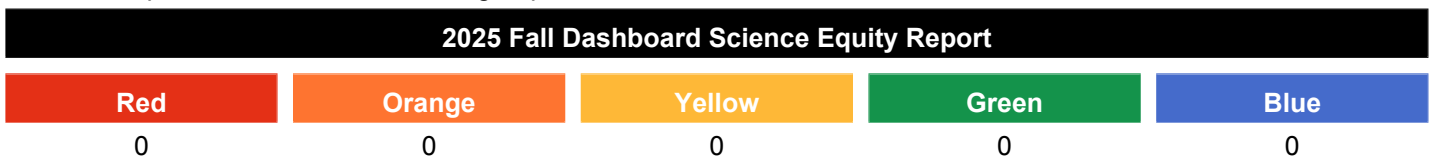
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>62 science points</p> <p>Increased 5.1 points</p> <p>52 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>55.9 science points</p> <p>22 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>58 science points</p> <p>Maintained 1.1 points</p> <p>19 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>47.4 science points</p> <p>12 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>0 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>74.1 science points</p> <p>11 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>63.7 science points</p> <p>Increased 2.7 points</p> <p>24 Students</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>

Conclusions based on this data:

1. Based on the Fall 2025 California Dashboard Equity Report, performance increased and earned 62 science points.
2. Based on the Fall 2025 Equity Report, the subgroups English Learners, Socioeconomically Disadvantaged and Students with Disabilities scored 56, 58, and 47 points respectively.

School and Student Performance Data



Academic Performance English Learner Progress

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

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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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 48.9 making progress. Number Students: 47 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.3%	30.2%	0%	53.5%

Conclusions based on this data:

- Based on the 2025 Fall Dashboard English Learner Progress Indicator, 16.3% students decreased one level, 30.2% students maintained a level and 54% students progressed at least one level.
- Based on the 2025 Fall Dashboard Equity report, 48.9 % students are making progress.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div style="text-align: center; background-color: #f2f2f2; padding: 5px;">All Students</div> <div style="text-align: center; margin-top: 10px;">  Orange </div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center; margin-top: 10px;"> 11.4% Chronically Absent </div> <div style="text-align: center; margin-top: 10px;"> Increased 0.7 </div> <div style="text-align: center; margin-top: 20px;"> 290 Students </div>	<div style="text-align: center; background-color: #f2f2f2; padding: 5px;">English Learners</div> <div style="text-align: center; margin-top: 10px;">  Green </div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center; margin-top: 10px;"> 4.7% Chronically Absent </div> <div style="text-align: center; margin-top: 10px;"> Declined 7.8 </div> <div style="text-align: center; margin-top: 20px;"> 64 Students </div>	<div style="text-align: center; background-color: #f2f2f2; padding: 5px;">Long-Term English Learners</div>
<div style="text-align: center; background-color: #f2f2f2; padding: 5px;">Foster Youth</div> <div style="text-align: center; margin-top: 10px;">  No Performance Color </div> <div style="text-align: center; margin-top: 10px;"> 0 Students </div>	<div style="text-align: center; background-color: #f2f2f2; padding: 5px;">Homeless</div> <div style="text-align: center; margin-top: 10px;">  No Performance Color </div> <div style="text-align: center; margin-top: 10px;"> Fewer than 11 students - No Data for Privacy </div> <div style="text-align: center; margin-top: 10px;"> 7 Students </div>	<div style="text-align: center; background-color: #f2f2f2; padding: 5px;">Socioeconomically Disadvantaged</div> <div style="text-align: center; margin-top: 10px;">  Orange </div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center; margin-top: 10px;"> 16.8% Chronically Absent </div> <div style="text-align: center; margin-top: 10px;"> Increased 3.6 </div> <div style="text-align: center; margin-top: 20px;"> 125 Students </div>

<p>Students with Disabilities</p>  <p>Orange</p> <p>20.5% Chronically Absent</p> <p>Declined 3</p> <p>83 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Orange</p> <p>5.3% Chronically Absent</p> <p>Increased 2.8</p> <p>38 Students</p>	<p>Filipino</p>  <p>Yellow</p> <p>11.5% Chronically Absent</p> <p>Declined 1.1</p> <p>139 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>13.2% Chronically Absent</p> <p>Declined 1.5</p> <p>68 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>20.8% Chronically Absent</p> <p>Increased 10.8</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>15 Students</p>

Conclusions based on this data:

1. Based on the Fall 2025 Chronic Absenteeism Equity Report for the CA Dashboard, the chronic absenteeism rate increased for all students.
2. Based on the Fall 2025 Chronic Absenteeism report, the chronic absenteeism rate increased for the subgroups of Asian, 2 or more races; decreased for subgroups Filipino, Hispanic and maintained for the subgroup White.

School and Student Performance Data

Conditions & Climate Suspension Rate

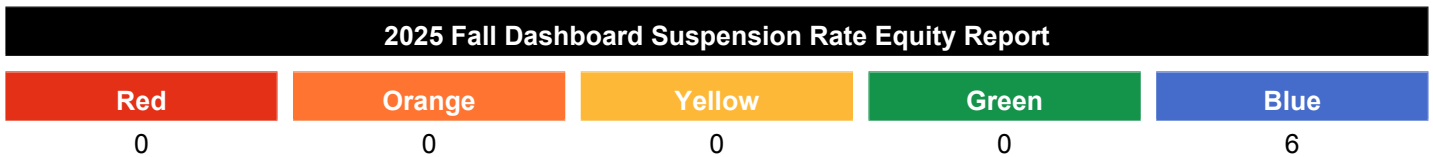
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>291 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>64 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>126 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>84 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>38 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>139 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>69 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>

Conclusions based on this data:

1. Based on the 2025 Suspension Rate Equity Report of the CA Dashboard, zero students were suspended.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

ELA/ELD

INSTRUCTIONAL PROGRAM: Reading/Language Arts/ELD

By May 2026, the percentage of students meeting or exceeding standards on ELA Smarter Balanced Assessment (grades 3-5) will increase by 5%. Emphasis will be placed on the most vulnerable student populations: English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

By May 2026, 25% of all ELs (MLLs) will improve one overall level of English Proficiency as measured by the Summative ELPAC on the Ellevation platform.

By May 2026, 80% of all students will be at or above benchmark as measured by DIBELS.

By May 2026, 9% or less of ELs (MLLs) will decrease one overall level of English Proficiency as measured by the Summative ELPAC on the California Dashboard.

By May 2026, 25% of all MLs will improve one overall level of English Proficiency as measured by the Summative ELPAC.

Teachers will implement the adopted ELA/ELD curriculum, Wonders, to teach Common Core/ELD Standards. In grades K-3 phonics and phonemic awareness will be taught using Heggerty or UFLi. Student progress will be monitored with regular embedded assessments as well as with LEXIA Core 5 and Lexia English. DIBELS reading assessments and progress monitoring will be administered. On-going collaboration and data analysis work at and across the grade levels during Faculty Meetings and PLCs. Teachers will collaborate to analyze data from assessments and adjust instruction as necessary. Student Assistant Program team will meet every 6 -8 weeks to discuss student concerns, to identify goals and interventions to assist students succeed at greater levels in the general education classrooms. SST team meetings will be scheduled accordingly thereafter. IXL, Lexia Core 5, SIPPS, UFLi, and Reading Eggs will augment classroom instruction to reinforce reading comprehension at each student's level and phonics skills, as necessary. All MLs will participate in designated and integrate ELD. A second tier of intervention consisting of small-group instruction and before- or after- school tutorial will serve students who need additional support beyond the school's base instructional program. Students who require intensive, Tier III support will receive instruction from the reading specialist.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

LCAP Goal 1: (Academic Achievement)

All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in reading/language arts/literacy.

LCAP Priorities:

4 - Pupil Achievement

LCAP Goal:

Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All Students Meet/Exceed std on ELA - CAASPP	CAASPP ELA - 59% of all 3rd - 5th gr. students met or exceeded standard (increased from 55% in 23-24)	CAASPP ELA - (increase by at least 5%)
CAASPP ELA - English Learners	CAASPP ELA - 8% of EL students met or exceeded standard (increased from 4% in 23-24)	CAASPP ELA - English Learners - (increase by at least 3%)
CAASPP ELA - Students with Disabilities	CAASPP ELA - 35% of students with disabilities met or exceeded standard (increased from 25% in 23-24)	CAASPP ELA - Students with disabilities - (Increase by at least 3%)
DIBELS	DIBELS - All students, K-5th grade: 68% proficient.	DIBELS - All students (increase by at least 2%)
Lexia Core 5	Lexia Core 5 - All students, K-5th gr: 27% in grade level material	Lexia Core 5 - All students, K-5th gr; 50% in or above grade level material
ELPAC Summative	54% of ELs made at least 1 level of growth in their overall levels of English Language Proficiency; 16% decreased up to 1 level	ELPAC Summative: 25% of MLs will make 1 level overall growth and 9% or less of MLs will decrease 1 overall level.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>PROFESSIONAL LEARNING COMMUNITIES</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task:</p> <ol style="list-style-type: none"> Develop a shared understanding of Academic Discourse through ILT-led professional learning. Use 30-day cycles to establish baseline data, calibrate expectations, observe classrooms using an instructional rounds tool, and monitor growth in student discourse. Promote a collaborative learning culture through peer observations and open classrooms. Provide job-embedded coaching by the reading specialist as well as ILT members, and collaborative learning to support effective ELA instruction and Academic Discourse practices in and out of the classroom. Facilitate collaboration with the EL TOSA for grade-level teams to review DELD data, monitor progress, and plan targeted supports for English Learners. Facilitate collaboration with Reading Specialist to strengthen small-group instruction, analyze 	All students	<p>800.00</p> <p>Site Discretionary</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Substitute Teachers -site discretionary 070</p> <p>2,300.00</p> <p>Site Discretionary</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Professional Development-site discretionary 070</p> <p>500.00</p> <p>Site Discretionary</p> <p>4000-4999: Books And Supplies</p> <p>catering for onsite PD</p> <p>4200.00</p> <p>LCAP At-Risk Student Support</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>JS ILT Meetings/Prep</p>

	<p>progress-monitoring data, and plan targeted literacy interventions.</p> <p>5. Provide class coverage (TeachStart Fellow)/substitues to allow teachers and administrators to observe colleagues and strengthen instructional practices through peer learning.</p> <p>6. Align professional learning to ILT focus areas and District priorities to ensure coherence and consistency in ELA instructional improvement efforts.</p> <p>7. Offer ongoing professional learning opportunities focused on Academic Discourse to strengthen student engagement, comprehension, and academic language development.</p> <p>Measures: ILT agendas and notes Data collected from instructional rounds tool Peer observation schedule and debrief notes Grade level collaboration agendas and notes Staff meeting agendas, presentations and notes End of year assessment data</p>		
1.2	<p>Means of Achievement: Program Implementation</p> <p>Task: 1) Implementation of Tier 1 & II Instruction with work towards alignment within grade level and across grade levels 3) Small Reading Groups and Designated ELD Implementation in all grade levels 4) Purchase supplemental materials, supplies resources to support the core curriculum in all subject areas 6) UFLI Phonics curriculum in K-3. SIPPS used as supplemental. 7) Administer DIBELS 3 times per year for data collection</p> <p>Measures: CAASPP DIBELS LEXIA Curriculum embedded assessment</p>	All Students	Site Discretionary 4000-4999: Books And Supplies
1.3	<p>INTERVENTION/TUTORIAL</p> <p>Means of Achievement: Extended learning time</p> <p>Task: Students not meeting grade-level standards will be provided Tier II support; the SAP/SST process will be used to identify struggling students, to set goals for their improvement, plan interventions, and track progress: Ater-school ELD intervention: supplemental skills-based instruction provided to small groups of students; grouping will be flexible based on assessment data.</p>	Students performing below grade level benchmark; including MLLs.	570.00 EI Support 5000-5999: Services And Other Operating Expenditures Translators for IEPs/SSTs/504s 4080.00 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Substitues for SAP/IEP days LCAP 180 4500.00 EI Support

	<p>Measures: Student attendance, student performance on DIBELS Reading Assessment, Lexia Core 5 progress, Student Study Team meetings, Smarter Balance Assessment, teacher observation.</p>		<p>1000-1999: Certificated Personnel Salaries Before/After school intervention ELD</p> <p>None Specified None Specified</p>
1.4	<p>INSTRUCTIONAL SUPPORT&ASSESSMENT</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Students in grades K - 5 will participate in Lexia Core 5, Reading Eggs completing CCSS-aligned reading objectives at their levels. We will purchase licenses for the students' use of the web based software for reading comprehension support and enrichment:</p> <p>Measures:</p> <ul style="list-style-type: none"> • DIBELS Reading Assessments • Lexia Core 5 progress • Classroom assessments 	All students	<p>11,500.00</p> <p>LCAP At-Risk Student Support</p> <p>4000-4999: Books And Supplies</p> <p>LEXIA Core 5</p> <p>2575.00</p> <p>Site Discretionary</p> <p>4000-4999: Books And Supplies</p> <p>Scholastic News</p> <p>225.00</p> <p>LCAP At-Risk Student Support</p> <p>4000-4999: Books And Supplies</p> <p>Reading Eggs</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>1500.00</p> <p>LCAP At-Risk Student Support</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Substitutes for Reading Assessment LCAP 180</p> <p>None Specified None Specified</p>
1.5	<p>INSTRUCTIONAL SUPPORT&ASSESSMENT</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Multi-Lingual Students in grades K - 5 will participate in Lexia English. We will purchase licenses for the students' use of the web based software for reading comprehension support and enrichment:</p> <p>Measures:</p>	ML students	<p>4725.00</p> <p>EI Support</p> <p>4000-4999: Books And Supplies</p> <p>LEXIA English</p>

	<ul style="list-style-type: none"> • Summative ELPAC • DIBELS Reading Assessments • Lexia English • Classroom assessments 		
1.6	<p>SUPPORT MATERIALS</p> <p>Means of Achievement: Improvement of instruction strategies and materials.</p> <p>Task: Purchase of instructional and office supplies for the delivery of services to all stakeholders. Improved services to all stakeholders to facilitate improvement of student success. All students and staff will have necessary materials.</p> <p>Phonics program will be implemented in grades K-3. additional UFLi materials will be purchased; teachers will engage in self-paced learning experience and collaborate with each other.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Invoices • Teacher lists of classroom materials 	All students	<p>6500.00 Site Discretionary 4000-4999: Books And Supplies Support Materials Site discretionary 070</p> <p>Site Discretionary 4000-4999: Books And Supplies</p>
1.7	<p>INSTRUCTIONAL SUPPORT&ASSESSMENT</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Students will be assessed to determine kindergarten skills level to prepare students for the fall. Families will be given results as well as suggested plan for summer work.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Kindergarten assessment: phonics, number recognition and counting, shapes, • Observations in social setting 	Kindergarten Students	<p>None Specified None Specified Kinder Assessments</p>
1.8			<p>None Specified None Specified</p> <p>None Specified None Specified</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Based on the previous year's goal, data from assessments named showed an increase in the number of proficient students except the English Learner students.

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

None noted.

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

No changes will be made.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

MATHEMATICS

MATHEMATICS ACHIEVEMENT

By May 2026 the percentage of all students will demonstrate an increase of 5% or more on local and state assessments in mathematics achievement. Special emphasis will be placed on the most vulnerable student populations: English Learners, Students with Disabilities and socioeconomically disadvantaged.

Teachers will implement adopted math curriculum, Illustrative Math (Gr 3 -5) and Math Expressions (Gr K - 2) In Student progress will be monitored with regular embedded assessments as well as with IXL Math. Teachers will collaborate to analyze data from assessments and adjust instruction as necessary. The strategies will include: On-going collaboration and data analysis work at and across the grade levels during Faculty Meetings and PLCs. Student Assistant Program team will meet every 6 -8 weeks to discuss student concerns, to identify goals and interventions to assist students succeed at greater levels in the general education classrooms. SST team meetings will be scheduled accordingly thereafter. IXL, Moby Max, and Math Seeds will augment classroom instruction to reinforce mathematical concepts at each student's level. A second tier of intervention consisting of small-group instruction during the school day or before- or after- school tutorial will serve students who are need additional support beyond the school's base instructional program. The math specialist (0.5 FTE) will provide push-in and pull-out support.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in mathematics.

LCAP Priorities:

4 - Pupil Achievement

LCAP Goal. 1

Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.

LCAP Goal 2

Engaging Student

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students meet/exceed standard on CAASPP Mathematics	CAASPP Math - 61% of all students in Gr 3 - 5 met or exceeded standard	CAASPP Math - (increase of at least 5%)
CAASPP Math - English Learners	CAASPP Math -16% of English Learners in Gr 3-5 met or exceeded standard	CAASPP Math - ((increase of at least 3%)
CAASPP Math - Students with Disabilities	CAASPP Math - 27% of Students with Disabilities in Gr 3-5 met or exceeded standard	CAASPP Math - (increase of at least 3%)
IXL Math (diagnostic snapshot)	IXL Math - 63% of all students are at or above grade level	IXL Math - 65% of all student will be at or above grade level

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>INSTRUCTIONAL SUPPORT and ASSESSMENT</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Teachers will implement the CCSS state standards using Math Expressions or Illustrative Math. Interactive TVs, mouses and other computer equipment and materials will be used to enhance instruction. Collaboration among teachers at all grade levels using formative assessments with look at areas of need and growth.</p> <p>Teachers will implement daily, targeted small-group math intervention. Instruction will be based on formative and interim assessment data to address specific skill gaps in number sense, computation, and problem-solving. Students identified through data analysis—including EL, SWD, and SED students—will receive supplemental instruction aligned to grade-level standards to accelerate growth.</p> <p>Grades 3 - 5 will administer the IABs in math, analyzed the data and plan for instructional next steps. Roving subs will release each grade level to correct the test, analyze the data, and collaborate on action steps to address the need.</p> <p>Measures: CAASPP Interim Assessments (IABs) IXL Math Diagnostic Snapshot Smarter Balanced Formal and Informal Assessments with Math Expressions PLCs</p>	All Students	<p>4000.00 Site Discretionary 4000-4999: Books And Supplies Instructional ,school and office supplies, including document cameras; maintenance on classroom monitors. site discretionary 070</p> <p>400.00 Site Discretionary 4000-4999: Books And Supplies</p> <p>1000.00 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Roving subs for data analysis</p>

<p>2.2</p>	<p>INCREASED EDUCATIONAL OPPORTUNITY</p> <p>Task: Students will participate in supplemental support programs such as Math Seeds and Moby Max.</p> <p>Measures: IXL Math progress Classroom formative assessments Classroom summative assessments</p>	<p>Students who are performing below grade level benchmark.</p>	<p>None Specified None Specified</p> <p>225.00 LCAP At-Risk Student Support 4000-4999: Books And Supplies Math Seeds or other online math fluency program</p> <p>LCAP At-Risk Student Support 4000-4999: Books And Supplies</p>
<p>2.3</p>	<p>PROFESSIONAL LEARNING COMMUNITIES</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: Teacher will receive several forms of professional development regarding effective Professional Learning Communities to build capacity around analyzing and using data to drive instruction focusing on central PLC questions: What do we want students to learn? How will we know if students learn it? How will we respond if students don't learn? How can we extend and enrich the learning of students who already know it?</p> <p>Strengthening Tier 1 Mathematics Instruction: With support of the Teaching & Learning Department, professional learning will be provided to support implementing Illustrative Math in Gr 3 - 5. Instructional coaching and classroom walkthrough feedback will focus on ensuring rigorous, standards-aligned Tier 1 math instruction for all students.</p> <p>Focus on Academic Discourse while building a collaborative culture: ILT will engage in 30-day cycles to assess JS strengths and needs in the area of academic discourse at JS. Instructional rounds tool developed to collect and analyze data. Teachers will engage in instructional rounds, starting with ILT members, ILT members' classrooms and then volunteers to open their classrooms.</p> <p>Tasks: 1. Develop a shared understanding of Academic Discourse through ILT-led professional learning. Use 30-day cycles to establish baseline data, calibrate expectations, observe classrooms using an instructional rounds tool, and monitor growth in student discourse. Promote a collaborative learning culture through peer observations and open classrooms.</p>	<p>Students with disabilities/English Learners</p>	<p>500.00 LCAP At-Risk Student Support 4000-4999: Books And Supplies Supplemental materials for students with disabilities - LCAP 180 500.00 EI Support 4000-4999: Books And Supplies Supplemental materials for English Learner students with disabilities</p>

	<p>2. Provide job-embedded coaching by the reading specialist as well as ILT members, and collaborative learning to support effective math instruction and Academic Discourse practices in and out of the classroom.</p> <p>3. Facilitate collaboration with the EL TOSA for grade-level teams to review DELD data, monitor progress, and plan targeted supports for English Learners.</p> <p>4. Facilitate collaboration with MATH TOSA and math specialist t to strengthen Tier I instruction, Tier II small-group instruction, analyze progress-monitoring data, and plan targeted interventions.</p> <p>5. Provide class coverage (TeachStart Fellow)/substitues to allow teachers and administrators to observe colleagues and strengthen instructional practices through peer learning.</p> <p>6. Align professional learning to ILT focus areas and District priorities to ensure coherence and consistency in Math instructional improvement efforts.</p> <p>7. Offer ongoing professional learning opportunities focused on Academic Discourse to strengthen student engagement, comprehension, and academic language development.</p> <p>8. Teachers will implement structured math discourse routines such as Number Talks, partner problem-solving, and math journals to increase student engagement, reasoning, and mathematical communication. Particular attention will be given to supporting English Learners and Students with Disabilities through scaffolded language supports and structured participation protocols.</p>		
<p>2.4</p>	<p>INTERVENTION/ACADEMIC CENTERS</p> <p>Means of Achievement: Extended Learning Time</p> <p>Task: Students not meeting grade-level standards will be provided Tier II support. The SAP process will be used to discuss students' needs and supports, communicate with families, plan appropriate interventions, to set goals for improvements, and track progress. :</p> <ul style="list-style-type: none"> • Before- or after-school math intervention: supplemental skills-based instruction provided to small groups of students; grouping will be flexible based on assessment data. <p>Measures: Student attendance, student performance on IXL progress, Student Assistant Program/ Student Study Team meetings, Smarter Balance Assessment, classroom assessments, and teacher observation.</p>	<p>Students who are performing below grade level benchmark.</p>	<p>6000.00 Site Discretionary 1000-1999: Certificated Personnel Salaries Before or After school intervention/tutorial 1000.00 None Specified 1000-1999: Certificated Personnel Salaries Substitute for SSTs</p>

	Measures: Student attendance of after- or before- school intervention. Student attendance in Math Intervention Student performance on IXL Classroom formative assessments Classroom summative assessments Student Study Team meetings Teacher observation		
2.5			None Specified None Specified None Specified None Specified None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Data from the summative CAASPP in math show that the goal was met from the previous year.

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

None noted.

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

No changes will be made.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Special Education

Increase by 1% each year toward District goal in Special Education for students to be in 80% or more in the Least restrictive environment/General Education Setting.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4

Identified Need

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

The district-wide percentage of students with disabilities in general education as part of their school day is below state target.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in General Education 0-40% of their school day as indicated on IEP	54.02%	decrease by 5%
Percentage of students in General Education 41%-79% of their school day as indicated on IEP	4.59%	Increase by 1%
Percentage of students in general education 80-100% of their school day as indicated on IEP	41.38%	Increase by 5%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Two year plan: 1. SEIS Data Review: case managers look at minutes in SPED vs minutes in GE and verify that they are correct. 2. PD LRE in ILT. 3. SPED PD for staff in programs goals and supporting students with IEPs 4. Case Managers should look at student minutes in SPED and reduce if necessary so that they can be in GE most of their day. Using data to ensure	Students with disabilities	LCAP At-Risk Student Support None Specified PD from SPED Department re: LRE

	that teachers are specifically supporting students with IEPs. Students w/Disabilities will receive direct instruction, specifically before being pulled out for IEP math/ELA support.		
3.2			None Specified None Specified
3.3			None Specified None Specified EL Support 123 None Specified None Specified
3.4			None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The effectiveness of the strategies/activities to achieve the goal is difficult to analyze as student services are determined by the needs of the each student and the IEP team.

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

None noted.

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

No changes.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

SCHOOL CLIMATE/Parent Engagement

All students will be provided with a positive school culture and climate structured to enhance learning and prevent at-risk behaviors. By May 2026, 100% of staff will participate in Zones implementation and will see a decrease in office referrals by 5%. By May 2026, we will see a 5% increase in family engagement as measured by conference attendance and other parent engagement opportunities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA GOAL:

All students will be educated in learning environments that are safe, bully-free, drug-free and conducive to learning or as evidenced by a decrease in increases in bullying and a decrease in expulsion and suspension numbers at all schools.

LCAP Priorities:

- 3 - Parent Involvement
- 6 - School Climate

LCAP Goal:

School Climate/Parent Engagement: All sites will promote positive learning environments for their school communities that will include a system of justice and fairness for all.

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.

2024 CA Dashboard shows a 13.1 decline in school wide chronic absenteeism. For the subgroup, Students with Disabilities, there was a 23.5% chronically absent rate.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of office referrals	Number of office referrals 24-25: 25	Number of Office referrals -decrease by at least 5%
Zones of Regulation Lesson Calendar	Lessons created: 11	Schedule of lessons created
Zones of Regulation anchor charts in classrooms	at the start of the year	Zones of Regulation anchor charts displayed in every classroom and in common areas.
Parent/Guardian-Teacher Conference Attendance	Fall 2024 Parent/guardian-Teacher conference attendance 92%	Increase by 3%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>STUDENT RECOGNITION</p> <p>Means of Achievement: Involvement of staff, parents, and community</p> <p>Task: Students have multiple opportunities to be recognized at Junipero Serra. During our daily Community Time, we acknowledge student birthdays and each student receives a happy birthday pencil. Students are also recognized for their academic, citizenship, and attendance accomplishments. In addition, students have the opportunity to earn Pinto Praise incentives.</p> <p>Measures: Monitor the frequency and number of behavioral referrals to the office and provide targeted intervention/strategies to students as needed. Evidence of Zones of Regulation implementation (classroom anchor charts).</p>	All students	<p>None Specified 4000-4999: Books And Supplies School wide incentives LCAP 180</p> <p>LCAP At-Risk Student Support 4000-4999: Books And Supplies Materials for certificates</p>
4.2	<p>POSITIVE SCHOOL CLIMATE</p> <p>Means of Achievement: Involvement of staff, parents, and community. Increased educational opportunity.</p> <p>Task: JS ILT and PBIS Team meetings to discuss, plan, rollout and support school wide PBIS, SEL and parent/student engagement. PBIS Team will focus on implementing Pinto PRIDE. Matrices for common areas will be created and shared with the staff. PBIS expectations will be implemented in January 2025 and taught and reinforced school wide.</p> <p>Measures: ILT and PBIS Team meeting agendas. Character Trait Assemblies Student recognition assemblies. Monitor frequency and number of behavioral referrals to the office and provide targeted intervention/strategies to students as needed.</p>	All Students	<p>1500.00 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries PBIS and Leadership Team meetings LCAP 180</p>
4.3	<p>MAINTENANCE SUPPLIES</p> <p>Means of Achievement: Auxiliary services for students and parents</p>	All Students	<p>8730.00 Site Allocation 4000-4999: Books And Supplies</p>

	<p>Task: Purchase supplies for maintaining a clean environment conducive to a positive school climate and a positive learning environment.</p> <p>Measures: Custodian list of supplies Invoice</p>		Custodial supplies
4.4	<p>Implement and teach Zones of Regulation.</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Implement Social Emotional Learning by addressing CASEL 5 Competencies : Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making</p> <p>Measures: Monitor the frequency and number of behavioral referrals to the office and provide targeted intervention/strategies to students as needed. Zones of Regulation Lesson Calendar Evidence of Zones Anchor Charts/posters in classrooms</p>	All students	<p>None Specified None Specified Zones of Regulation Materials</p> <p>None Specified None Specified Zones of Regulation Professional Development and Implementation</p> <p>None Specified 1000-1999: Certificated Personnel Salaries</p> <p>None Specified 4000-4999: Books And Supplies</p>
4.5	<p>PARENT ENGAGEMENT SUPPLIES AND SUPPORT MATERIALS</p> <p>Means of Achievement: Involvement of Staff, Families, and Community</p> <p>Task: Purchase supplies, materials, refreshments, for family community meetings, Principal Chats. Provide childcare so that families can attend events. Improved services to all stakeholders to facilitate improvement of student success.</p> <p>Measures: Invoices Teacher lists of materials Attendance at the meetings/principal chats as shown on sign in sheets</p>	All Students	<p>100.00 Site Discretionary 4000-4999: Books And Supplies Food/catering for parent engagement meetings</p>
4.6	<p>Means of Achievement: Increased educational opportunity</p> <p>Task: Student and/or group referrals to YSB counselor. Social Skills Workshops provided by YSB counselor.</p> <p>Measures:</p>		<p>None Specified None Specified</p> <p>None Specified None Specified</p>

	Monitor the frequency and number of behavioral referrals to the office and provide targeted intervention/strategies to students as needed. Teacher feedback. Student feedback.		
4.8			None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Data showed that chronic absenteeism rate declined demonstrating that the strategies implemented were effective.

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

None noted.

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.

One change has been adding home visits, absence meetings and increase in communication with families re: absences.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Library Book Collection

To increase the number of non-fiction and fiction high interest books to reflect student interest and student reading levels.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal: All students will reach high standards, at a minimum attaining SBAC Achievement level descriptor (ALD) levels 3 or 4 in reading/language arts/literacy.

LCAP Priorities:

Student Achievement

Student Engagement

LCAP Goal:

Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national 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.

Library collection contains more aged books than newer books.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Library Collection	Books 2019 and newer: 18%	increase by at least 2%
School Library Collection	Items in collection: 6491	Increase by at least 2%
School Library Collection	Average age: 2003	Increase average age by 1 year

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>Expanding the library book collection Means of Achievement: Increased educational opportunity.</p> <p>Task: Expand the JS Library collection by purchasing high-interest, fiction and non-fiction books.</p> <p>Measures: number of books purchased and processed for circulation in the school community.</p>	All students	<p>297.00 Instructional Media 4000-4999: Books And Supplies Library Books and materials Instructional Media 451 1000.00 Site Discretionary 4000-4999: Books And Supplies</p>

5.2			None Specified None Specified None Specified None Specified
5.4			None Specified None Specified
5.5			None Specified None Specified None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The library collection has increased every year and the average age is newer.

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

None noted.

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

No changes.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1			None Specified None Specified None Specified None Specified] None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1			None Specified None Specified None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$69,227.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
EI Support	\$10,295.00
Instructional Media	\$297.00
LCAP At-Risk Student Support	\$24,730.00
None Specified	\$1,000.00
Site Allocation	\$8,730.00
Site Discretionary	\$24,175.00

Subtotal of state or local funds included for this school: \$69,227.00

Total of federal, state, and/or local funds for this school: \$69,227.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	18069	-6,106.00
Instructional Media	561	264.00
Site Allocation	8580	-150.00
EI Support	7016	-3,279.00
LCAP At-Risk Student Support	21856	-2,874.00
Gift Fund	4723.16	4,723.16
Local Categorical		

Expenditures by Funding Source

Funding Source	Amount
EI Support	10,295.00
Instructional Media	297.00
LCAP At-Risk Student Support	24,730.00
None Specified	1,000.00
Site Allocation	8,730.00
Site Discretionary	24,175.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,580.00
4000-4999: Books And Supplies	41,777.00
5000-5999: Services And Other Operating Expenditures	570.00
5800: Professional/Consulting Services And Operating Expenditures	2,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	EI Support	4,500.00
4000-4999: Books And Supplies	EI Support	5,225.00
5000-5999: Services And Other Operating Expenditures	EI Support	570.00
4000-4999: Books And Supplies	Instructional Media	297.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	12,280.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	12,450.00
1000-1999: Certificated Personnel Salaries	None Specified	1,000.00
4000-4999: Books And Supplies	Site Allocation	8,730.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	6,800.00
4000-4999: Books And Supplies	Site Discretionary	15,075.00
5800: Professional/Consulting Services And Operating Expenditures	Site Discretionary	2,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,975.00
Goal 2	13,625.00
Goal 4	10,330.00
Goal 5	1,297.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Lucie Bradshaw	Classroom Teacher
Zena Zawaideh	Classroom Teacher
Valerie Joy Reyes	Parent or Community Member
Floreen Bandian	Other School Staff
Aaron Burgos	Parent or Community Member
Jahan Jamin-Panah	Parent or Community Member
Angela Pascua	Parent or Community Member
Angelica Navarro	Classroom Teacher
Teresa Sampayan	Principal

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 2/23/2026.

Attested:

	Principal, Teresa Sampayan on 4/15/2026
	SSC Chairperson, Jahan Jamil-Panah on 04/15/2026

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023