School Year: **2026-27**

# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | School Site Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| John F. Kennedy Elementary School | 01-61234-6001507 | May 21, 2026 | June 25, 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 School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

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.

# Table of Contents


SPSA Title Page ..... 1
Table of Contents ..... 3
Plan Description ..... 5
Educational Partner Involvement ..... 5
Resource Inequities ..... 5
Comprehensive Needs Assessment Components ..... 5
- California School Dashboard (Dashboard) Indicators ..... 6
- Other Needs ..... 6

School and Student Performance Data ..... 7
- Student Enrollment ..... 7
- CAASPP Results ..... 10
- ELPAC Results ..... 14
- Student Population ..... 18
- Overall Performance ..... 20
- Academic Performance ..... 21
- Academic Engagement ..... 29
- Conditions & Climate ..... 32

Goals, Strategies, & Proposed Expenditures ..... 34
- Goal 1 ..... 34
- Goal 2 ..... 38
- Goal 3 ..... 41
- Goal 4 ..... 44

Budget Summary ..... 45
- Budget Summary ..... 45
- Other Federal, State, and Local Funds ..... 45

Budgeted Funds and Expenditures in this Plan ..... 46
- Funds Budgeted to the School by Funding Source ..... 46
- Expenditures by Funding Source ..... 46
- Expenditures by Budget Reference ..... 46
- Expenditures by Budget Reference and Funding Source ..... 46
- Expenditures by Goal ..... 46

School Site Council Membership ..... 47
Recommendations and Assurances ..... 48
Instructions ..... 49
Appendix A: Plan Requirements ..... 56
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements ..... 59

Appendix C: Select State and Federal Programs .....62

# Plan Description

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

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

- Schoolwide Program

Schoolwide Program

The purpose John F. Kennedy's school-wide plan is to ensure that our goals continue to focus on closing the achievement gap while raising the achievement of all students. We want to prepare students to become responsible, caring adults who will be equipped with the knowledge and skills to excel in college and careers. We want to inspire student achievement and build character through innovation and a sense of community in a student-centered environment.

Our explicit focus will be several student performance groups which include: Multilingual Learners, Long Term English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities in the areas of English Language Arts and Math as these subgroups continue to score lower than other identified groups in our formative and summative assessments. Two additional areas will also be a focus including chronic absenteeism and suspensions for the same student performance groups. It is important to note that many of our students fall within more than one performance group.

This plan is designed to explicitly meet the academic and social emotional needs of our students of these student performance groups. The school plan is aligned with the goals of Newark Unified's District Local Control Accountability Plan (LCAP) for academic achievement, college and career readiness, social emotional well being, and student and family engagement.

# Educational Partner Involvement

How, when, and with whom did John F. Kennedy 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**

Our School Site Council (SSC) holds primary responsibility for the oversight and development of the School Plan for Student Achievement with review and input from our site's ELAC (English Language Advisory Committee) and District Superintendent. Our SSC analyzed the spring 2025 California Assessment of Student Performance and Progress (CAASPP) data, data from our district benchmarks, and teacher and parent input to determine our current SPSA goals. Our SSC met on the following dates where the SPSA was always on the agenda as a standing item.
2025 - 2026 School Site Council Dates:
Oct. 16, 2025, Nov. 20, 2025, Dec. 18, 2025, Jan. 15, 2026, Feb. 19, 2026, Mar. 19, 2026, Apr. 16, 2026, May 21, 2026
2025 - 2026 ELAC Dates:
Sept. 12, 2025, Oct. 9, 2025, Nov. 13, 2025, Dec. 11, 2025, Jan. 8, 2026, Feb. 12, 2026, Mar. 12, 2026, Apr. 9, 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.

Kennedy's chronic absenteeism was in the "Red" with 23.2% chronically absent, an increase of 9.9% from the previous year. Students who are chronically absent are students who miss 10% or more days of school. Absences that are excused or non-excused count toward this number. English Language Learner progress was in the "Orange" 40% making progress in the 2025 CA School Dashboard. To address our chronic absenteeism students have been referred to SARB meetings and the Educational Services Department provides monthly chronic absenteeism data to each site to analyze and discuss as a staff. To address English learners who are not making progress towards English language proficiency, all teachers developed a daily English development block and teachers attended multiple professional learning sessions to increase English Learner outcomes.

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.

Based on the 2025 California Dashboard data, the following student groups performed in the “Orange” performance level in English Language Arts (ELA): English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities.

In Mathematics, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities performed in the “Orange” performance level.

For Chronic Absenteeism, Asian students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities were identified in the “Red” performance level. Students identifying as Two or More Races and White students were identified in the “Orange” performance level.

## Other Needs

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

Kennedy will use results from district-approved formative assessments and i-Ready diagnostic data to identify specific learning gaps in reading and math. These tools provide real-time insights into student progress and skill development that may not be fully captured by state Dashboard indicators, allowing educators to tailor instruction and support early intervention strategies.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for John F. Kennedy 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 | | |
| | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 |
| **African American** | 0.87% | 1.54% | 1.51% | 4 | 7 | 6 |
| **Asian** | 20.92% | 21.54% | 22.92% | 96 | 98 | 91 |
| **Filipino** | 5.23% | 4.40% | 4.03% | 24 | 20 | 16 |
| **Hispanic/Latino** | 42.48% | 41.76% | 39.04% | 195 | 190 | 155 |
| **Pacific Islander** | 1.09% | 0.88% | 1.01% | 5 | 4 | 4 |
| **White** | 13.73% | 14.95% | 16.62% | 63 | 68 | 66 |
| **Multiple/No Response** | 9.80% | 8.79% | 8.31% | 45 | 40 | 33 |
| | | | **Total Enrollment** | 459 | 455 | 397 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 23-24 | 24-25 | 25-26 |
| **Transitional Kindergarten** | 35 | 35 | 19 |
| **Kindergarten** | 69 | 65 | 47 |
| **Grade 1** | 51 | 71 | 62 |
| **Grade 2** | 74 | 53 | 68 |
| **Grade3** | 80 | 72 | 55 |
| **Grade 4** | 75 | 84 | 68 |
| **Grade 5** | 79 | 75 | 78 |
| **Total Enrollment** | 459 | 455 | 397 |

**Conclusions based on this data:**

1. Student enrollment declined from 2023–2024 to 2024–2025 in kindergarten, grade 2, grade 3, and grade 5, while enrollment increased in grade 1 and grade 4. Transitional Kindergarten enrollment remained stable. Comparing 24-25 and 25-26, enrollment for TK, K, 1st grade, 3rd grade, and 4th grade decreased and 2nd grade and 5th grade increased slightly.
2. Overall student enrollment had remained relatively stable across the past school years 2023-2025 while in 25-26, the total enrollment has decreased by 58 students from the year before.
3. There is a significant enrollment decline in TK from 35 students to 19. We are hoping this in not the trend.

# 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** | 80 | 79 | 60 | 15.7% | 17.4% | 15.1% |
| **Fluent English Proficient (FEP)** | 45 | 41 | 53 | 13.1% | 9.8% | 13.4% |
| **Reclassified Fluent English Proficient (RFEP)** | 23 | 22 | 33 | 7.5% | 5.0% | 8.3% |

**Conclusions based on this data:**

1. The number of English Learner (EL) students remained relatively stable from 2023–2024 to 2024–2025, decreasing slightly from 80 students to 79 students, but in 25-26 declined significantly to 60 students. Although the numbers changed, the percentage remained at 15%.
2. The number and percentage of students identified as Fluent English Proficient (FEP) declined from 45 students (9.8%) in 2023–2024 to 41 students (9.0%) in 2024–2025 and increased in 25-26 to 53 (13.4%) students
3. The number and percentage of students reclassified as Reclassified Fluent English Proficient (RFEP) decreased slightly from 23 students (5.0%) in 2023–2024 to 22 students (4.8%) in 2024–2025 and increased significantly in 25-26 to 33 (8.3%) students

# 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 | 82 | 81 | 69 | 82 | 81 | 68 | 82 | 81 | 68 | 100.0 | 100 | 98.6 |
| Grade 4 | 78 | 78 | 83 | 77 | 77 | 82 | 77 | 77 | 82 | 98.7 | 98.7 | 98.8 |
| Grade 5 | 82 | 79 | 76 | 81 | 79 | 75 | 81 | 79 | 75 | 98.8 | 100 | 98.7 |
| All Grades | 242 | 238 | 228 | 240 | 237 | 225 | 240 | 237 | 225 | 99.2 | 99.6 | 98.7 |

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 | 2434. | 2437. | 2439. | 28.05 | 34.57 | 32.35 | 25.61 | 20.99 | 22.06 | 23.17 | 18.52 | 16.18 | 23.17 | 25.93 | 29.41 |
| Grade 4 | 2474. | 2451. | 2474. | 28.57 | 19.48 | 32.93 | 23.38 | 23.38 | 18.29 | 18.18 | 18.18 | 17.07 | 29.87 | 38.96 | 31.71 |
| Grade 5 | 2506. | 2501. | 2493. | 24.69 | 22.78 | 20.00 | 24.69 | 26.58 | 30.67 | 22.22 | 24.05 | 17.33 | 28.40 | 26.58 | 32.00 |
| All Grades | N/A | N/A | N/A | 27.08 | 25.74 | 28.44 | 24.58 | 23.63 | 23.56 | 21.25 | 20.25 | 16.89 | 27.08 | 30.38 | 31.11 |

| Reading<br>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 | 20.73 | 24.69 | 23.53 | 58.54 | 58.02 | 61.76 | 20.73 | 17.28 | 14.71 |
| Grade 4 | 28.57 | 22.08 | 30.49 | 55.84 | 55.84 | 56.10 | 15.58 | 22.08 | 13.41 |
| Grade 5 | 25.93 | 18.99 | 22.67 | 55.56 | 63.29 | 57.33 | 18.52 | 17.72 | 20.00 |
| All Grades | 25.00 | 21.94 | 25.78 | 56.67 | 59.07 | 58.22 | 18.33 | 18.99 | 16.00 |

| Writing<br>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 | 26.83 | 22.22 | 20.59 | 47.56 | 48.15 | 54.41 | 25.61 | 29.63 | 25.00 |
| Grade 4 | 20.78 | 11.69 | 19.51 | 49.35 | 55.84 | 53.66 | 29.87 | 32.47 | 26.83 |
| Grade 5 | 17.28 | 18.99 | 13.33 | 54.32 | 56.96 | 57.33 | 28.40 | 24.05 | 29.33 |
| All Grades | 21.67 | 17.72 | 17.78 | 50.42 | 53.59 | 55.11 | 27.92 | 28.69 | 27.11 |

| Listening<br>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 | 13.41 | 19.75 | 11.76 | 75.61 | 69.14 | 79.41 | 10.98 | 11.11 | 8.82 |
| Grade 4 | 19.48 | 14.29 | 14.63 | 70.13 | 76.62 | 70.73 | 10.39 | 9.09 | 14.63 |
| Grade 5 | 13.58 | 13.92 | 17.33 | 72.84 | 74.68 | 69.33 | 13.58 | 11.39 | 13.33 |
| All Grades | 15.42 | 16.03 | 14.67 | 72.92 | 73.42 | 72.89 | 11.67 | 10.55 | 12.44 |

| Research/Inquiry<br>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 | 15.85 | 19.75 | 22.06 | 65.85 | 59.26 | 60.29 | 18.29 | 20.99 | 17.65 |
| Grade 4 | 16.88 | 15.58 | 19.51 | 64.94 | 68.83 | 59.76 | 18.18 | 15.58 | 20.73 |
| Grade 5 | 23.46 | 20.25 | 21.33 | 65.43 | 58.23 | 53.33 | 11.11 | 21.52 | 25.33 |
| All Grades | 18.75 | 18.57 | 20.89 | 65.42 | 62.03 | 57.78 | 15.83 | 19.41 | 21.33 |

**Conclusions based on this data:**

1. From 2023–2024 to 2024–2025, the percentage of all students exceeding standards increased from 25.74% to 28.44%, while the percentage of students nearly meeting standards decreased from 20.25% to 16.89%. The percentage of students meeting standards remained relatively stable, decreasing slightly from 23.63% to 23.56%. Additionally, the percentage of students not meeting standards increased slightly from 30.38% to 31.11%.
2. From 2023–2024 to 2024–2025, Grade 4 reading performance showed improvement across multiple performance levels. The percentage of students performing above standard increased from 22.08% to 30.49%, while the percentage of students performing below standard decreased from 22.08% to 13.41%. The percentage of students performing at or near standard remained relatively stable, increasing slightly from 55.84% to 56.10%.
3. From 2023–2024 to 2024–2025, Grade 5 listening performance showed growth in the percentage of students performing above standard, increasing from 13.92% to 17.33%. The percentage of students performing at or near standard decreased from 74.68% to 69.33%, while the percentage of students performing below standard increased slightly from 11.39% to 13.33%.

# 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 | 82 | 81 | 69 | 82 | 81 | 68 | 82 | 81 | 68 | 100.0 | 100 | 98.6 |
| Grade 4 | 78 | 78 | 83 | 77 | 78 | 82 | 77 | 78 | 82 | 98.7 | 100 | 98.8 |
| Grade 5 | 82 | 79 | 76 | 81 | 79 | 75 | 81 | 79 | 75 | 98.8 | 100 | 98.7 |
| All Grades | 242 | 238 | 228 | 240 | 238 | 225 | 240 | 238 | 225 | 99.2 | 100 | 98.7 |

* 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 | 2445. | 2450. | 2465. | 29.27 | 34.57 | 41.18 | 30.49 | 23.46 | 26.47 | 13.41 | 13.58 | 13.24 | 26.83 | 28.40 | 19.12 |
| Grade 4 | 2494. | 2484. | 2494. | 24.68 | 30.77 | 30.49 | 32.47 | 25.64 | 26.83 | 24.68 | 19.23 | 23.17 | 18.18 | 24.36 | 19.51 |
| Grade 5 | 2508. | 2509. | 2494. | 27.16 | 20.25 | 21.33 | 16.05 | 29.11 | 22.67 | 22.22 | 22.78 | 17.33 | 34.57 | 27.85 | 38.67 |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 27.08 | 28.57 | 30.67 | 26.25 | 26.05 | 25.33 | 20.00 | 18.49 | 18.22 | 26.67 | 26.89 | 25.78 |

| Concepts & Procedures<br>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 | 31.71 | 46.91 | 48.53 | 41.46 | 27.16 | 38.24 | 26.83 | 25.93 | 13.24 |
| Grade 4 | 36.36 | 46.15 | 37.80 | 41.56 | 29.49 | 40.24 | 22.08 | 24.36 | 21.95 |
| Grade 5 | 30.86 | 22.78 | 21.33 | 34.57 | 48.10 | 44.00 | 34.57 | 29.11 | 34.67 |
| Grade 11 | | | | | | | | | |
| All Grades | 32.92 | 38.66 | 35.56 | 39.17 | 34.87 | 40.89 | 27.92 | 26.47 | 23.56 |

| Problem Solving & Modeling/Data Analysis<br>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 | 29.27 | 32.10 | 42.65 | 45.12 | 39.51 | 39.71 | 25.61 | 28.40 | 17.65 |
| Grade 4 | 23.38 | 25.64 | 29.27 | 54.55 | 46.15 | 45.12 | 22.08 | 28.21 | 25.61 |
| Grade 5 | 23.46 | 20.25 | 18.67 | 50.62 | 51.90 | 52.00 | 25.93 | 27.85 | 29.33 |
| All Grades | 25.42 | 26.05 | 29.78 | 50.00 | 45.80 | 45.78 | 24.58 | 28.15 | 24.44 |

| Communicating Reasoning<br>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 | 28.05 | 33.33 | 35.29 | 47.56 | 40.74 | 47.06 | 24.39 | 25.93 | 17.65 |
| Grade 4 | 24.68 | 23.08 | 34.15 | 55.84 | 51.28 | 40.24 | 19.48 | 25.64 | 25.61 |
| Grade 5 | 22.22 | 21.52 | 16.00 | 54.32 | 53.16 | 53.33 | 23.46 | 25.32 | 30.67 |
| All Grades | 25.00 | 26.05 | 28.44 | 52.50 | 48.32 | 46.67 | 22.50 | 25.63 | 24.89 |

**Conclusions based on this data:**

1. From 2023–2024 to 2024–2025, overall participation in the Math CAASPP assessment remained high across all grades. Student enrollment decreased from 238 students to 228 students, while the number of students tested and students with scores decreased from 238 to 225. The percentage of enrolled students tested decreased slightly from 100% in 2023–2024 to 98.7% in 2024–2025
2. From 2023–2024 to 2024–2025, overall Math achievement data for all grades showed slight improvement across several performance indicators. The percentage of students exceeding standards increased from 28.57% to 30.67%, while the percentage of students not meeting standards decreased from 26.89% to 25.78%. The percentage of students nearly meeting standards also decreased slightly from 18.49% to 18.22%. Additionally, the percentage of students meeting standards decreased slightly from 26.05% to 25.33%.
3. From 2023–2024 to 2024–2025, Grade 3 performance in Concepts and Procedures showed overall improvement. The percentage of students performing above standard increased from 46.91% to 48.53%, while the percentage of students performing below standard decreased significantly from 25.93% to 13.24%. Additionally, the percentage of students performing at or near standard increased from 27.16% to 38.24%.

# School and Student Performance Data

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

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

## ELPAC Results

| ELPAC Summative Assessment Data<br>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 | 1441.6 | 1424.0 | 1432.4 | 1433.5 | 1437.4 | 1443.4 | 1460.3 | 1392.8 | 1406.8 | 16 | 28 | 20 |
| 1 | * | * | 1422.7 | * | * | 1446.7 | * | * | 1398.2 | 10 | 6 | 18 |
| 2 | 1440.7 | * | * | 1462.2 | * | * | 1418.6 | * | * | 12 | 9 | 4 |
| 3 | 1492.5 | 1459.3 | 1471.9 | 1510.8 | 1468.2 | 1482.2 | 1473.6 | 1449.9 | 1461.1 | 11 | 12 | 11 |
| 4 | 1509.9 | * | 1462.1 | 1520.0 | * | 1474.8 | 1499.5 | * | 1448.8 | 11 | 11 | 12 |
| 5 | * | 1508.4 | 1512.7 | * | 1522.9 | 1514.8 | * | 1493.3 | 1510.3 | 8 | 12 | 11 |
| All Grades | | | | | | | | | | 68 | 78 | 76 |

| Overall Language<br>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 | 25.00 | 21.43 | 30.00 | 18.75 | 39.29 | 30.00 | 43.75 | 25.00 | 25.00 | 12.50 | 14.29 | 15.00 | 16 | 28 | 20 |
| 1 | * | * | 16.67 | * | * | 11.11 | * | * | 33.33 | * | * | 38.89 | * | * | 18 |
| 2 | 16.67 | * | * | 25.00 | * | * | 33.33 | * | * | 25.00 | * | * | 12 | * | * |
| 3 | 9.09 | 0.00 | 9.09 | 36.36 | 25.00 | 27.27 | 36.36 | 41.67 | 45.45 | 18.18 | 33.33 | 18.18 | 11 | 12 | 11 |
| 4 | 27.27 | * | 8.33 | 27.27 | * | 33.33 | 18.18 | * | 16.67 | 27.27 | * | 41.67 | 11 | * | 12 |
| 5 | * | 16.67 | 27.27 | * | 33.33 | 18.18 | * | 41.67 | 36.36 | * | 8.33 | 18.18 | * | 12 | 11 |
| All Grades | 25.00 | 11.69 | 22.37 | 23.53 | 35.06 | 23.68 | 33.82 | 35.06 | 28.95 | 17.65 | 18.18 | 25.00 | 68 | 77 | 76 |

| Oral Language<br>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 | 18.75 | 32.14 | 30.00 | 37.50 | 32.14 | 35.00 | 18.75 | 21.43 | 15.00 | 25.00 | 14.29 | 20.00 | 16 | 28 | 20 |
| 1 | * | * | 33.33 | * | * | 22.22 | * | * | 22.22 | * | * | 22.22 | * | * | 18 |
| 2 | 16.67 | * | * | 50.00 | * | * | 8.33 | * | * | 25.00 | * | * | 12 | * | * |
| 3 | 54.55 | 33.33 | 36.36 | 18.18 | 33.33 | 45.45 | 18.18 | 8.33 | 0.00 | 9.09 | 25.00 | 18.18 | 11 | 12 | 11 |
| 4 | 45.45 | * | 41.67 | 36.36 | * | 25.00 | 9.09 | * | 0.00 | 9.09 | * | 33.33 | 11 | * | 12 |
| 5 | * | 33.33 | 27.27 | * | 58.33 | 45.45 | * | 0.00 | 18.18 | * | 8.33 | 9.09 | * | 12 | 11 |
| All Grades | 35.29 | 29.87 | 35.53 | 33.82 | 37.66 | 32.89 | 16.18 | 18.18 | 11.84 | 14.71 | 14.29 | 19.74 | 68 | 77 | 76 |

| Written Language<br>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 | | 14.29 | 15.00 | | 35.71 | 40.00 | | 32.14 | 30.00 | | 17.86 | 15.00 | | 28 | 20 |
| 1 | | * | 5.56 | | * | 5.56 | | * | 27.78 | | * | 61.11 | | * | 18 |
| 2 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 3 | | 0.00 | 0.00 | | 0.00 | 18.18 | | 41.67 | 18.18 | | 58.33 | 63.64 | | 12 | 11 |
| 4 | | * | 0.00 | | * | 8.33 | | * | 25.00 | | * | 66.67 | | * | 12 |
| 5 | | 8.33 | 9.09 | | 8.33 | 27.27 | | 33.33 | 9.09 | | 50.00 | 54.55 | | 12 | 11 |
| All Grades | 14.71 | 7.79 | 6.58 | 19.12 | 22.08 | 25.00 | 35.29 | 35.06 | 22.37 | 30.88 | 35.06 | 46.05 | 68 | 77 | 76 |

| Listening Domain<br>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 | 12.50 | 32.14 | 30.00 | 68.75 | 50.00 | 55.00 | 18.75 | 17.86 | 15.00 | 16 | 28 | 20 |
| 1 | * | * | 38.89 | * | * | 44.44 | * | * | 16.67 | * | * | 18 |
| 2 | 16.67 | * | * | 66.67 | * | * | 16.67 | * | * | 12 | * | * |
| 3 | 27.27 | 0.00 | 18.18 | 72.73 | 83.33 | 63.64 | 0.00 | 16.67 | 18.18 | 11 | 12 | 11 |
| 4 | 27.27 | * | 25.00 | 63.64 | * | 58.33 | 9.09 | * | 16.67 | 11 | * | 12 |
| 5 | * | 25.00 | 9.09 | * | 66.67 | 72.73 | * | 8.33 | 18.18 | * | 12 | 11 |
| All Grades | 26.47 | 23.38 | 28.95 | 63.24 | 61.04 | 55.26 | 10.29 | 15.58 | 15.79 | 68 | 77 | 76 |

| Speaking Domain<br>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 | 37.50 | 42.86 | 40.00 | 25.00 | 35.71 | 30.00 | 37.50 | 21.43 | 30.00 | 16 | 28 | 20 |
| 1 | * | * | 22.22 | * | * | 44.44 | * | * | 33.33 | * | * | 18 |
| 2 | 33.33 | * | * | 41.67 | * | * | 25.00 | * | * | 12 | * | * |
| 3 | 63.64 | 50.00 | 45.45 | 9.09 | 16.67 | 36.36 | 27.27 | 33.33 | 18.18 | 11 | 12 | 11 |
| 4 | 45.45 | * | 33.33 | 36.36 | * | 33.33 | 18.18 | * | 33.33 | 11 | * | 12 |
| 5 | * | 50.00 | 72.73 | * | 41.67 | 18.18 | * | 8.33 | 9.09 | * | 12 | 11 |
| All Grades | 39.71 | 40.26 | 42.11 | 38.24 | 40.26 | 32.89 | 22.06 | 19.48 | 25.00 | 68 | 77 | 76 |

| Reading Domain<br>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 | 25.00 | 14.29 | 15.00 | 68.75 | 71.43 | 70.00 | 6.25 | 14.29 | 15.00 | 16 | 28 | 20 |
| 1 | * | * | 11.11 | * | * | 16.67 | * | * | 72.22 | * | * | 18 |
| 2 | 8.33 | * | * | 25.00 | * | * | 66.67 | * | * | 12 | * | * |
| 3 | 9.09 | 0.00 | 0.00 | 27.27 | 33.33 | 27.27 | 63.64 | 66.67 | 72.73 | 11 | 12 | 11 |
| 4 | 9.09 | * | 0.00 | 45.45 | * | 33.33 | 45.45 | * | 66.67 | 11 | * | 12 |
| 5 | * | 8.33 | 18.18 | * | 50.00 | 27.27 | * | 41.67 | 54.55 | * | 12 | 11 |
| All Grades | 17.65 | 7.79 | 10.53 | 41.18 | 55.84 | 39.47 | 41.18 | 36.36 | 50.00 | 68 | 77 | 76 |

| Writing Domain<br>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 | 43.75 | 11.11 | 10.00 | 37.50 | 70.37 | 60.00 | 18.75 | 18.52 | 30.00 | 16 | 27 | 20 |
| 1 | * | * | 5.56 | * | * | 33.33 | * | * | 61.11 | * | * | 18 |
| 2 | 16.67 | * | * | 50.00 | * | * | 33.33 | * | * | 12 | * | * |
| 3 | 0.00 | 0.00 | 0.00 | 90.91 | 50.00 | 72.73 | 9.09 | 50.00 | 27.27 | 11 | 12 | 11 |
| 4 | 18.18 | * | 0.00 | 45.45 | * | 58.33 | 36.36 | * | 41.67 | 11 | * | 12 |
| 5 | * | 8.33 | 0.00 | * | 58.33 | 63.64 | * | 33.33 | 36.36 | * | 12 | 11 |
| All Grades | 25.00 | 6.58 | 6.58 | 54.41 | 67.11 | 55.26 | 20.59 | 26.32 | 38.16 | 68 | 76 | 76 |

**Conclusions based on this data:**

1. From 2023–2024 to 2024–2025, overall language performance for all grades showed growth in the percentage of students performing at Level 4, increasing from 11.69% to 22.37%. The percentage of students performing at Level 2 decreased from 35.06% to 28.95%, while the percentage of students performing at Level 1 increased from 18.18% to 25.00%. Additionally, the percentage of students performing at Level 3 decreased from 35.06% to 23.68%.

2. From 2023–2024 to 2024–2025, overall written language performance for all grades showed mixed results across performance levels. The percentage of students performing at Level 3 increased from 22.08% to 25.00%, while the percentage of students performing at Level 2 decreased from 35.06% to 22.37%. However, the percentage of students performing at Level 1 increased from 35.06% to 46.05%, and the percentage of students performing at Level 4 decreased slightly from 7.79% to 6.58%.

3. From 2023–2024 to 2024–2025, overall reading domain performance for all grades showed mixed results across performance levels. The percentage of students performing in the Well Developed category increased slightly from 7.79% to 10.53%. However, the percentage of students performing in the Somewhat/Moderately Developed category decreased from 55.84% to 39.47%, while the percentage of students performing in the Beginning category increased from 36.36% to 50.00%.

# 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** |
| **455** | **32.5%** | **17.4%** | **0.7%** |
| Total Number of Students enrolled in John F. Kennedy 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** | 79 | 17.4% |
| **Foster Youth** | 3 | 0.7% |
| **Homeless** | 15 | 3.3% |
| **Socioeconomically Disadvantaged** | 148 | 32.5% |
| **Students with Disabilities** | 66 | 14.5% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 7 | 1.5% |
| **American Indian** | 0 | 0.0% |
| **Asian** | 98 | 21.5% |
| **Filipino** | 20 | 4.4% |
| **Hispanic** | 190 | 41.8% |
| **Two or More Races** | 40 | 8.8% |
| **Pacific Islander** | 4 | 0.9% |
| **White** | 68 | 14.9% |

**Conclusions based on this data:**

1. Socially economically disadvantaged students have the highest enrollment of 32.5 and English Language learners at 17.4%

2. Hispanic students have the highest enrollment at 41.8%, followed by Asian at 21.5%.

3. Lowest student enrollment groups include Pacific Islander at 0.9% and American Indian at 0.0%

# 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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

**2025 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Green | **Chronic Absenteeism**<br>Red | **Suspension Rate**<br>Yellow |
| **Mathematics**<br>Green | | |
| **English Learner Progress**<br>Orange | | |

**Conclusions based on this data:**

1. Kennedy's academic performance is highest in Math and Language Arts (green).
2. Kennedy's academic performance in suspension rate is moderate, performance level (yellow).
3. Kennedy's lowest performance is Chronic Absenteeism and English Learner Progress (orange).

# School and Student Performance Data

## Academic Performance
## English Language Arts

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard English Language Arts Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 4 | 0 | 2 | 0 |

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**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Green |  Orange | |
| 2.3 points above standard | 44.3 points below standard | |
| Increased 6.2 points | Declined 3.7 points | |
| 219 Students | 46 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Orange |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 61.5 points below standard |
| 1 Student | 6 Students | Declined 21.7 points |
| | | 79 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Orange |  No Performance Color |  No Performance Color |
| 81.7 points below standard | Fewer than 11 students - No Data for Privacy | 0 Students |
| Increased 12.3 points | 3 Students | |
| 52 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  Green |  No Performance Color |  Orange |
| 48.6 points above standard | Fewer than 11 students - No Data for Privacy | 42.5 points below standard |
| Declined 7.3 points | 9 Students | Maintained 1.1 points |
| 48 Students | | 92 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  Green |
| 64 points above standard | Fewer than 11 students - No Data for Privacy | 3.5 points below standard |
| Increased 15.9 points | 3 Students | Increased 11.6 points |
| 20 Students | | 33 Students |

**Conclusions based on this data:**

1. From the 2025 fall dashboard, English Learners are 44.3 points below standard, a decline of 3.7 points (46 students).
2. From the 2025 fall dashboard, all students are 2.3 points above standard, an increase of 6.2 points (219 students).
3. The 2025 fall dashboard indicates that students with disabilities are 81.7 points below standard, an increase of 12.3 points (52 students).

# 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 3 | 2 | 0 | 1 |

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**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Green |  Yellow | |
| 2.8 points above standard | 30 points below standard | |
| Maintained 2.4 points | Increased 9.8 points | |
| 221 Students | 48 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Orange |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 53.8 points below standard |
| 1 Student | 6 Students | Declined 19.8 points |
| | | 79 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Orange |  No Performance Color |  No Performance Color |
| 85.7 points below standard | Fewer than 11 students - No Data for Privacy | 0 Students |
| Maintained -0.4 points | 3 Students | |
| 52 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  Blue |  No Performance Color |  Orange |
| 59.8 points above standard | Fewer than 11 students - No Data for Privacy | 42.3 points below standard |
| Increased 3.4 points | 9 Students | Maintained -0.8 points |
| 49 Students | | 93 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  Yellow |
| 56.1 points above standard | Fewer than 11 students - No Data for Privacy | 12.4 points below standard |
| Increased 6.6 points | 3 Students | Declined 24.7 points |
| 20 Students | | 33 Students |

**Conclusions based on this data:**

1. From the 2025 fall dashboard, English Learners are 30 points below standard, an increase of 9.8 points (48 students).
2. From the 2025 fall dashboard, all students are 2.8 points above standard, maintaining performance with a 2.4 point increase (221 students).
3. The 2025 fall dashboard indicates that students with disabilities are 85.7 points below standard, maintaining performance with a decrease of 0.4 points (52 students).

# 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Science Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 1 | 0 | 0 |

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**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Yellow |  No Performance Color |  No Performance Color |
| 54.8 science points | 41.9 science points | 0 Students |
| Declined 3.3 points | Declined 8.7 points | |
| 73 Students | 14 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 0 Students | Fewer than 11 students - No Data for Privacy | 43.3 science points |
| | 1 Student | Declined 8.7 points |
| | | 25 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 28.9 science points | Fewer than 11 students - No Data for Privacy | 0 Students |
| Declined 10.6 points | 2 Students | |
| 16 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Yellow |
| 68.2 science points | Fewer than 11 students - No Data for Privacy | 45.1 science points |
| Maintained -0.5 points | 4 Students | Declined 3.3 points |
| 16 Students | | 32 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy |
| 8 Students | 1 Student | 9 Students |

**Conclusions based on this data:**

1. From the 2025 fall dashboard, all students scored 54.8 science points and were identified in the Yellow performance level, reflecting a decline of 3.3 points (73 students).
2. From the 2025 fall dashboard, English Learners scored 41.9 science points with no performance color assigned, reflecting a decline of 8.7 points (14 students).

# 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.

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

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

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

| 2025 Fall Dashboard English Learner Progress Indicator | |
|---|---|
| **English Learner Progress** | **Long-Term English Learner Progress** |
|  |  |
| Orange | No Performance Color |
| 40 making progress. | making progress. |
| Number Students: 50 Students | 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** |
| 30% | 30% | 4% | 36% |

**Conclusions based on this data:**

1. From the 2025 fall dashboard, 40% of English Learners were making progress toward English language proficiency, resulting in an Orange performance level (50 students).
2. The 2025 fall dashboard indicates that 36% of English Learners progressed at least one ELPI level, while 30% maintained ELPI Levels 1, 2L, 2H, 3L, or 3H, and 30% decreased at least one ELPI level.
3. Most of the Kennedy students showed progress toward proficiency but we need to keep an eye on those that decreased one level.

# School and Student Performance Data

## Academic Performance
## College/Career Report

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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1. N/A
2. N/A
3. N/A

# 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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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

**2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Red |  Red | |
| 23.2% Chronically Absent | 25.3% Chronically Absent | |
| Increased 9.9 | Increased 6.8 | |
| 466 Students | 79 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Red |
| Fewer than 11 students - No Data for Privacy | 25% Chronically Absent | 33.5% Chronically Absent |
| 3 Students | Increased 13.9 | Increased 12.9 |
| | 16 Students | 167 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Red |  No Performance Color |  No Performance Color |
| 30.9% Chronically Absent | Fewer than 11 students - No Data for Privacy | 0 Students |
| Increased 18.2 | 7 Students | |
| 81 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  Red |  No Performance Color |  Red |
| 20.4% Chronically Absent | 0% Chronically Absent | 33.2% Chronically Absent |
| Increased 6 | Declined 4.2 | Increased 17.2 |
| 103 Students | 20 Students | 193 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  Orange |  No Performance Color |  Orange |
| 18.8% Chronically Absent | Fewer than 11 students - No Data for Privacy | 12.9% Chronically Absent |
| Increased 9.3 | 4 Students | Maintained 0.4 |
| 69 Students | | 70 Students |

**Conclusions based on this data:**

1. According to the 2025 fall dashboard, 23.2% of all students are chronically absent, an increase of 9.9% ( out of 466 students).
2. According to the 2025 fall dashboard, 25.3% of English Learners are chronically absent, an increase of 6.8% (79 students).
3. According to the 2025 fall dashboard, 30.9% of students with disabilities are chronically absent, an increase of 18.2% (81 students).

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

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.”

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 2 | 2 | 1 | 2 |

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**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Yellow |  Orange | |
| 1.3% suspended at least one day | 2.5% suspended at least one day | |
| Maintained 0% | Increased 0.4% | |
| 471 Students | 80 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Yellow |
| Fewer than 11 students - No Data for Privacy | 0% suspended at least one day | 1.8% suspended at least one day |
| 3 Students | Maintained 0% | Maintained -0.2% |
| | 16 Students | 167 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Green |  No Performance Color |  No Performance Color |
| 2.4% suspended at least one day | Fewer than 11 students - No Data for Privacy | 0 Students |
| Declined 1.2% | 8 Students | |
| 83 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  Blue |  No Performance Color |  Orange |
| 0% suspended at least one day | 0% suspended at least one day | 2.6% suspended at least one day |
| Declined 1.9% | Maintained 0% | Increased 1.6% |
| 103 Students | 22 Students | 195 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  Blue |  No Performance Color |  Yellow |
| 0% suspended at least one day | Fewer than 11 students - No Data for Privacy | 1.4% suspended at least one day |
| Maintained 0% | 4 Students | Maintained -0.1% |
| 69 Students | | 70 Students |

**Conclusions based on this data:**

1. According to the 2025 fall dashboard, 1.3% of all students were suspended at least once (Yellow), maintaining performance at 0% change (of 471 students). During this school year, there was a greater emphasis on implementing restorative practices to decrease or promote alternatives to suspensions.
2. According to the 2025 fall dashboard, 2.5% of English Learners were suspended at least once (Orange), an increase of 0.4% (of 80 students).
3. According to the 2025 fall dashboard, 2.6% of Hispanic students were suspended at least once (Orange), an increase of 1.6% (of 195 students).

# 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.

**Student Achievement**
Through rigorous instruction and essential grade level Common Core State Standards all students will learn at grade level or higher in English Language Arts and Math as measured by local benchmark assessments and the English Language Proficiency Assessment for California (ELPAC).

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 is aligned with LCAP Goal 1: Provide equitable, challenging, and engaging instructional environments that incorporate a multi-tiered support system for English Learners to foster academic success for all students. This intentional focus supports the LCAP goal by emphasizing targeted, inclusive, and effective instructional practices designed to ensure that every student learns at grade level or higher.

## 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.

For Kennedy Elementary, our Hispanic student group is performing 42.5% below standard in reading, our Students with Disabilities are performing 81.7% below standard, and our English Learnings are 44.3% below standard in reading.

CAASPP/ELA assessments results show a need for students overall to increase academic performance at all grade levels. Student group results show that the English Learner students needs to continue to be a focus for our school. Mid-year iReady (K-5) results show that the focus on English learners has increased their achievement and we need to set the course. Results show a need to continue to focus on English Language Learners in iReady with 24% at or above grade level (based on the Winter 2026 assessment) to close the gap between these groups and all students.

## 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 |
|---|---|---|
| State Dashboard, Math, distance from Meeting Standard | 2024-25 SBAC Math Meeting Standard<br>All 56%<br>ELs: 21.88%<br>Hispanic: 36.85%<br>SED: 36.99% | 2025-26 SBAC Math Meeting Standard<br>All 57%<br>ELs: 26.88%<br>Hispanic: 39%%<br>SED: 40%% |
| State Dashboard, ELA, distance from Meeting Standard | 2024-25 SBAC ELA Meeting Standard<br>All 52%<br>ELs: 9.38%<br>Hispanic: 34.74%<br>SED: 28.77% | 2025-26 SBAC  ELA Meeting Standard<br>All 55%<br>ELs: 14.38%<br>Hispanic: 37%<br>SED: 33% |
| iReady Math | 52% of all students at or above grade level. (Spring 2026)<br>K: 75%<br>1st: 46%<br>2nd: 43%<br>3rd: 48% | 68% are at or above grade level. |

| | | |
|---|---|---|
| | 4th: 56%<br>5th: 47% | |
| iReady Reading | 51% of all students are at or above grade level. (Spring 2026)<br>K: 77%<br>1st: 47%<br>2nd: 48%<br>3rd: 52%<br>4th: 48%<br>5th: 42% | 75% are at or above grade level. |
| English Learner Progress per State Dashboard | English Learner: 40% are making progress | English Learner: 42% |
| State Dashboard, Science, | Based on 2024-25 dashboard data 38.67% of students met the standard. | 41% |

## 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** | Provide teachers with instructional materials, supplies, and online math resources to support classroom instruction, targeted intervention, differentiated learning, and enrichment opportunities for students both at school and at home. | All Students, with a focus on targeted subgroups | 3920<br>LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Digital and online Math interventions and enrichment<br>500<br>LCFF<br>4000-4999: Books And Supplies<br>Teacher materials and supplies |
| **1.2** | Utilize leveled reading books, nonfiction texts, and online English Language Arts resources (resources such as SAAVAS passages, Scholastic News) to support differentiated instruction, targeted intervention, enrichment, and the development of reading comprehension and informational text analysis skills.<br><br>Provide release time and substitute coverage for Student Study Teams and teacher collaboration to analyze data, identify student needs, develop SMART goals, and plan effective instruction to improve student outcomes. | All Students, with a focus on targeted subgroups | 3920<br>LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Digital and online ELA interventions and enrichment<br>5000<br>LCFF<br>1000-1999: Certificated Personnel Salaries<br>Teacher Planning Day (Guest Teachers)<br>3000<br>LCFF<br>1000-1999: Certificated Personnel Salaries<br>SST Days (Guest Teachers) |
| **1.3** | Provide instructional materials, supplies, and supplemental resources (ex. Mystery Science), to support hands-on, inquiry-based science instruction and engaging, standards-aligned learning experiences for all students. | All Students | 1000<br>LCFF<br>4000-4999: Books And Supplies<br>Materials and Supplies for Science Teacher<br>1,799<br>LCFF |

| | | | |
|---|---|---|---|
| | | | 5000-5999: Services And Other Operating Expenditures Mystery Science |
| **1.4** | Provide instructional materials and supplies to support both Integrated and Designated English Language Development (ELD) instruction for English Learners.<br><br>The site will fund 0.28125 FTE (2.25 hours) of a bilingual aide position, with the remaining portion funded by the district. | English Learners | 26,936<br>LCFF<br>2000-2999: Classified Personnel Salaries<br>Bilingual Aide - FTE 0.28125<br>1000<br>LCFF<br>4000-4999: Books And Supplies<br>Materials and Supplies - EL Students |

# 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.

Kennedy made progress in implementing our planned actions throughout the school year and highlights are indicating below. Our actions are grouped into three distinct categories which include; successful implementation, partial implementation and no implementation

Successful Implementation
Action 1.1: Teachers regularly collaborated in grade-level teams on Friday afternoons to monitor student progress and outcomes. A Coding Night was offered to families on January 27, 2026, with 13 families in attendance, representing a 63% decline from the previous year (35 families attended). To increase community engagement, Kennedy Elementary partnered with another elementary school to co-sponsor the event. We believe that the success of this event was due to the collaboration that took place between our site and Lincoln, to bring families together from the district and allowing our families to experience an event held at the Start Lab at Newark Memorial High School. However, attendance for the local Kennedy community was significantly lower than the previous year. We believe this was due to multiple factors, poor weather conditions, limited time to promote the event, and the location may have prevented participation. Moving forward for the 2026-27 school year, the program will move back to the Kennedy multi-purpose room.

Teachers administered three i-Ready Math diagnostic assessments throughout the school year. In August, 53% of students were performing at or above grade level in math. By February, that number increased to 66% of students performing at or above grade level. Additionally, all grade levels were provided substitute release days to allow teachers time to collaboratively plan, analyze student data, and monitor student outcomes in mathematics.

Action 1.2:
All grade levels were provided substitute release time to allow teachers to collaboratively plan, analyze student data, and monitor student outcomes in Reading and English Language Arts. Teachers administered three i-Ready Reading diagnostic assessments throughout the school year. In August, 53% of students were approaching, at, or above grade level in reading. By February, that number increased to 66% of students performing at those levels. Teachers in grades K–2 received training and began implementing the UFLI phonics program as part of designated ELD instruction. Additionally, substitute teachers were provided to support teacher participation in Student Study Team (SST) meetings during the school day.

Action 1.3:
Materials were provided to teachers to support Kennedy's Science lab such as educational posters, magnetic fidget cubes, compass, investigation books and compost.
Teachers utilized Mystery Science as a supplemental online program as needed when teaching the Board adopted Science curriculum.

Action 1.4:
A bilingual aide administered the annual ELPAC assessments and worked with students in small groups to support oral language development and academic vocabulary skills. An additional bilingual aide position was funded during the school year; however, the aide was only able to provide two days of additional support services. Leveled reading books were purchased to support the reading development of English Learners. An after-school homework club was offered four days per week for one hour to students in grades 1–5, providing additional academic support and assistance with assigned homework. Teachers implemented integrated instructional strategies, including the UFLI curriculum in grades K–2, as well as a daily 30-minute Designated English Language Development (DELD) block school-wide to support English Learners. Additionally, 13 students were reclassified as English proficient and were recognized at the districtwide reclassification ceremony held on May 4, 2026

Partial Implementation
Action 1.1: Some, not all teachers, pull students for small group instruction.  This is still a need for the next school year to meet students diverse learning needs.

No Implementation
Action 1.2: Writing assessments were not administered as the district is revamping this process.
Action 1.3: Professional learning focused on MakerSpace instruction was not offered.

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

During the 2025–2026 school year, Goal 1 originally included setting aside $45,000 to fund an additional bilingual aide position (0.48750 FTE) to support the existing bilingual aide and expand services for English Learners. However, this action was not fully implemented, as an additional bilingual aide funded through Title III funds was instead provided. As a result, the funds originally allocated for the additional aide were redirected to support other instructional programs and supplies.

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

The initial intention for the 2025–2026 school year was to reduce the use of online instructional programs and instead expand direct student support by adding an additional bilingual aide, for a total of two aides. However, after reviewing student needs and program effectiveness, the School Site Council expressed interest in revisiting supplemental online instructional programs while continuing to support the current bilingual aide position through site funding.

# 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.

**Engagement and School Climate**
Families and community partners will feel valued and connected to Kennedy Elementary as essential partners in supporting the education and success of all students.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This school goal aligns closely with LCAP Goal #2, which focuses on supporting and fostering a welcoming environment for all parents, families, and community members as vital partners in students' education and success. By prioritizing how families and community partners feel valued and connected to Kennedy, we are strengthening our commitment to building strong relationships that promote meaningful engagement and collaboration.

## Identified Need

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

Based on our data, our identified needs include increased behavioral and social-emotional support for all students, as well as improved student attendance. During the 2024–2025 school year, chronic absenteeism was at 23.2%. We've seen an increase of 9.9% from 2023–2024. In 2025-26, COST referrals seen a decline with 46 referrals, a decrease of 36.1% from the 2024–2025 school years (72 referrals).

## 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 |
|---|---|---|
| California School Dashboard | 23.2% chronically absent in 2024-25 | Decrease chronic absenteeism by 5% |
| COST Referrals (Coordination of Services Team) | 42 COST referrals in 25-26 | Reduce the need for support services |

## 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** | Increase parent engagement by hosting inclusive, community-centered events (e.g., family math/science night and multicultural celebrations) and ensuring access through translation and interpretation services (Spanish and ASL as needed). | All students, particularly EL students and their families | 300<br>LCFF<br>5000-5999: Services And Other Operating Expenditures<br>International/Multi-Cultural Night<br>300<br>LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Family Night (Science/Math Night)<br>400 |

| | | | |
|---|---|---|---|
| | | | LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Translation and Interpretation Services - Spanish<br>100<br>LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Translation and Interpretation Services - ASL |
| **2.2** | Kennedy will continue to strengthen PBIS practices with an emphasis on early intervention and prevention strategies. The school will promote improved attendance through ongoing attendance notifications using the SI&A platform, attendance awareness messaging, and student incentive programs.<br>Resources and materials, including printers, ink, and toner, will also be maintained to support school wide communication, instructional programs, and student learning. | All students | 1500<br>LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Printers, Ink, Toner<br>1000<br>LCFF<br>4000-4999: Books And Supplies<br>PBIS Store and Raffle |
| **2.3** | A Mental Health Clinician will provide Tier I schoolwide behavioral and SEL support, Tier II targeted small-group interventions, and Tier III intensive behavioral and crisis support services.<br><br>Sensory materials and accommodations will also be provided to support students' individual behavioral and emotional needs within the school environment. | All students | 500<br>LCFF<br>4000-4999: Books And Supplies<br>Sensory Materials<br>21,968<br>LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Counseling Services by Mental Health Clinician (One Full Day) |

# 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.

Kennedy made progress in implementing the planned actions throughout the school year. Highlights are outlined below and grouped into three categories: successful implementation, partial implementation, and no implementation.

Successful Implementation
Action 2.1 – Bi-weekly communication was consistently shared with parents and the school community through ParentSquare and Kennedy's school website. Oral and written translation services were provided through ParentSquare. In addition, IEP meetings were orally translated, and IEP documents were translated upon request. Attendance notices were regularly monitored through the SI&A platform. Student Study Team (SST) meetings were held to review student data, discuss intervention strategies, and collaborate with parents regarding student progress and next steps. Materials and supplies were also purchased throughout the year to support office printing and communication needs.

Partial Implementation
Although Kennedy did not host an International Night or a Family Math Night during the 2025–2026 school year, the school did partner with another elementary school within the district. While this opportunity did allow students from

Kennedy to be exposed to the resourse at the High School such as the Star Lab, we do believe that attendance would have been better received if it was held on the Kennedy Campus.

Attendance messaging and support were provided directly to families as needed, and the importance of regular attendance was discussed during School Attendance Review Team (SART) meetings, ELAC meetings and Coffee with the Principal meetings throughout the school year. Despite these efforts, chronic absenteeism remained an area of concern. During the 2024–2025 school year, chronic absenteeism increased to 23.2%, representing a 9.9% increase from the previous school year. As a result, improving student attendance and strengthening family engagement in an area of focus for the 2025-26 school year and will remain an area of focus for the 2026–2027 school year.

The PBIS adjunct committee met regularly throughout the year. While student behavior trends and school-wide expectations were reviewed and discussed, implementation of new PBIS events, programs, and incentives will continue into the 2026–2027 school year. PBIS behavior expectations and character development lessons were explicitly taught and reinforced school-wide and within individual classrooms. In addition, a PBIS “Recess Rodeo” was held during the school year to reteach behavior expectations and appropriate conduct in various areas of the campus.Teachers also implemented individual classroom incentive and reward systems to support positive student behavior. Most teachers utilized the Character Strong SEL curriculum to promote student mindset, mindfulness, and social-emotional development in the classroom.

No Implementation
Kennedy did not host an International Multicultural Day during the Spring of 2026. In addition, ASL interpretation services were not needed during the 2025–2026 school year.
The planned STEAM Night was postponed and moved to the 2026–2027 school year in an effort to gain more community and student volunteers, a new date earlier in the school year will be selected.

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

Allocation for the use of funds for intended Multicultural Day did not take place due to limited parent involvement within the ELAC committee. Additionally, no ASL interpretation was required this year.

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

After receiving teacher feedback, starting at the beginning of the 2026 school year, Kennedy will return to and implement a school wide PBIS, store, and reward systems with the goal of consistent school wide implementation as measured by teacher feedback and student engagement.

# 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.

**Conditions of Learning**
Meet the social, emotional, and behavioral needs of all students to ensure they learn at grade level or higher.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This school goal aligns with LCAP Goal 3; Promote high quality learning conditions and a safe environment to enrich the social, emotional, and physical health of all students. When students' well-being is prioritized, they are better able to learn at or above grade level, creating a positive foundation for high-quality learning conditions.

## 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.

Students' social-emotional, behavioral, and academic needs are best supported when they have access to a wide range of enriching experiences integrated throughout the school day. Through a review of the SPSA by the School Site Council (SSC), along with feedback gathered from parents and community members during Coffee with the Principal meetings, PTA meetings, and SSC discussions, stakeholders expressed a strong desire for increased enrichment and extracurricular opportunities for students.

A major area of interest identified by families and staff was expanded access to music education and enrichment opportunities. Stakeholders emphasized the importance of continuing programs such as Music4Minors and increasing opportunities for students to participate in music both during and after school. In response to this feedback, Kennedy launched the Kennedy Voices Choir during the 2025–2026 school year and partnered with the third-party vendor After School Music Academy to provide after-school music enrichment opportunities for students in grades K–2 and 3–5.

Stakeholders also highlighted the need for additional academic enrichment opportunities focused on math and STEM. These supports are especially important for Hispanic and socioeconomically disadvantaged student groups, who performed in the "orange" performance band in mathematics. Parents and staff expressed interest in expanding opportunities that promote problem-solving, critical thinking, and student engagement through STEM-related learning experiences.

In addition, families, teachers, and PTA members identified the importance of supporting students' physical health and overall well-being by strengthening the school's physical fitness and recess programs. Feedback included the need for updated playground and recess equipment, as well as materials and activities that support alternative recess options to help keep all students engaged, active, and connected during the school day.

## 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 |
|---|---|---|
| Increase student engagement and participation in the 5th grade physical fitness test | Participation Rate for the 2025-26 School Year (100%) | Continue baseline outcome. |
| Increase family and student participation with STEM related Family Engagement Nights | • Family Code Night - one per year - 13 families registered, | Increase participation and attendance for both Family Code Night and Science Fair by 10% |

| | | |
|---|---|---|
| | • Science Fair - 26% of the total student population participation | |
| Provide school enrichment opportunities through Music Instruction | • Currently, 7 out of 17 classes utilized Music4Minors and one performance<br>• Two class provided through "After School Music Academy. Currently 20 students in each class (40 total). | • increase number of classes receiving music instruction by 2 and<br>• add one additional assembly<br>• provide one additional after school music class opportunity. |
| Referrals for COST to provide in school supports or connect families with community resources. | 42 students received a COST referral in the 2025-26 School Year. | 100% of students referred to cost or community resources will receive supports. |
| California Healthy Kids Survey | 2025-26 Results -<br>School connectedness: 72%<br>Academic motivation: 87%<br>Perceived School Safety: 84%<br>Parent involvement in schooling: 79% | 2026-27 Results<br>School connectedness: 74%<br>Academic motivation: 89%<br>Perceived School Safety: 86%<br>Parent involvement in schooling: 81% |

## 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** | Provide materials and supplies for PE teacher(s) to support lessons and units for all students. | All students | 1500<br>LCFF<br>4000-4999: Books And Supplies<br>PE Supplies For Teachers |
| **3.2** | Continue to provide music and art for each grade level. | | 1500<br>LCFF<br>4000-4999: Books And Supplies<br>Art supplies for provided art lessons |
| **3.4** | | | |

# 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.

Kennedy made progress in implementing our planned actions throughout the school year and highlights are indicating below. Our actions are grouped into three distinct categories which include; successful implementation, partial implementation and no implementation

Successful Implementation
Action 3.2: Materials and supplies were purchased to support Kennedy's physical education program, including the replacement of equipment such as soccer balls and soccer goals.

Action 3.5: Kennedy expanded enrichment opportunities for students by offering three different after-school music programs available across grade levels, including voice/choir, hand percussion, and electronic instrument instruction. In addition, Kennedy partnered with Music For Minors to provide music instruction for students in grades TK–1.

Partial Implementation
Action 3.4: Collaboration and articulation between classroom and Physical Education teachers did not occur on a regular basis.

No Implementation
Action 3.3: Teachers did not formally collaborate on lessons related to healthy eating and healthy lifestyles during the 2025–2026 school year. However, this may remain a potential focus area for future implementation.

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

While SPSA funds were used to support music and arts programs at Kennedy, a significant portion of the program funding was supported through Proposition 28 funds. These additional funds may not be available in future school years. As a result, current SPSA funding alone may limit the school's ability to sustain, expand, or enhance music and arts programming at the level originally intended.

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.

To measure the effectiveness of proposed strategies and activities, Kennedy will continue to gather feedback from students, staff, and families throughout the school year. Survey results and stakeholder input will be used to evaluate programs and supports, identify areas for improvement, and ensure that schoolwide strategies remain responsive to the needs of the school community and aligned with goals for student achievement, engagement, and wellness.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 4

## Title and Description of School Goal

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

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

## Identified Need

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

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|

# Annual Review

**SPSA Year Reviewed: 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.

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.

# 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 | $76,143.00 |
| 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 ($) |
|---|---|
| LCFF | $76,143.00 |

Subtotal of state or local funds included for this school: $76,143.00

Total of federal, state, and/or local funds for this school: $76,143.00

# 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 |
|---|---|---|

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| LCFF | 76,143.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 8,000.00 |
| 2000-2999: Classified Personnel Salaries | 26,936.00 |
| 4000-4999: Books And Supplies | 7,000.00 |
| 5000-5999: Services And Other Operating Expenditures | 34,207.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | LCFF | 8,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 26,936.00 |
| 4000-4999: Books And Supplies | LCFF | 7,000.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 34,207.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 47,075.00 |
| Goal 2 | 26,068.00 |
| Goal 3 | 3,000.00 |

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

| Name of Members | Role |
|---|---|
| Mark Kjelmyr | Classroom Teacher |
| Tricia Lemler | Classroom Teacher |
| Gretchen Cava | Classroom Teacher |
| Cindy Parks | Parent or Community Member |
| Lydia Bustamante | Parent or Community Member |
| Clare Garvey | Parent or Community Member |
| Jonathan Li | Parent or Community Member |
| Delcina Wadia | Parent or Community Member |
| Emily Trinidad | Other School Staff |
| Luis Lenzi | Principal |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
| --- | --- |
|  | English Learner Advisory Committee |

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

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

This SPSA was adopted by the SSC at a public meeting on 5/21/2026.

Attested:

| | |
| --- | --- |
|  | Principal, Luis Lenzi on 5/21/2026 |
|  | SSC Chairperson, Cindy Parks on 5/21/2026 |

# 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 School Site 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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

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

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

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

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

## Identified Need

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

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

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

## Annual Measurable Outcomes

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

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

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

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

## Strategies/Activities Table

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

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

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

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

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

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the School Site Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## CSI Resources

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

# Appendix C: Select State and Federal Programs

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

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

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