



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
COLLEGE CONNECTION ACADEMY	43-69450-0127225	April 21, 2026	June 16, 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 COLLEGE CONNECTION ACADEMY 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 COLLEGE CONNECTION ACADEMY for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

College Connection Academy's School Plan for Student Achievement meets ESSA (Every Student Succeeds Act) requirements by aligning with the Franklin-McKinley Local Control and Accountability Plan (LCAP) and other federal, California state, and local programs through the following key elements:

1. Data-Informed Goals and Strategies:

The plan starts with a comprehensive analysis of our student data, including academic performance, attendance, and other relevant metrics. This data informs the setting of specific goals and strategies aligned with ESSA priorities, LCAP objectives, and state/local program requirements.

Inclusive Educational Partner Engagement:

The development of this plan involved the collaboration with teachers and staff, parents/families, and community members. This ensures that the plan reflects the needs and priorities of the entire College Connection Academy community.

Evidence-Based Practices and Interventions:

Our SPSA incorporates evidence-based instructional practices and interventions that have demonstrated effectiveness in improving student outcomes. This includes differentiated instruction, targeted support for at-risk student groups, and the use of data to drive decision-making.

Resource Allocation and Integration:

Resources from federal, state, and local programs are strategically integrated into the SPSA to maximize impact and sustainability. This includes leveraging Title I funding, professional development opportunities, and support services for students with specific needs.

By incorporating these elements, College Connection Academy's SPSA not only meets ESSA requirements but also fosters a comprehensive approach to improving student outcomes that is responsive to the unique needs and contexts of our school community.

Educational Partner Involvement

How, when, and with whom did COLLEGE CONNECTION ACADEMY 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 following stakeholders were involved in the process for SPSA and gave feedback centered around the academic program - CCA's School Site Council, Staff members - both certificated and classified and parents. Meetings were scheduled to discuss student achievement and how to better support students academically, socially, and emotionally. Feedback from a diverse group of stakeholders has impacted students in a positive way. The following groups met throughout the year to provide their input and feedback on implementation of our 2024.2025 goals:

1. Staff meetings twice a month to go analyze student data from Fastbridge assessment (given 3 times a year) for math results and StarRen (given 3 times a year) for literacy results. As a staff we used results from Panorama Survey to gage the school climate and the social emotional state of our students. This too is given 3 times a year.
2. Multi-Tier System of Support team meet a minimum of 5 times throughout the year to develop our school culture and climate. We analyzed the needs of our students based on their feedback through student group meetings and surveys. This led to the development of our school core value and a rewards system for students that exemplified them, along with a quarterly student recognition program.
3. School Site Council meeting took place once a month for 5 months (Sept.30, March. 3, March 31, April 21, and May 7, 2026. Title 1 meeting, school safety plan, and SPSA was presented and discussed at these meeting along with school

needs, parent requested workshops and school events. Parent input and feedback was requested and taken into how to best support our students and support parents needs. Translation in multiple languages was provided at all meetings.

4. Parent Engagement Group, led and run by parents, met throughout the year on their own and communicated with our staff the needs or request of our school community.
5. We checked in with parents informally during Back to School Night and Open House to gage how they felt things were going at school and attended to any needs that might have been shared.

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.

English Language Arts:

Blue: "All Students" scored was 65.5 points above standard

Blue: English Language Learners scored 37.2 points above standard

Blue: Hispanic students scored 22.5 points above standard, compared to Asian students that scored 91.4 points above standard.

Mathematics:

Blue: "All Students" scored 40.1 points above standard

Blue: English Language Learners scored 24.2 points above standard

Yellow: Hispanic students scored 37.7 points below standard compared to Asian students (Blue) that scored 89.7 points above standard

To effectively meet ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, College Connection Academy has developed a comprehensive plan in collaboration with our educational partners that addresses the specific areas of our low performance student groups to improve student outcomes.

Our plan began with a thorough analysis of CA Dashboard data, local student performance, which includes academic data, attendance, behavior, and SEL metrics. Through root cause analysis and ongoing continuous improvement cycles our team has identified areas of need for student school wide that may require targeted interventions. These needs include:

Based on our needs analysis, we have established clear goals and objectives aligned with the requirements of ESSA and the priorities outlined in our LCAP. Our school wide goals focus on improving student achievement in ELA and Math, through research based instructional practices, supporting English Learners in language and literacy development, supporting the social emotional wellness for all students and staff, and continuing to engage our families and communities to support student success.

Targeted goals outlined includes:

Increasing Hispanic students' mathematic ranking on the California dashboard from Yellow to Green

Increasing Hispanic students' English Language Arts ranking on the California dashboard in the Blue to match that of the achievement of our Asian population

Increasing the percentage of 8th graders that answered favorably to the Panorama Self-efficacy questions will increase by 5% on the winter 26/27 Panorama Survey.

Increase the percentage of current 7th grade cohort that answered positively to the Panorama question that state " I feel safe talking about my feelings and ideas in my class" by 5-7% by June of 2027.

Increasing the number of opportunities for parents to participate in school events by 50%. Going from 6 events to 9 school parent events

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

In mathematics Hispanic students scored 37.7 points below standard, which is two performance levels below "all students".

Other Needs

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

We will be using the Fastbridge assessments throughout the year to measure or efforts to improve students achievements and to make adjustments to our teaching. Assessment will be given out 3 times during the year. Staff will analyze results and identify areas for student growth.

STAR Ren assessment results will also be measure students literacy skills. Based on results we will be able to know literacy areas to target, which will support achievement in mathematics and other subject areas.

We will also be utilizing results from Panorama to measure student engagement, student-teacher relationship, students' increased self-efficacy, and sense of belonging at school. We will use these results to understand what is working and not with our in class instruction.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for COLLEGE CONNECTION ACADEMY. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.50%	0.47%	0.38%	1	1	1
African American	0.50%	0.47%	0.76%	1	1	2
Asian	53.47%	56.81%	58.71%	108	121	155
Filipino	9.41%	7.51%	7.20%	19	16	19
Hispanic/Latino	30.69%	32.39%	31.06%	62	69	82
Pacific Islander	0.50%	%	%	1		
White	2.97%	0.94%	0.38%	6	2	1
Multiple/No Response	1.98%	1.41%	1.52%	4	3	4
Total Enrollment				202	213	264

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	99	106	134
Grade 8	103	107	130
Total Enrollment	202	213	264

Conclusions based on this data:

1. The largest student group continues to be Asian which increased from 56.81% to 58.71% from 2024-2025 to 2025-2026.
2. There was a 1.7% increase in our Hispanic/Latino population from 2022-2023 to 2023-2024 but then a 1.33% decrease between 2024-2025 to 2025-2026.
3. Enrollment has increased over the past three years 2023-2024 (202 students), 2024-2025 (213 students), and 2025-2026 (264 students).

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	17	8	8	13.6%	8.4%	3.0%
Fluent English Proficient (FEP)	137	157	192	68.3%	67.8%	72.7%
Reclassified Fluent English Proficient (RFEP)	131	149	168	64.90%	70.00%	63.60%

Conclusions based on this data:

1. Number of students identified as English Learners decreased from 2023-2024 to 2024-2025 from 17 to 8 students, and remained at 8 students in both 2024-2025 and 2025-2026.
2. Number of students identified as Fluent English Proficient increased from 67.8% to 72.7 from 2024-2025 to 2025-2026.
3. 63.30% of students were identified as Reclassified Fluent English Proficient in 2023-2024.

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 7	101	100	106	101	99	106	101	99	106	100.0	99	100
Grade 8	96	103	108	96	103	108	96	103	108	100.0	100	100
All Grades	197	203	214	197	202	214	197	202	214	100.0	99.5	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7	2596.	2612.	2605.	29.70	30.30	27.36	32.67	47.47	52.83	32.67	15.15	16.98	4.95	7.07	2.83
Grade 8	2631.	2608.	2643.	34.38	26.21	39.81	45.83	41.75	44.44	16.67	22.33	12.96	3.13	9.71	2.78
All Grades	N/A	N/A	N/A	31.98	28.22	33.64	39.09	44.55	48.60	24.87	18.81	14.95	4.06	8.42	2.80

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 7	18.81	29.29	24.53	74.26	65.66	69.81	6.93	5.05	5.66	
Grade 8	32.29	26.21	39.81	60.42	61.17	57.41	7.29	12.62	2.78	
All Grades	25.38	27.72	32.24	67.51	63.37	63.55	7.11	8.91	4.21	

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 7	32.67	45.45	30.19	64.36	48.48	65.09	2.97	6.06	4.72
Grade 8	45.83	30.10	45.37	46.88	61.17	51.85	7.29	8.74	2.78
All Grades	39.09	37.62	37.85	55.84	54.95	58.41	5.08	7.43	3.74

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 7	13.86	19.19	24.53	79.21	73.74	69.81	6.93	7.07	5.66
Grade 8	15.63	18.45	21.30	79.17	71.84	71.30	5.21	9.71	7.41
All Grades	14.72	18.81	22.90	79.19	72.77	70.56	6.09	8.42	6.54

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 7	30.69	35.35	35.85	61.39	59.60	60.38	7.92	5.05	3.77
Grade 8	41.67	31.07	42.59	56.25	61.17	55.56	2.08	7.77	1.85
All Grades	36.04	33.17	39.25	58.88	60.40	57.94	5.08	6.44	2.80

Conclusions based on this data:

1. Overall achievement in ELA for both 7th and 8th grade students who met or exceeded the standard increased from 72.77% in 2023-2024 to 82.24% in 2024-2025.
2. 93.46% of our 7th and 8th graders met/exceeded in the writing domain in producing clear and purposeful writing in 2024-2025, compared to 92.57% in 2023-2024.
3. The overall percentage of students scoring below standard Reading: demonstrating understanding of literary and non-fictional texts decreases 8.91% in 2023-2024 to 4.21% in 2024-2025, an improvement of 4.7%.

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 7	101	100	106	101	99	106	101	99	106	100.0	99	100
Grade 8	96	103	108	96	103	108	96	103	108	100.0	100	100
All Grades	197	203	214	197	202	214	197	202	214	100.0	99.5	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7	2588.	2593.	2590.	28.71	28.28	31.13	31.68	31.31	31.13	26.73	31.31	21.70	12.87	9.09	16.04
Grade 8	2626.	2607.	2641.	39.58	31.07	40.74	18.75	23.30	29.63	29.17	25.24	22.22	12.50	20.39	7.41
Grade 11															
All Grades	N/A	N/A	N/A	34.01	29.70	35.98	25.38	27.23	30.37	27.92	28.22	21.96	12.69	14.85	11.68

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 7	34.65	32.32	33.96	50.50	57.58	50.00	14.85	10.10	16.04
Grade 8	38.54	34.95	37.04	44.79	46.60	53.70	16.67	18.45	9.26
Grade 11									
All Grades	36.55	33.66	35.51	47.72	51.98	51.87	15.74	14.36	12.62

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 7	31.68	26.26	27.36	53.47	65.66	66.98	14.85	8.08	5.66
Grade 8	35.42	29.13	35.19	53.13	53.40	53.70	11.46	17.48	11.11
All Grades	33.50	27.72	31.31	53.30	59.41	60.28	13.20	12.87	8.41

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 7	24.75	26.26	29.25	60.40	64.65	59.43	14.85	9.09	11.32
Grade 8	33.33	31.07	38.89	60.42	57.28	60.19	6.25	11.65	0.93
All Grades	28.93	28.71	34.11	60.41	60.89	59.81	10.66	10.40	6.07

Conclusions based on this data:

1. The Overall Achievement for All Students that met/exceeded the standard in math was 66.35% in 2024-2025 compared to 56.93 % in 2023-2024 which had been a 2.46% drop from the 2022-2023 school year. This is a 9.42% improvement from 2023-2024 to 2024-2025
2. Students meeting or exceeding standard of applying mathematical concepts and procedures increased from 85.61% in 2023-2024 to 87.38% in 2024-2025. Students meeting or exceeding Problem Solving & Modeling/Data Analysis standard increased since 2022-2023, from 86.8% to 87.13% in 2023-2024 to 91.59% in 2024-2025. A 4.79% increase over the last two years.
3. Percentage of students scoring Below Standard decrease in all accessed mathematical areas in 2024-2025 compared to that of the two previous years.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1608.2	*	*	1635.9	*	*	1579.7	*	*	12	4	*
8	*	*		*	*		*	*		*	*	
All Grades										15	5	*

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
7	91.67	*	*	8.33	*	*	0.00	*	*	0.00	*	*	12	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	93.33	*	*	6.67	*	*	0.00	*	*	0.00	*	*	15	*	*

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
7	91.67	*	*	8.33	*	*	0.00	*	*	0.00	*	*	12	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	93.33	*	*	6.67	*	*	0.00	*	*	0.00	*	*	15	*	*

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
7	25.00	*	*	66.67	*	*	8.33	*	*	0.00	*	*	12	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	33.33	*	*	60.00	*	*	6.67	*	*	0.00	*	*	15	*	*

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
7	16.67	*	*	83.33	*	*	0.00	*	*	12	*	*
8	*	*		*	*		*	*		*	*	
All Grades	33.33	*	*	66.67	*	*	0.00	*	*	15	*	*

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
7	100.00	*	*	0.00	*	*	0.00	*	*	12	*	*
8	*	*		*	*		*	*		*	*	
All Grades	100.00	*	*	0.00	*	*	0.00	*	*	15	*	*

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
7	25.00	*	*	66.67	*	*	8.33	*	*	12	*	*
8	*	*		*	*		*	*		*	*	
All Grades	26.67	*	*	66.67	*	*	6.67	*	*	15	*	*

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
7	58.33	*	*	41.67	*	*	0.00	*	*	12	*	*
8	*	*		*	*		*	*		*	*	
All Grades	66.67	*	*	33.33	*	*	0.00	*	*	15	*	*

Conclusions based on this data:

1. The number of students that did not reclassified in 2024-2025 continues to be extremely low, 3 in total. All 8th grade English Learners met reclassification at the end of the 2024-2025 school year.
2. With fewer than 11 students identified as EL, no data is provided under any category for 2023-2024.
3. With fewer than 11 students identified as EL, no data is provided under any category for the 2024-2025.

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
213	66.2%	3.8%	0.0%
Total Number of Students enrolled in COLLEGE CONNECTION ACADEMY.	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	8	3.8%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	141	66.2%
Students with Disabilities	5	2.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.5%
American Indian	1	0.5%
Asian	121	56.8%
Filipino	16	7.5%
Hispanic	69	32.4%
Two or More Races	3	1.4%
Pacific Islander	0	0.0%
White	2	0.9%

Conclusions based on this data:

1. The population of English Learners dropped from 8.4% in 2023-2024 to 3.8% in 2024-2025.

2. Asian and Hispanic student groups make up 89.2% of our CCA student population, with Asian students at 56.8% and Hispanic students at 32.4%.
3. In 2024-2025, our student population of students considered Socioeconomically Disadvantaged increase from 40.2% in 2023-2024 to 66.2 % in 2024-2025.

School and Student Performance Data

Overall Performance






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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  Blue	Chronic Absenteeism  Blue	Suspension Rate  Green
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. According to the CA Dashboard, the overall performance academic performance of all students in ELA maintained a Blue indicator for 2024-2025. Math increased from a Green to Blue indicators from 2023-2024 to 2024-2025.
2. According to the CA Dashboard, suspension rates received a Green indicator in 2024-2025, a decline from Blue indicator in 2023-2024.

3. According to the CA Dashboard, chronic absenteeism improved from a Green indicator in 2023-204, to a Blue indicator in 2024-2025.

School and Student Performance Data

Academic Performance English Language Arts

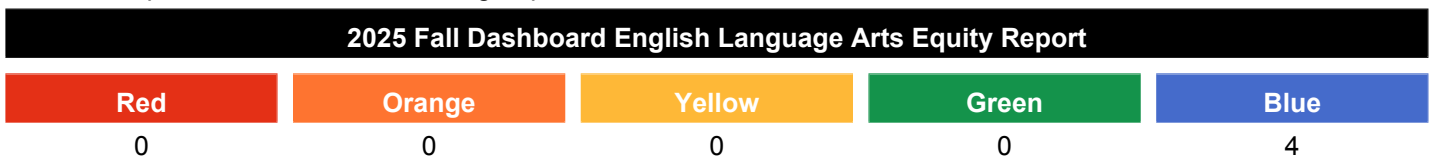
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This section provides number of student groups in each level.



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>Blue</p> <p>65.5 points above standard</p> <p>Increased 14.1 points</p> <p>213 Students</p>	<p>English Learners</p> <p>Blue</p> <p>37.2 points above standard</p> <p>Increased 41.8 points</p> <p>63 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 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>Blue</p> <p>51.7 points above standard</p> <p>Increased 20.8 points</p> <p>144 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>American Indian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>
<p>Asian</p>  <p>Blue 91.4 points above standard Increased 12.4 points 121 Students</p>	<p>Filipino</p>  <p>No Performance Color 68.8 points above standard Increased 27.4 points 16 Students</p>	<p>Hispanic</p>  <p>Blue 22.5 points above standard Increased 17.7 points 69 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>

Conclusions based on this data:

1. According to the CA Dashboard, the all student group received a Blue indicator in ELA at 65.5 points above standard in 2024-2025, a 14.1 point increase from the previous year.
2. According to the CA Dashboard, Hispanic students scored 22.5 points above standard in ELA, a 17.7 point increase from 2023-2024 school year.
3. According to the CA Dashboard, Asian students in ELA scored 91.4 points above standard, a 12.4 point increase from 2023-2024 school year.

School and Student Performance Data

Academic Performance Mathematics

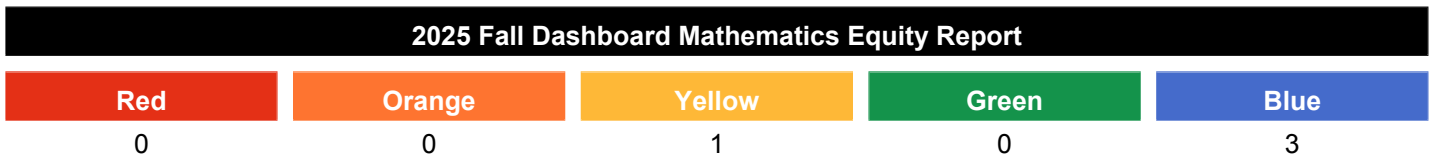
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This section provides number of student groups in each level.



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>Blue</p> <p>40.1 points above standard</p> <p>Increased 15.2 points</p> <p>213 Students</p>	<p>English Learners</p> <p>Blue</p> <p>24.2 points above standard</p> <p>Increased 59.8 points</p> <p>63 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 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>Blue</p> <p>24.6 points above standard</p> <p>Increased 33.9 points</p> <p>144 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>American Indian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>
<p>Asian</p>  <p>Blue 89.7 points above standard Increased 25.8 points 121 Students</p>	<p>Filipino</p>  <p>No Performance Color 22.4 points above standard Declined 6.7 points 16 Students</p>	<p>Hispanic</p>  <p>Yellow 37.7 points below standard Increased 14.3 points 69 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>

Conclusions based on this data:

1. According to the CA Dashboard, math achievement for the All Students group was 40.1 points above standard, receiving a Blue indicator.
2. According to the CA Dashboard, English Learners scored 24.2 points above the standard in math (an increase of 59.8 points from prior year), receiving a Blue indicator.
3. According to the CA Dashboard, Hispanic students scored 37.7 points below standard, an increase of 14.3 points and resulted in a Yellow indicator.

School and Student Performance Data

Academic Performance Science

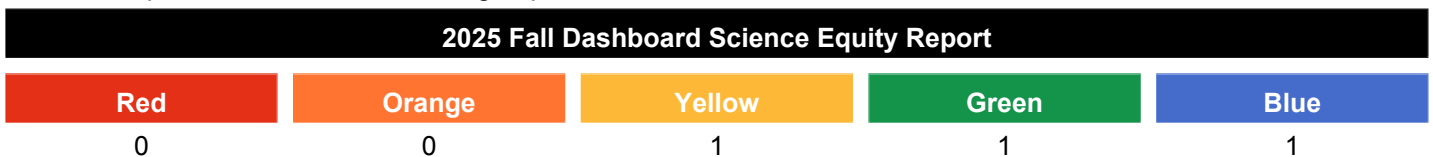
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This section provides number of student groups in each level.



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>Green</p> <p>62.3 science points</p> <p>Maintained 1.9 points</p> <p>107 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>58.9 science points</p> <p>Increased 12.3 points</p> <p>22 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 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>Green</p> <p>58 science points</p> <p>Increased 2.9 points</p> <p>69 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>
<p>Asian</p>  <p>Blue 68.9 science points Increased 3.9 points 61 Students</p>	<p>Filipino</p>  <p>No Performance Color 62.5 science points 11 Students</p>	<p>Hispanic</p>  <p>Yellow 49.7 science points Maintained -1.8 points 30 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>

Conclusions based on this data:

1. According to the CA Dashboard, the All Student group scored 62.3 science points and assigned a Green indicator. Results were maintained from previous year.
2. According to the CA Dashboard, 69 students were identified as Social-economically Disadvantaged. They scored 58 science points above the standard and assigned a Green indicator. This is a 2.9 point increase compare to previous year.
3. According to the CA Dashboard, the Hispanic student group scored 49.7 science points, which maintained them in the Yellow indicator. No major change from previous year. The Asian student group scored 68.9 science points and assigned a Blue indicator. This was an increase of 3.9 points from previous year.

School and Student Performance Data

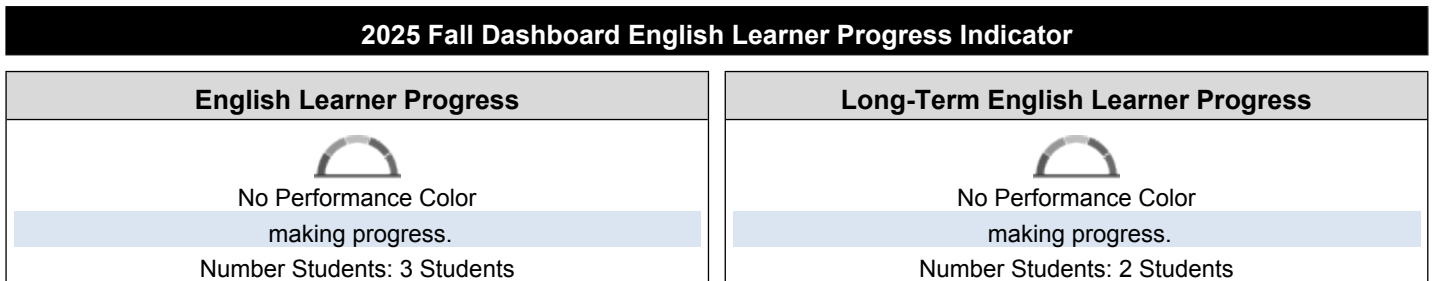
Academic Performance English Learner Progress

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.

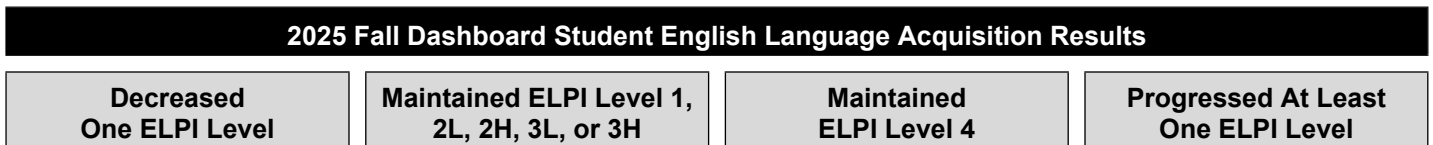
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



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.



Conclusions based on this data:

1. According to the CA Dashboard, data is not reported for groups with students under 11. There were only 3 English Learners reported for 2024-2025.

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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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		
<p>All Students</p> <p>Blue</p> <p style="background-color: #e6f2ff; padding: 2px;">3.3% Chronically Absent</p> <p>Declined 3.6</p> <p>215 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p style="background-color: #e6f2ff; padding: 2px;">7.1% Chronically Absent</p> <p>Declined 4</p> <p>14 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p style="background-color: #e6f2ff; padding: 2px;">4.1% Chronically Absent</p> <p>Declined 2.6</p> <p>146 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>American Indian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>
<p>Asian</p>  <p>Blue 0.8% Chronically Absent Declined 2.8 122 Students</p>	<p>Filipino</p>  <p>No Performance Color 0% Chronically Absent Declined 15 16 Students</p>	<p>Hispanic</p>  <p>Green 8.6% Chronically Absent Declined 2.7 70 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>

Conclusions based on this data:

1. According to the CA Dashboard, there are 146 socioeconomically disadvantaged students and 4.1% are chronically absent. This is a 2.6% decline from previous year and received a Green indicator.
2. According to the CA Dashboard, there are 70 Hispanic students and 8.6% are chronically absent. This is a 2.7% decline from previous year and received a Green indicator.
3. According to the CA Dashboard, 3.3% of All Students are chronically absent, which is a 3.6% decline from previous year and received a Blue indicator.

School and Student Performance Data

Conditions & Climate Suspension Rate

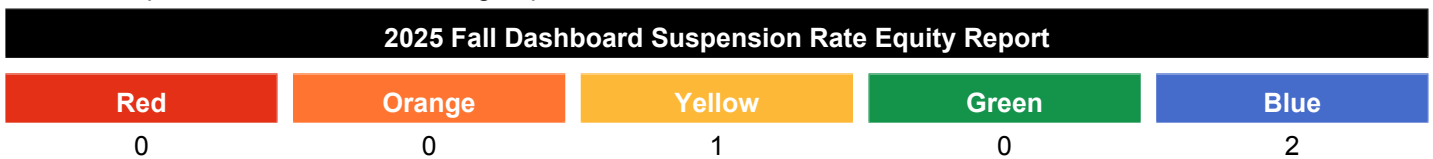
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This section provides number of student groups in each level.



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> Green</p> <p>0.5% suspended at least one day</p> <p>Increased 0.5%</p> <p>217 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>7.1% suspended at least one day</p> <p>Increased 7.1%</p> <p>14 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>147 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>American Indian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>
<p>Asian</p>  <p>Yellow</p> <p>0.8% suspended at least one day Increased 0.8%</p> <p>122 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day Maintained 0%</p> <p>16 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day Maintained 0%</p> <p>72 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>

Conclusions based on this data:

1. According to the CA Dashboard, the All Student group of 217 students, suspended at least one day increased by 0.5% from previous year.
2. According to the CA Dashboard, the Asian subgroup had 0.8% that were suspended at least one day, a 0.8% increase from previous year.
3. According to the CA Dashboard, the English Learner student group had 7.1% that were suspended at least one day, a 7.1% increase from previous year.

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.

Pupil Outcomes

To increase the points above standard for all students in English Language Arts and in math as indicated on the California dashboard. A specific focus on mathematics for EL and hispanic students as they are scoring lower as compared to Asians and social-economically disadvantaged subgroups as per California Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

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.

Identify 7th and 8th graders students, with an additional focus on Hispanic and English Learners, that are scoring below standard in Mathematics or that are not scoring as high in English Language Arts, compared to higher scoring subgroups. Develop additional supports and intervention for these Hispanic students that are scoring in Yellow in math, as indicated on the CA Dashboard. Develop additional ELA interventions and expanded opportunities for instructional support after school and on weekends for students that are identified by SBAC as not meeting the grade level standard or scoring significantly lower than other subgroups.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Math	Hispanic students scoring 37.7 points below standard, landing on yellow	We look to improve by 15 points by Spring 2027 on our CA Dashboard math. Moving our Hispanic ranking from Yellow to Green.
CA Dashboard ELA	Current Hispanic population scoring 22.5 points above standard	Our target goal for CA Dashboard Hispanic population is to improve by 20 points by Spring 2027, closing the achievement gap between Hispanics and other subgroups
STAR Reading	Increase the percentage of our EL students scored at or above grade level on EOY on this assessment	We want STAR Reading to increase by 5% by Spring 2027, for the number of EL's scoring at or above grade level.
FastBridge Math	Increase the percentage of EL students score at or above grade level on BOY on this assessment	In FastBridge Math our target is to increase the number of EL's scoring at or above grade level by 5% by Spring 2027.

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	Academic counselor to do check-ins 3 times a year with students to discuss local assessment results	All Students	0 None Specified Counselor, teachers, and Principal meet to discuss data with students and how to make improvements to instruction
1.2	Provide teachers with professional development opportunities to understand how to analyze data results from assessments and target specific academic groups during ELA and Math instructional times	All students with additional focus EL and Hispanic/Latinx Students	8000 Title I 5800: Professional/Consulting Services And Operating Expenditures Pay for PD around how to analyze data and develop instructional lesson plans that target areas of concern
1.3	Provide release time for Math and ELA teachers to review data results from informal assessments, district math assessment results, and use findings to target Hispanic/Latinx groups during instructional time	All students with additional focus EL and Hispanic/Latinx Students	2000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Pay for substitute to release math teachers once a month for half a day
1.4	Provide supplemental materials to assist with mathematic and ELA intervention and advancement in order to increase overall math and ELA results of all students with additional focus on Hispanic/Latinx students	All students with additional focus EL and Hispanic/Latinx Students	5000 LCFF Supplemental 4000-4999: Books And Supplies Supplemental intervention materials for math and ELA for targeted students 1000 LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures Purchase licenses for intervention class
1.5	Offer Homework Club after school for students to focus on academics. Providing them tutoring and mentoring opportunities with the intention of developing academic and personal growth.	All Students that are identified by teachers and staff as needing academic or social supports.	6000 Title I 1000-1999: Certificated Personnel Salaries Payment for staff implementing Homework Club after school, along with field trips to strengthen bond between those that are working and mentor, and students. 5000-5999: Services And Other Operating Expenditures

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
			Reprographics
1.6	Develop Saturday Math Academy to provide additional interventions for students that need math support and/or want to accelerate in the subject area	All students with additional focus EL and Hispanic Students	5000 General Fund 1000-1999: Certificated Personnel Salaries Math Teacher will provide 8 Saturday math support classes of 6 hours per semester

Annual Review

SPSA Year Reviewed: 2025-26

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.

Our scores for all students on the CA Dashboard increase by 14.1 points, placing our students in Blue. 65.5 points above standard. Our Hispanic subgroup had an increase of 17.7 points. Place it 22.5 points above the standard and moving them from Yellow to Blue. We In Mathematics our overall achievement increased by 15.2 points, moving this subgroups from Green into Blue. Overall our students scored 40.1 points above the standard. English Language learners went from scoring below the standard to being 24.2 point above. Moving them into a Blue ranking on the CA Dashboard. Hispanic students scored below standard, but had a 14.3 point growth, which placed them in Yellow. The instructional changes and interventions that we implemented, such as using the digital platform of ALEK as a math intervention for students, increasing the number of students that are placed in accelerated math, along with having ongoing data discussion around our student needs in staff collaboration did end up showing the results that we wanted. We will continue to use staff collaboration meetings to reflect on the instructional strategies, use of PLC format to target data collection on the effectiveness of our instruction, and will be more intentional with our interventions, that we will be using during our school day.

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

We have enough budget to implement the instructional and intervention that we are planning on doing. Budget wise, we just need to make sure that we utilize our resources on those instructional supplies that we view as most effective.

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.

Our school site has been able to increase staff collaboration and expand our staff professional development through our partnership with Santa Clara County Office of Education. Yet we all know that we are not a finished product and have room to grow. As a staff we need to develop a better understanding of our districts data system to be able to produce reports that can be useful for us to see the impact or lack of, of our daily instruction instruction. Per our Dashboard, our results are on the right track, yet we still have plenty of room to grow in closing the achievement gap between our Asian population and other subgroups. This is especially true when you compare our Asian math results with those of our Hispanic/Latinx population.

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.

Conditions For Learning

To increase the percentage of students who answered favorably to the Panorama Self-efficacy questions will increase by 5% on the winter 26/27 Panorama Survey. Along with increasing the percentage of the 7th grade cohort that answered positively to the Panorama question that states " I feel safe talking about my feelings and ideas in my class" by 5-7% by June of 2027.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

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.

Develop lessons, opportunities, and activities to build up students' self-efficacy at school and creating a school culture where sharing ones feeling is the norm. We will use the 2025-2026 Panorama Survey Results for our data as our starting baseline.

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
SEL Data- Panorama Survey	65% answered positively to questions about Safety on Panorama	We are targeting an 5% increase in positive responses about safety by Spring 2027
SEL Data- Panorama Survey	63% answered positively in questions about Self-efficacy on Panorama	The goal is to have an 5% increase in student self-efficacy by Spring 2027.
CA Dashboard Chronic Absenteeism	3.3% Chronically Absent on CA Dashboard	Goal is to maintain or reduce chronically absenteeism by 1% by Spring 2027.
CA Dashboard Suspension Rate	0.5% on CA Dashboard 2024-2025	Continue to employ alternatives to suspension in to reduce suspension to 0% suspension for the 2026-2027 school 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
2.1	Provide leadership opportunities for all our students so that they can develop advocacy, leadership and conflict resolution skills that may supports in increasing students self-efficacy skills. Work with students to provide activities on campus where our	All students	7000 LCFF Base 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	student can develop their student voices and leadership skills		Supplies for leadership activities and events
2.2	Incorporating Wellness lessons throughout the year into our common period and in physical education classes in order support the needs of all students social emotional needs. Wellness is an essential part of learning and as such, these lessons will focus on creating a healthy community of students and adults where each person's mental, social, and emotional health, are both safe and supported on their learning journey. Through staff collaboration we will develop classroom presentation around students' mental health and Friday lunchtime activities to engage students and develop their ability to share how they are feeling	All students	3000 LCFF Base 4000-4999: Books And Supplies Preparation of mini lessons around core values
2.3	Enhance the Wellness Center space with students resources to create an outlet or opportunity for students and staff to connect through activities and events. Utilize the space to have monthly student panels where students can voice their needs and concerns to CCA staff. Bring in a variety of agency to support our students' social emotional needs and interest	All Students	3000 LCFF Supplemental 4000-4999: Books And Supplies Supplies to upkeep and enhance the Wellness Center LCFF Supplemental 4000-4999: Books And Supplies Instructional supplies to support students in space
2.4	Continual focus on staff and student relationship-building and student voice through activities that allow students to share about their personal interests. Expand Common Clubs during Thursday Common period to allow students to advocate their interest and voice what kinds of clubs they want us to provide.	All Students	2023 General Fund 4000-4999: Books And Supplies Pay for supplies needed to be able to have common clubs
2.5	Continual review of school culture and climate and student progress through use of attendance and academic data during monthly MTSS and Collaboration Meetings. Attendance meeting with students and families around concerns related to students' attendance.	Continual access to support staff to support student wellness through community circles, focus groups, student listening sessions, and community building activities	8000 LCFF Supplemental Collaboration time done on Admin Directed Fridays once a month.
2.6	At the beginning of the year, we will dedicate a weekly lessons during a portion of Common period that will be dedicated providing mini lessons on executive functions and school expectations in order to develop students' skill and a cohesive school culture.	All Students and Staff	2000 LCFF Supplemental 4000-4999: Books And Supplies Supplies for lessons and to provide student materials
2.7	Support students in leadership class to develop activities and events that improve students and staff connectivity. Recognize students for their efforts and personal growth. Work with students and staff to find ways to increase the number of ways that we recognize students	All Students and Staff	8000 General Fund 4000-4999: Books And Supplies Awards and prizes for student recognition
2.8	Provide financial support to student clubs such as ARK, GSA, TUPE that help support school culture	All Students	3000 LCFF Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and climate by giving students the opportunity to build on school connectedness		4000-4999: Books And Supplies Supplies to support school club needs
2.9	Provide students a progress notification 4 weeks prior to the end of quarterly grades in order to develop ongoing conversations around academic success and build relationships between teachers, students, and families.	All Students	2000 LCFF Supplemental 4000-4999: Books And Supplies Food and/or rewards for meeting and events around academics and core values
2.10	School field trips to provide the students the opportunity to learn new skill, connect with one another, expand their knowledge of higher education, and gives them the opportunity to use their voices and skills	All students	12,852 LCFF Concentration 5000-5999: Services And Other Operating Expenditures Funds to pay for transportation and cost of services
2.11	Provide students with the opportunity to play organized sports, through either lunch time inter-mural sports or by developing an after school league with FMSD K-8 school and charter schools	All students	9000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries To pay for staff that would be coaching, reffing or organizing the league 4203 LCFF Supplemental 4000-4999: Books And Supplies To purchase supplies for sports such as equipment, jerseys, and medals for participants.

Annual Review

SPSA Year Reviewed: 2025-26

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.

We were able to improve 2 out of our 4 measurable outcomes. We improved in Self-efficacy. We went from students responding positively to Self-efficacy question from 57% to 63%, as measured by Panorama. It wasn't the 8% growth that we targeted but it was a 6% increase. We were also able to reduce the Chronic-absenteeism 6.8% to 3.3%, as measured on the CA Dashboard. Overall Climate of support improved by 5%, per Panorama Survey results. We didn't increase the positive response to Safety questions, but we were able to maintain the percentage. Our suspension goal of staying at 0%, as we had 1 in-house suspension of 1 day that prevented us from achieving that goal.

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

We continue to be a student focus campus and allocate our school funds to activities and events that are align with the needs of our students. Each year we lose half of our students and gain a new half of students that come from 10-13 different schools. As a staff we are committed using our funds into increasing the number of SEL events on our school

campus that will help us maintain and expand our school culture, as it changes extensively on a yearly basis. Consistent Fun Friday events to allow students to learn to destress, along with field trips

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

We need to do a better job of planning ahead and creating a shared calendar where we can plug in agreed upon presentations, school events and field trips. The development of lessons that assist our students in feeling safe about sharing their feelings will require a small group of staff to meet to come up with our targeted topics. We will also have to be flexible about adjusting those lessons if we see that there are a pressing needs that our students are undertaking.

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.

Engagement

In 2026-2027 we will increase the number of parents to participate in our school events by offering 4-5 Saturday events, at least 2 school wide events where parents will be able to participate with their students, along with quarterly parent workshops around what to expect in high school and higher education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

Identified Need

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

We will improve our parent communication in order to increase by 25% the average number of parents that participate in our school site council meeting. We currently average 8-9 parents that attended our monthly meetings. We will work with parents to present workshops based on their needs and interest, so that we can increase parent voices and increase parent involvement.

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
SEL-Data Panorama Survey -	In Winter of 2024-2025 Panorama survey, 83% of parents stated that they had participated in activities other than parent-teacher conferences.	To increase the percentage to 90% by Spring 2027 of parents that state that they have participated in school related activities.
SEL-Data Panorama Survey -	In Winter 2024-2025 survey, 97% said that school information was provided in a language they understand	Goal is to increase the response to 100% by Spring 2026 of parents that have received school information in a language that they understand.

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	Work with county and district to create list of workshops that are available for parents and survey parents to see what is of their interest.	All Students	1000 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Work with the district and county office to seek opportunities for parent workshops
3.2	Presentation by staff for quarterly parent academies or workshops and school events to	All Students	1000 LCFF Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	ensure that concerns and needs are being addressed		2000-2999: Classified Personnel Salaries Cost for additional staff support
3.3	Increase communication platforms to ensure that all stakeholders are informed of updates about CCA. Look into social media to promote and make sure that all parents know how to access Infinite campus	All students	
3.4	Interpretation provided for school events and parent meetings	All students	1192 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Translation fees
3.5	Outside presenters for parent workshops. Along with food and child care for families to be able to attend	All Students	3000 General Fund 4000-4999: Books And Supplies Food for meetings
3.6	Monthly morning drop in meetings to provide parents to opportunity to share any concerns, needs, or opportunities, and increase parent engagement	All students	1000 LCFF Concentration 4000-4999: Books And Supplies Provide food for parents that attend meeting
3.7	Take fields trips during the week and on Saturdays to increase parent participation opportunities	All students	5484 General Fund 5000-5999: Services And Other Operating Expenditures Incentives for students for positive attendance 4203 General Fund 5000-5999: Services And Other Operating Expenditures Bus transportation for school field trips 1896 Title I 1000-1999: Certificated Personnel Salaries Monies to pay staff that works on Saturday field trips
3.8	Include students from leadership to the monthly parent meetings, in order to increase a shared space for all stake holders, and increase the number of parents that attend meetings		1000 General Fund 4000-4999: Books And Supplies Supplies and incentives for meetings

Annual Review

SPSA Year Reviewed: 2025-26

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.

Our goal to increase parent participation has been successful. We are getting 10-12 parents per meeting, which is an increase from the previous two years when we would get 5 then about 9 parents. Still working on getting parents to provide their input on topics. We have 3-4 parents that do share and provide input on topics, but most parents continue to trust that in us to do what is best for the school and their students. Our most successful parent events continue to be our Saturday university field trips. We consistently get a 10-12 parents at these field trips, along with younger siblings which is what we want. Have contemplated having multiple meetings based on language needs to see if that will increase participation. Thought is that if we focus on specific languages like Vietnamese, Spanish, and English, it would create greater comfort based on language and that in turn would foster parents being more willing to share thoughts, ideas, and needs.

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

We have been able to implement our strategies to achieve our goal. We know that having a greater parent presence on our campus events and on our school field trips, will help strengthen our student outcomes and the overall school culture. Our funding is sufficient to make this happen. It's about reaching the parents and creating the avenues for them to share their voices. Yet we know that we are on the right track and our goal will continue to climb. Some of our Spanish speaking parents are participating in PIQE which provides parents workshops in Spanish on how to get involved in schools and the importance of doing so. Hopeful that some of those parents that are participating in PIQE will start to be regular participants in our parent meeting and school field trips.

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

We are looking to developing a year long or at least semester shared event calendar with parents that has all involvement opportunities. Even if we have to add or delete events as confirmation of those events is set or changes due to circumstances out of our control. This way parents can have more time to set time aside and attend.

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	\$110,853.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$15,896.00

Subtotal of additional federal funds included for this school: \$15,896.00

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

State or Local Programs	Allocation (\$)
General Fund	\$28,710.00
LCFF Base	\$10,000.00
LCFF Concentration	\$13,852.00
LCFF Supplemental	\$42,395.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$94,957.00

Total of federal, state, and/or local funds for this school: \$110,853.00

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
Title I	15896	0.00
LCFF Supplemental	42395	0.00
LCFF Concentration	13852	0.00
General Fund	28710	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	28,710.00
LCFF Base	10,000.00
LCFF Concentration	13,852.00
LCFF Supplemental	42,395.00
None Specified	0.00
Title I	15,896.00

Expenditures by Budget Reference

Budget Reference	Amount
	8,000.00
1000-1999: Certificated Personnel Salaries	23,896.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	44,226.00
5000-5999: Services And Other Operating Expenditures	24,731.00
5800: Professional/Consulting Services And Operating Expenditures	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	5,000.00
4000-4999: Books And Supplies	General Fund	14,023.00

5000-5999: Services And Other Operating Expenditures	General Fund	9,687.00
4000-4999: Books And Supplies	LCFF Base	10,000.00
4000-4999: Books And Supplies	LCFF Concentration	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Concentration	12,852.00
	LCFF Supplemental	8,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	11,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	1,000.00
4000-4999: Books And Supplies	LCFF Supplemental	19,203.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	2,192.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	1,000.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	7,896.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	8,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,000.00
Goal 2	64,078.00
Goal 3	19,775.00

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

Name of Members	Role
Juan M. Alcántar	Principal
Jesus Benitez	Classroom Teacher
Rodolfo Duran	Classroom Teacher
Maria Castillo	Other School Staff
Sandra Tovar	Parent or Community Member
Alena Pantoja	Parent or Community Member
Christopher Solis Tovar	Secondary Student
Keisy Villarruel	Secondary Student
Anh Mai	Other School Staff
Mark Dimalanta	Parent or Community Member

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

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

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 4/21/2026.

Attested:



Principal, Juan M. Alcántar on 4/21/2026



SSC Chairperson, Sandra Tovar on 4/21/2026