

School Year: 2026-27



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Piner Junior High School	49709206068977	May 2026	

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Plan Description

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

Piner Junior High School's plan is designed to meet ESSA requirements by incorporating local data, student performance, and the unique needs of Piner High School in its goal-setting and actions. These goals are further shaped by input from students, parents, and staff. Drawing on this comprehensive feedback, the plan allocates resources to enhance instructional quality and implement programs that support college and career readiness. Goals focus on both academic achievement and the well-being of the whole child, aligning with the SRCS district's LCAP. Actions under these goals specifically target additional support for struggling learners, English learners, socioeconomically disadvantaged students, and foster youth.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The annual and ongoing engagement of stakeholders is a critical component of the Single Plan for Student Achievement (SPSA) development process at Piner Junior High School. It is essential that the goals, actions, metrics, and expenditures outlined in the SPSA authentically reflect the voices and experiences of our students, families, staff, and community members. These stakeholder groups engage both independently and collaboratively to ensure that the needs and perspectives of the Piner Junior High School community remain at the center of all decision-making.

As we begin the stakeholder engagement process for the 2026–2027 school year, Piner Junior High School is committed to developing goals and actions that clearly demonstrate our dedication to equity and the inclusion of meaningful student voice. We will build upon prior efforts by expanding opportunities for participation and centering stakeholder experiences in our planning process.

All stakeholder meetings and listening sessions for the 2026–2027 school year will be held in person on a monthly basis. To maximize participation, we will continue to implement proactive outreach strategies, including sending invitations to families and students and conducting personalized phone calls from support staff to encourage engagement. In recognition of potential barriers to participation, additional supports will be provided to ensure all stakeholders have equitable access to these opportunities.

Meetings and Listening Sessions

All meetings and listening sessions will be conducted in person on a monthly basis. Spanish interpretation will be available at every session to ensure accessibility for our Spanish-speaking families. Input gathered from stakeholders will be thoughtfully reviewed by Piner Junior High School staff and used to inform ongoing planning, ensuring that SPSA goals and actions are aligned with the identified needs and priorities of our school community.

Resource Inequities – Required for CSI / ATSI

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

As a school that has exited Additional Targeted Support and Improvement (ATSI) status, Piner Junior High School remains committed to the continued success of our Students with Disabilities, particularly our Long-term English Learners. Through the Individualized Education Program (IEP) process, and in collaboration with counselors and school staff, we will ensure that students are well-informed of the requirements necessary to prepare themselves for a successful transition to high school.

Each student will have a personalized plan developed to support progress toward meeting these requirements. We will work closely with students and their families to identify any additional supports needed and to monitor progress. This collaborative approach ensures that graduation goals are addressed in a timely, intentional, and organized manner, promoting equitable outcomes for all students.

Comprehensive Needs Assessment

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

Piner Junior High School –

Piner Junior High School aligns with SRCS LCAP Goal 1 by prioritizing rigorous, student-centered instruction and equitable access to high-quality learning experiences. The school is focused on improving outcomes in English Language Arts (ELA) and Mathematics while addressing the needs of diverse student groups through asset-based, data-driven practices.

Greatest Areas of Need

*86% of students are not proficient in ELA

*90.9% of students are not proficient in Math

ELA improved slightly (+9.7 points), while Math declined (-9.7 points)

Significant gaps persist for:

*Long-Term English Learners (LTELs)

*English Learners (ELs)

*Students with Disabilities (SPED)

*Socioeconomically Disadvantaged (SED) students

English Learner Progress

*50% of EL students are making progress on ELPAC (+2.8%)

Engagement & Attendance (LCAP Goal 2 Connection)

*30% of students are chronically absent

Student survey data shows low:

*Belonging (Culture: 24%)

*Engagement (39%)

*Self-efficacy (36%)

Key Findings

What is Working

Stabilization in ELA performance suggests core instruction and supports are preventing further learning loss

EL progress is increasing, indicating designated and integrated ELD strategies are having impact

70% of students attend regularly, showing foundational systems are in place

Suspension rates have decreased, reflecting some consistency in behavior systems

What is Not Yet Working

Math achievement is declining, indicating gaps in foundational skills and instructional effectiveness

Persistent and significant subgroup disparities remain

Tier 1 instruction is not consistently rigorous, aligned, or differentiated

Intervention systems lack intensity, consistency, and coherence

30% chronic absenteeism indicates disengagement and unmet social-emotional needs

Students report low connection to school, impacting both achievement and attendance

Root Causes

Inconsistent implementation of high-quality Tier 1 instruction

Limited use of data-driven instruction and formative assessment practices

Insufficient targeted intervention during the school day

Gaps in academic language development across content areas

Limited student engagement and real-world learning opportunities

Inconsistent schoolwide systems for belonging, behavior, and attendance

Strategic Priorities

- *Strengthen Tier 1 Instruction
- *Ensure rigorous, standards-aligned teaching in ELA and Math
- *Focus on foundational math skills, problem-solving, and academic discourse
- *Expand Targeted Intervention
- *Provide structured, data-driven support for EL, LTEL, SPED, and SED students
- *Increase access to tutoring and extended learning time
- *Improve Academic Language Development
- *Implement consistent designated and integrated ELD across all content areas
- *Increase Student Engagement
- *Expand STEaM, interdisciplinary learning, and CTE pathways
- *Provide real-world, relevant learning experiences
- *Strengthen Attendance & Belonging Systems
- *Implement proactive, tiered attendance interventions
- *Increase student voice, mentorship, and family engagement
- *Build Staff Capacity
- *Provide professional development in high-leverage strategies, differentiation, and culturally responsive practices
- *Strengthen PLCs and data-driven collaboration

Measurable Outcomes (2026–2027 Targets)

ELA: Improve by 12 points (to 95.8 below standard)
Math: Improve by 12 points (to 135.2 below standard)
ELPAC Progress: Increase from 50% to 58%

Chronic Absenteeism:

- *Decrease from 30% to 22%
- *Attendance =90%: Increase from 70% to 78%

Suspensions: Decrease overall from 12.8% to 9.8%

Equity Focus:

Higher growth targets are set for EL, LTEL, SPED, SED, and historically underserved student groups to accelerate progress and close achievement gaps.

Summary

Piner Junior High School is at a critical point of opportunity. While systems are in place that provide stability, significant achievement and engagement gaps remain. Through strengthening Tier 1 instruction, expanding targeted supports, and building a culture of belonging and high expectations, the school is positioned to accelerate student outcomes and create a more equitable and student-centered learning environment.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Piner Junior High 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
American Indian	0.68%	0.47%	1.27%	3	2	5
African American	1.58%	1.65%	2.03%	7	7	8
Asian	3.17%	4.73%	5.58%	14	20	22
Filipino	1.36%	1.65%	1.52%	6	7	6
Hispanic/Latino	81.45%	80.61%	80.46%	360	341	317
Pacific Islander	1.36%	1.18%	0.76%	6	5	3
White	7.47%	7.80%	6.60%	33	33	26
Multiple/No Response	2.94%	1.89%	1.78%	13	8	7
Total Enrollment				442	423	394

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	209	189	202
Grade 8	233	234	192
Grade 12	.		
Total Enrollment	442	423	394

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	154	145	151		34.8%	38.3%
Fluent English Proficient (FEP)	186	180	166		42.1%	42.1%
Reclassified Fluent English Proficient (RFEP)	.					

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
423	87.2%	34.3%	0.2%
Total Number of Students enrolled in Piner Junior High 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	145	34.3%
Foster Youth	1	0.2%
Homeless	33	7.8%
Socioeconomically Disadvantaged	369	87.2%
Students with Disabilities	96	22.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.7%
American Indian	2	0.5%
Asian	20	4.7%
Filipino	7	1.7%
Hispanic	341	80.6%
Two or More Races	8	1.9%
Pacific Islander	5	1.2%
White	33	7.8%

Conclusions based on this data:

1. High Concentration of Student Need Requires Intensive, Integrated Supports

With 87.2% of students identified as Socioeconomically Disadvantaged, 34.3% English Learners, and 22.7% Students with Disabilities, Piner Junior High serves a student population with significant and overlapping needs. This concentration indicates a strong need for coordinated academic, social-emotional, and intervention supports, including robust Tier 1 instruction, targeted interventions, and expanded access to resources that address both learning and external barriers to success.

2. Language Development and Access to Core Instruction Are Critical Priorities

Over one-third of students (34.3%) are English Learners, with many likely Long-Term English Learners, highlighting the need for systematic academic language development across all content areas. This underscores the importance of integrated and designated ELD, scaffolding within Tier 1 instruction, and increased opportunities for structured discourse, ensuring students can access rigorous grade-level content in both ELA and Math.

3. Student Demographics Emphasize the Need for Culturally Responsive and Inclusive Practices

With 80.6% of students identifying as Hispanic/Latinx and additional representation across diverse racial/ethnic groups, Piner Junior High must prioritize culturally responsive teaching, inclusive school climate practices, and strong family engagement systems. Additionally, the presence of vulnerable populations (homeless, foster youth) highlights the need for targeted wraparound supports and relationship-centered practices to improve student engagement, attendance, and overall well-being.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic Achievement Remains a Critical Area of Need in Mathematics and English Language Arts.
- Performance levels indicate that Mathematics (Red) and English Language Arts (Orange) are significant areas of concern, with Math representing the most urgent need. This suggests that current instructional practices and supports are not yet producing sufficient student growth, particularly in foundational skills and problem-solving. Strengthening Tier 1 instruction, increasing targeted interventions, and improving alignment to standards are

essential to accelerate academic achievement.

2. English Learner Supports Are Showing Positive Impact but Require Expansion

The English Learner Progress indicator (Green) reflects that systems supporting language development are having a positive effect. However, given overall low academic performance in ELA and Math, this progress is not yet translating into full access to grade-level content. This indicates a need to deepen and expand integrated ELD, academic language development, and scaffolding strategies across all subject areas.

3. Student Engagement and Attendance Are Significant Barriers to Success

The Chronic Absenteeism rate (Red) highlights a major barrier to improving student outcomes, as consistent attendance is foundational to academic success. While the Suspension Rate (Yellow) shows some stability, it still indicates ongoing challenges with student behavior and engagement. Together, these trends suggest a need for stronger systems to improve student connectedness, belonging, and proactive supports, including attendance interventions, restorative practices, and increased student engagement opportunities.

School and Student Performance Data

Academic Performance English Language Arts

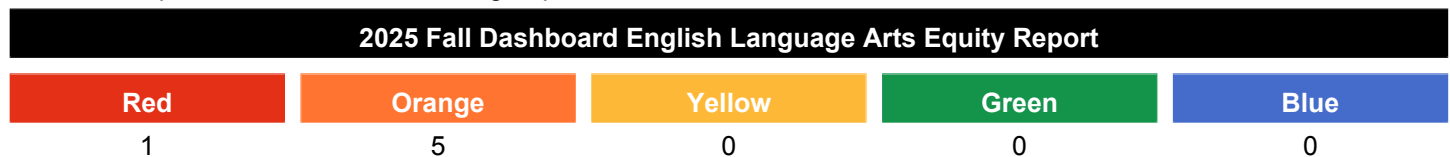
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 107.8 points below standard Increased 9.7 points 365 Students	English Learners  Orange 130.9 points below standard Increased 35.4 points 202 Students	Long-Term English Learners  Orange 161.2 points below standard Increased 27 points 78 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 175.1 points below standard 18 Students	Socioeconomically Disadvantaged  Orange 109.1 points below standard Increased 12.4 points 326 Students

Students with Disabilities  Orange 131.3 points below standard Increased 30.7 points 92 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 75.9 points below standard Increased 48.6 points 17 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Orange 113.3 points below standard Increased 13.4 points 296 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Red 116.3 points below standard Declined 35.3 points 31 Students

Conclusions based on this data:

- 1. ELA Achievement Is Improving, but Students Remain Significantly Below Standard**
All student groups with reportable data show an increase in ELA performance, with All Students improving by 9.7 points. English Learners (+35.4), Students with Disabilities (+30.7), and Long-Term English Learners (+27) demonstrated notable growth, indicating that current literacy supports are beginning to have an impact. However, all major student groups remain in the Orange performance level and more than 100 points below standard, highlighting the need for accelerated growth and continued focus on grade-level instruction and academic rigor.
- 2. Significant and Persistent Achievement Gaps Exist Among High-Need Student Groups**
Despite overall growth, Long-Term English Learners (161.2 points below standard), Students with Disabilities (131.3 points below), and English Learners (130.9 points below) remain among the lowest-performing groups. Additionally, Homeless students (175.1 points below standard) represent a particularly high-need population. These data indicate that while progress is occurring, current supports are not yet sufficient to close achievement gaps, requiring more intensive, targeted interventions and stronger differentiation within Tier 1 instruction.
- 3. Inconsistent Outcomes Across Student Groups Indicate a Need for More Coherent Instructional Systems**
While most student groups improved, the White student group declined significantly (-35.3 points, Red status), and several groups lack sufficient data for performance classification. This inconsistency suggests that instructional practices and supports are not yet implemented with fidelity or consistency across all classrooms and student groups. A more coherent, data-driven instructional system, including consistent use of formative assessment, progress monitoring, and aligned interventions, is necessary to ensure equitable outcomes for all students.

School and Student Performance Data

Academic Performance Mathematics

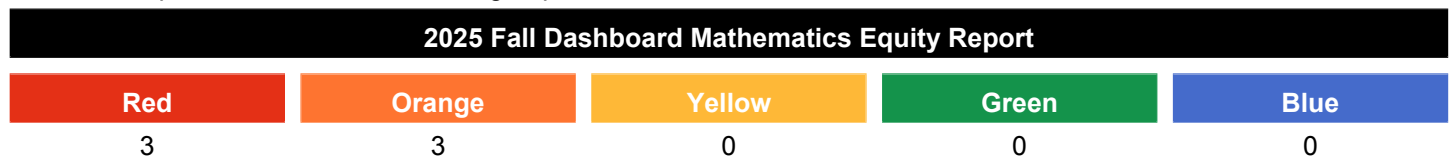
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 147.2 points below standard Declined 9.7 points 375 Students	English Learners  Orange 164.5 points below standard Increased 19.4 points 212 Students	Long-Term English Learners  Orange 192.7 points below standard Increased 17.4 points 77 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 196 points below standard 25 Students	Socioeconomically Disadvantaged  Red 146.9 points below standard Declined 3.6 points 336 Students

Students with Disabilities  Orange 184 points below standard Increased 6.9 points 91 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 87.6 points below standard Increased 47.4 points 17 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Red 152.5 points below standard Declined 10 points 304 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Red 139.9 points below standard Declined 36.7 points 30 Students

Conclusions based on this data:

1. Mathematics Achievement Is the Most Critical Area of Need

Overall Mathematics performance is in the Red level, with students 147.2 points below standard and showing a decline of 9.7 points. This indicates that current instructional practices and interventions are not effectively addressing student needs, particularly in foundational math skills. Immediate focus is required on strengthening Tier 1 instruction, problem-solving, and conceptual understanding to reverse declining trends.

2. Significant and Widening Achievement Gaps Persist Across Student Groups

High-need student groups continue to perform far below standard, including:

Long-Term English Learners: 192.7 points below standard

Students with Disabilities: 184 points below standard

English Learners: 164.5 points below standard

Homeless students: 196 points below standard

While some groups (EL, LTEL, SPED) showed modest improvement, they remain in the Orange performance level and extremely far from standard, indicating that current supports are not sufficient to close gaps and require increased intensity and alignment.

3. Inconsistent Outcomes and Declines Across Major Student Groups Signal Systemic Instructional Gaps

Key student groups, including Socioeconomically Disadvantaged (-3.6 points), Hispanic (-10 points), and White (-36.7 points), all experienced declines in performance and remain in the Red level. This pattern, combined with mixed growth across other groups, suggests inconsistent implementation of instructional practices, lack of coherence in

intervention systems, and insufficient differentiation. A more systematic, data-driven, and schoolwide approach to math instruction and intervention is needed to ensure equitable outcomes.

School and Student Performance Data

Academic Performance Science

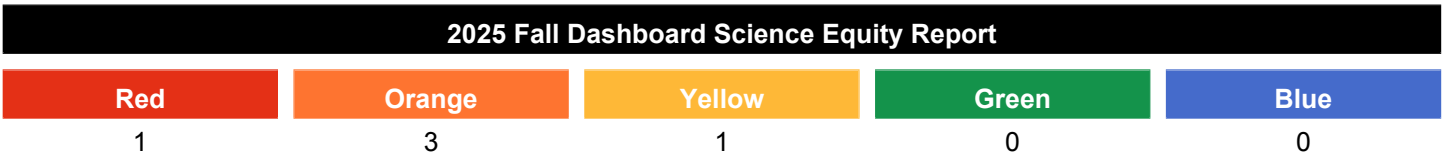
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Orange 36.8 science points Maintained -1.4 points 216 Students	English Learners  Orange 32.6 science points Increased 4.5 points 103 Students	Long-Term English Learners  Red 26.5 science points Maintained 1.9 points 37 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 33 science points 13 Students	Socioeconomically Disadvantaged  Orange 36.3 science points Maintained -0.4 points 188 Students

Students with Disabilities  Yellow 36 science points Increased 6.9 points 54 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 35.3 science points Maintained -1.7 points 171 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color 46.7 science points Maintained 0.8 points 19 Students

Conclusions based on this data:

- Science Performance Is Stable but Not Improving at the Rate Needed**

Overall Science performance is in the Orange level, with students maintaining performance (-1.4 point change), indicating stability but limited growth. While this suggests that current instructional practices are preventing decline, they are not yet producing accelerated achievement gains, highlighting the need to strengthen rigor, inquiry-based learning, and alignment to standards.
- Targeted Growth Is Occurring for Some Groups, but Gaps Persist**

Certain student groups demonstrated improvement, including:

English Learners (+4.5 points)
Students with Disabilities (+6.9 points, Yellow level)

However, Long-Term English Learners remain in the Red level (26.5 points) and continue to perform significantly below other groups. This indicates that while some supports are effective, they are not yet sufficient to address the needs of students furthest from standard, particularly those requiring sustained academic language and content support.
- Inconsistent Growth Patterns Indicate a Need for More Coherent Instructional Practices**

Most student groups, including All Students, Socioeconomically Disadvantaged, and Hispanic students, showed minimal change or slight declines, suggesting inconsistent implementation of effective instructional strategies. The variation in outcomes across student groups indicates a need for stronger alignment in science instruction, including increased use of hands-on, inquiry-based learning, academic language development, and cross-curricular integration

(STeAM) to improve engagement and achievement.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Blue
50 making progress.	63.2 making progress.
Number Students: 120 Students	Number Students: 76 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
7%	41.2%	0%	51.8%

Conclusions based on this data:

1. English Learner Progress Is a Relative Strength and Demonstrates Effective Systems
- The English Learner Progress Indicator is Green, with 51.8% of students progressing at least one ELPI level, and Long-Term English Learners performing at Blue (63.2% progress). These results indicate that current designated and integrated ELD supports are having a positive impact, particularly for LTELs, and represent one of the school's strongest areas of performance.
2. Nearly Half of English Learners Are Not Yet Making Adequate Progress
- Despite overall positive performance, 48.2% of English Learners are not progressing, including:
- 41.2% maintaining lower ELPI levels (1–3)
- 7% decreasing at least one level
- Additionally, 0% of students maintained ELPI Level 4, indicating limited movement toward full English proficiency. This highlights the need to accelerate language development and ensure all EL students make consistent annual progress.

3. Strong Language Growth Is Not Yet Translating to Academic Achievement

Although ELPI results are strong, they contrast with low performance in ELA and Math, where English Learners remain far below standard. This suggests that while students are developing English proficiency, they may not yet be fully accessing grade-level academic content. A stronger focus is needed on integrating academic language development into core instruction, ensuring that language growth leads to improved outcomes in all subject areas.

School and Student Performance Data

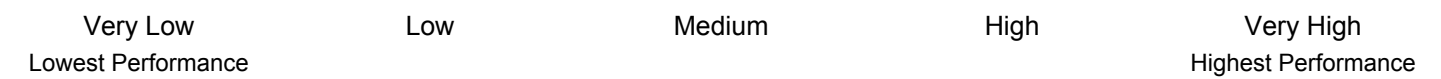
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

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



Red

33.4% Chronically Absent

Increased 2.7

455 Students

English Learners



Red

33.5% Chronically Absent

Increased 2.2

164 Students

Long-Term English Learners



Orange

31.5% Chronically Absent

Declined 5.8

89 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



Orange

34.9% Chronically Absent

Declined 1.8

43 Students

Socioeconomically Disadvantaged



Red

34.1% Chronically Absent

Increased 1.5

405 Students

Students with Disabilities  Red 43.1% Chronically Absent Increased 10.8 109 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 42.9% Chronically Absent Increased 7.6 21 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Red 31.2% Chronically Absent Increased 2.2 365 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Red 45.9% Chronically Absent Increased 12.6 37 Students

Conclusions based on this data:

- Chronic Absenteeism Is a Critical and Worsening Schoolwide Challenge**

Chronic absenteeism is in the Red performance level, with 33.4% of students chronically absent, reflecting an increase of 2.7%. This indicates that one in three students is missing significant instructional time, which directly impacts academic achievement and engagement. Current attendance systems are not effectively reversing this trend, and more proactive, tiered interventions are needed.
- Disproportionate Impact on High-Need Student Groups Signals Equity Concerns**

Chronic absenteeism disproportionately affects key student groups, including:

Students with Disabilities: 43.1% (+10.8 increase)
White students: 45.9% (+12.6 increase)
Socioeconomically Disadvantaged: 34.1%
English Learners: 33.5%

These data highlight significant equity gaps, particularly for Students with Disabilities and other vulnerable populations, indicating a need for targeted, differentiated attendance supports and case management systems.
- Some Targeted Efforts Show Promise but Are Not Yet Systemic**

Certain groups, including Long-Term English Learners (-5.8%) and Homeless students (-1.8%), showed improvement in attendance, suggesting that targeted interventions can be effective when implemented consistently. However, because overall absenteeism continues to rise, these efforts are not yet scaled or sustained across the system, indicating the need for a coherent, schoolwide approach focused on student engagement, belonging, and

early intervention.

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
Lowest Performance

Orange

Yellow

Green

Blue
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

School and Student Performance Data

Conditions & Climate Suspension Rate

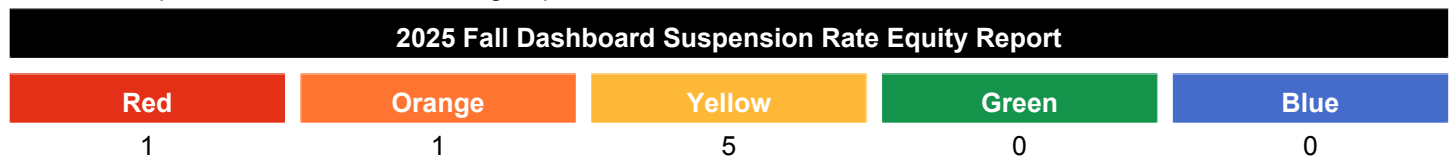
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 12.8% suspended at least one day Declined 3.7% 469 Students	English Learners  Yellow 10.8% suspended at least one day Declined 3.7% 166 Students	Long-Term English Learners  Yellow 11.2% suspended at least one day Declined 6.5% 89 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  Red 14.3% suspended at least one day Increased 1.8% 49 Students	Socioeconomically Disadvantaged  Yellow 12.7% suspended at least one day Declined 4% 418 Students

Students with Disabilities  Yellow 11.6% suspended at least one day Declined 3% 112 Students	African American  No Performance Color 16.7% suspended at least one day 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 9.1% suspended at least one day Declined 2% 22 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Yellow 11.9% suspended at least one day Declined 4.1% 370 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Orange 15.8% suspended at least one day Declined 1.3% 38 Students

Conclusions based on this data:

- Suspension Rates Are Improving but Remain a Concern**

Overall suspension rates are in the Yellow level at 12.8%, with a decrease of 3.7%, indicating that current efforts to address student behavior are having a positive impact. Multiple student groups, including English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, also showed declines, suggesting increasing consistency in behavior systems. However, suspension rates remain relatively high, indicating the need for continued focus on prevention and alternatives to exclusionary discipline.
- Disproportionate Suspension Rates Persist for Specific Student Groups**

Despite overall improvement, disparities remain:

Homeless students: 14.3% (Red, increased)
White students: 15.8% (Orange)
African American students: 16.7% (highest rate, though small N-size)

These patterns indicate that certain student groups continue to be disproportionately impacted by suspension, highlighting the need for targeted, equity-focused interventions and deeper analysis of root causes.
- Current Systems Show Progress but Need to Shift Toward Proactive and Restorative Practices**

The overall downward trend in suspensions suggests that existing systems (behavior expectations, supervision, and interventions) are beginning to stabilize outcomes. However, the continued reliance on suspension and persistent subgroup disparities indicate a need to strengthen proactive approaches, including restorative practices, PBIS implementation, social-emotional supports, and relationship-centered strategies to reduce behavioral incidents and

improve student engagement.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	223	211	178	193	197	168	192	194	167	86.5	93.4	94.4
Grade 8	200	235	220	179	204	205	178	197	205	89.5	86.8	93.2
All Grades	423	446	398	372	401	373	370	391	372	87.9	89.9	93.7

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 7	2462.	2442.	2438.	3.65	2.06	2.40	16.15	14.43	11.98	22.40	21.13	19.16	57.81	62.37	66.47
Grade 8	2472.	2446.	2446.	1.69	2.54	2.93	15.73	8.63	10.73	23.60	23.35	20.00	58.99	65.48	66.34
All Grades	N/A	N/A	N/A	2.70	2.30	2.69	15.95	11.51	11.29	22.97	22.25	19.62	58.38	63.94	66.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	5.79	4.66	4.19	45.79	44.56	44.91	48.42	50.78	50.90
Grade 8	3.93	1.60	2.93	46.07	36.17	39.02	50.00	62.23	58.05
All Grades	4.89	3.15	3.49	45.92	40.42	41.67	49.18	56.43	54.84

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	4.26	3.14	1.80	42.55	37.17	35.33	53.19	59.69	62.87
Grade 8	3.37	2.09	4.39	33.71	34.55	31.22	62.92	63.35	64.39
All Grades	3.83	2.62	3.23	38.25	35.86	33.06	57.92	61.52	63.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	5.26	6.74	6.59	72.11	60.62	58.08	22.63	32.64	35.33
Grade 8	5.62	5.26	3.41	65.73	54.74	60.00	28.65	40.00	36.59
All Grades	5.43	6.01	4.84	69.02	57.70	59.14	25.54	36.29	36.02

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	8.85	2.59	4.79	54.17	57.51	51.50	36.98	39.90	43.71
Grade 8	8.99	5.21	2.44	62.36	65.10	55.61	28.65	29.69	41.95
All Grades	8.92	3.90	3.49	58.11	61.30	53.76	32.97	34.81	42.74

Conclusions based on this data:

- Assessment Participation Has Improved, Ensuring More Reliable Data for Decision-Making**

 Assessment participation has increased from 87.9% to 93.7%, indicating stronger systems for student testing and engagement. This improvement ensures that student performance data is more representative and reliable, allowing the school to make more accurate, data-driven instructional decisions.
- Overall ELA Achievement Is Declining, with Increasing Percentages of Students Not Meeting Standards**

 Across grades 7 and 8, there is a clear trend of declining performance, including:

 Decreases in mean scale scores
 Declines in students meeting or exceeding standards
 An increase in students not meeting standards (now over 66%)

 This trend indicates that more students are falling further behind grade-level expectations, reinforcing the need for accelerated learning, stronger Tier 1 instruction, and targeted intervention systems, particularly in literacy.
- Foundational Literacy Skills (Especially Writing and Research) Are Key Areas of Weakness**

 Disaggregated performance data shows that:

 Writing has the highest percentage of students below standard (63.7% overall), with consistent declines over time
 Research/Inquiry skills have also declined significantly, with over 42% below standard
 Reading and Listening show some stability but still have over half of students below standard in many areas

 These trends indicate that students struggle most with expressing ideas, analyzing information, and engaging in higher-order thinking tasks, highlighting the need for intentional focus on writing, academic discourse, and critical thinking across all content areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	223	213	177	204	200	167	203	199	165	91.5	93.9	94.4
Grade 8	200	235	220	184	218	207	183	215	207	92.0	92.8	94.1
All Grades	423	448	397	388	418	374	386	414	372	91.7	93.3	94.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2425.	2439.	2432.	1.48	3.02	3.03	5.91	8.04	10.30	19.70	21.11	18.79	72.91	67.84	67.88
Grade 8	2423.	2432.	2422.	1.09	0.93	1.93	6.01	6.51	3.86	10.38	15.35	16.43	82.51	77.21	77.78
Grade 11															
All Grades	N/A	N/A	N/A	1.30	1.93	2.42	5.96	7.25	6.72	15.28	18.12	17.47	77.46	72.71	73.39

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2.46	6.06	6.06	27.59	20.71	24.24	69.95	73.23	69.70
Grade 8	1.09	1.40	1.45	24.04	27.44	27.54	74.86	71.16	71.01
Grade 11									
All Grades	1.81	3.63	3.49	25.91	24.21	26.08	72.28	72.15	70.43

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	0.99	2.01	5.45	39.90	46.73	40.61	59.11	51.26	53.94
Grade 8	1.64	1.40	1.45	40.98	47.91	36.71	57.38	50.70	61.84
All Grades	1.30	1.69	3.23	40.41	47.34	38.44	58.29	50.97	58.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	1.97	4.02	3.64	53.69	54.27	45.45	44.33	41.71	50.91
Grade 8	2.73	1.40	2.42	43.72	50.23	43.96	53.55	48.37	53.62
All Grades	2.33	2.66	2.96	48.96	52.17	44.62	48.70	45.17	52.42

Conclusions based on this data:

- Math Participation Is Strong and Improving, Strengthening Data Reliability**
 Mathematics participation has increased to 94.2% of enrolled students tested, indicating strong systems for ensuring student assessment participation. This high and consistent participation rate provides reliable and representative data, supporting accurate identification of student needs and instructional planning.
- Mathematics Achievement Remains Low with Limited Overall Growth**
 Overall math performance remains a critical concern, with 73.39% of students not meeting standards. While there are slight increases in students meeting or exceeding standards over time, the majority of students remain significantly below grade-level expectations, particularly in grades 7 and 8. This indicates that current instructional practices are not producing sufficient acceleration in mathematical understanding or proficiency.
- Students Struggle Most with Problem Solving and Mathematical Reasoning**
 Across all grades, the lowest performance is consistently seen in Problem Solving & Modeling (58.33% below standard) and Communicating Reasoning (52.42% below standard). While Concepts & Procedures shows slightly stronger performance, students demonstrate the greatest difficulty with applying math in real-world contexts, explaining thinking, and using mathematical reasoning, highlighting a need for instructional shifts toward inquiry-based learning, discourse, and application-focused instruction.

School and Student Performance Data

2025 Fall Dashboard Summary Data Points

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

Demographic Percentages

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

Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
423	87.2%	22.7%	34.3%	7.8%	0.2%	80.6%	7.8%	1.7%

Chronic Absenteeism Percentages

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

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
33.4% Chronically Absent	34.1% Chronically Absent	43.1% Chronically Absent	33.5% Chronically Absent	34.9% Chronically Absent		31.2% Chronically Absent	45.9% Chronically Absent	

Suspension Percentages

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

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
12.8% suspended at least one day	12.7% suspended at least one day	11.6% suspended at least one day	10.8% suspended at least one day	14.3% suspended at least one day		11.9% suspended at least one day	15.8% suspended at least one day	16.7% suspended at least one day

Math Percentages

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

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
147.2 points below standard	146.9 points below standard	184 points below standard	164.5 points below standard	196 points below standard		152.5 points below standard	139.9 points below standard	

ELA Percentages

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

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
107.8 points below standard	109.1 points below standard	131.3 points below standard	130.9 points below standard	175.1 points below standard		113.3 points below standard	116.3 points below standard	

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

SRCS LCAP Goal 1
SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math
SRCS will provide student-centered teaching and learning opportunities through strengthening services that maximize student growth by aligning quality first instruction for all students (Tier 1 Instruction), to meet the needs of our diverse learners while focusing on an asset-based approach to maximize potential for all students and disrupt the influence of economic status on outcomes.
This will include a focus on specific student groups, particularly in the areas of English Language Arts and Math, and guiding our students toward promising postsecondary pathways.

Goal 1

Rigorous, Student-Centered Academic Achievement (7–12)
Piner Junior High School is committed to the ongoing development of rigorous, student-centered teaching and learning experiences that promote equitable outcomes for all students and support academic and personal success. The school will increase student achievement in ELA and Mathematics, strengthen foundational skills (especially in math), improve academic language development for Long-Term English Learners (LTELs), and expand CTE pathways to support college and career readiness.

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

All Data points to a significant need for improvement.

Annual Measurable Outcomes

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Our data indicates that 86% of our students are not proficient in ELA, and 90.9% of our students are not proficient in Math. Therefore, we need to: Increase student access to rigorous, grade-level, standards-aligned instruction in both ELA and Mathematics, with an emphasis on critical thinking, problem-solving, and academic discourse. Increase support for Long-Term English Learners (LTELs), Students with Disabilities, and Socioeconomically Disadvantaged students through targeted interventions, designated and integrated ELD, and differentiated instructional strategies. Increase implementation of high-leverage instructional practices, including push-in, formative assessment, data-driven instruction, and explicit academic language development across all content areas. Increase opportunities for student engagement through interdisciplinary learning, STEaM-based instruction, CTE pathways, tutoring, and extended learning time to strengthen foundational skills, particularly in Mathematics.	ELA scores have increased from 117.5 points below standard in 2024 to 107.8 points below standard in 2025, a 9.7 points. Since every 40 points equates to one grade level at Piner JHS, students maintained their grade level. EL 202 students - 130.9 points below standard LTEL 78 students - 161.2 points below standard SPED 92 students - 131.3 points below standard SED 326 students - 109.1 points below standard Hispanic / Latinx 296 students - 113.3 points below standard.. African American - No Perf. data (less than 11 students) American Indian - No Perf. data (less than 11 students) Must include specific expected outcomes for ELA/Math/ELPI EL SPED SED Hispanic / Latinx African American American Indian American Indian - Math scores have decreased from 137.5 points below standard in 2024 to 147.2 points below standard in 2025, a decrease of 9.7 points. Since every 40 points equates to one grade level, at Piner JHS,	Schoolwide Goals Our goal for ELA is to increase by 12 points to reach 95.8 points below standard. Our goal for Math is to increase by 12 points to reach 135.2 points below standard. Our goal for ELPAC progress is 58% will make progress, that is an increase of 8%. Our graduation rate goal for 2027 is 90%, an increase of 5%. Student Group Expected Outcomes (Note: For equity alignment, higher growth targets are set for groups furthest from standard.) English Learners (EL) ELA: increase by 15 points to reach 115.9 points below standard Math: increase by 15 points to reach 149.5 points below standard Long-Term English Learners (LTEL) ELA: increase by 18 points to reach 143.2 points below standard Math: increase by 18 points to reach 174.7 points below standard Students with Disabilities (SPED) ELA: increase by 15 points to reach 116.3 points below standard Math: increase by 15 points to reach 169.0 points below standard Socioeconomically Disadvantaged (SED) ELA: increase by 12 points to reach 97.1 points below standard Math: increase by 12 points to reach 134.9 points below standard Hispanic / Latinx ELA: increase by 12 points to reach 101.3 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students have maintained their grade levels. EL 212 students - 164.5 points below standard LTEL 77 students - 192.7 points below standard SPED 91 students - 184 points below standard SED 336 students - 146.9 points below standard Hispanic / Latinx 304 students - 152.5 points below standards. African American - No perf. Data (less than 11 students) American Indian - No perf. Data (less than 11 students) 50% of English Learners are making progress on the ELPAC, which is an increase of 2.8%	Math: increase by 12 points to reach 140.5 points below standard African American (small N-size – equity commitment goal) ELA: increase by 15 points Math: increase by 15 points American Indian (small N-size – equity commitment goal) ELA: increase by 15 points Math: increase by 15 points

Strategy/Activity Table

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
1.1	Implement rigorous, standards-aligned Tier 1 instruction in ELA and Mathematics, with a focused emphasis on strengthening foundational math skills, problem-solving, and academic discourse. Teachers will utilize common pacing, essential standards, and formative assessments to monitor student progress and adjust instruction.	All	5750.00 2000. 1200	3010 - Title I 0500 - Supplemental 0500 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
	Intervention staff (tutors, certificated support, instructional aides) PLC collaboration time (substitutes/stipends) \$5750.00 Release Time \$2000.00 Tutoring \$1200.00			
1.2	Develop and implement interdisciplinary and STEaM-based units of study that integrate ELA, Math, and Career Technical Education (CTE), increasing student engagement and providing real-world applications, particularly within the Health, Science, and Medical Technology pathways. (7–12) Emphasizing foundational math skill development and applied learning. Field Trips Admittance \$1000.00 Materials and Supplies \$1000.00 Teacher extra Duty \$3300.00	ALL	1000.00 1000.00 3300.00	3010 - Title I 3010 - Title I 0500 - Supplemental
1.3	Provide targeted intervention and support during the instructional day, including flexible grouping and data-driven instruction, to address the needs of Long-Term English Learners (LTEs), English Learners (ELs), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students. Provide intervention and tutoring supports for students below or near standard, prioritizing subgroup populations. Tutoring \$2750.00 Field Trips \$2000.00	Ltel's, SWD, SED	2750.00 2000.00	3010 - Title I 0500 - Supplemental
To Add a Row: Click “Add Row.” To Remove a Row: Clear all content, including spaces from each cell in the row.				

Annual Review

SPSA Year Reviewed: 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 deleted.

ANALYSIS

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

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

ELA scores have shown modest improvement, increasing by 9.7 points, which indicates that current literacy strategies and academic supports are beginning to have a positive impact on student learning. Although students remain significantly below standard, they are maintaining their grade-level performance, suggesting that core instruction and intervention systems are helping prevent further learning loss. Additionally, English Learner progress has improved by 2.8%, with 50% of students making progress on the ELPAC, demonstrating that designated and integrated ELD supports are contributing to growth in academic language development. Overall, while achievement gaps persist across student groups, existing instructional practices, targeted supports, and a strong focus on subgroup data are providing a foundation for stabilization and incremental improvement.

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

Despite some areas of stabilization, overall student achievement in both ELA and Math remains significantly below standard, indicating that current instructional strategies are not yet producing accelerated growth. Math performance has declined by 9.7 points, suggesting that existing math instruction and intervention supports are not effectively addressing foundational skill gaps or meeting the needs of students, particularly for those furthest from standard. Large and persistent performance gaps among student groups—especially LTELs, English Learners, and Students with Disabilities—indicate that differentiation, targeted intervention, and academic language development are not being implemented consistently or with sufficient intensity. Additionally, while 50% of English Learners are making progress on the ELPAC, half are not, demonstrating that current ELD supports are not yet reaching all students effectively. These trends suggest a need for more coherent, data-driven instruction, stronger Tier 1 core practices, and expanded intervention opportunities, particularly in mathematics and for high-need student groups.

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 address the lack of accelerated growth and persistent achievement gaps, Piner Junior Senior High School must strengthen Tier 1 core instruction by ensuring consistent implementation of rigorous, standards-aligned lessons in both ELA and Math, with a particular emphasis on foundational math skills and problem-solving. The school needs to expand and refine intervention systems by providing targeted, data-driven support during the school day—especially for LTELs, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students—while increasing access to extended learning opportunities such as tutoring. Additionally, there must be a stronger, more consistent focus on academic language development across all content areas through integrated and designated ELD, ensuring that English Learners receive daily opportunities to engage in structured discourse, reading, and writing. Instructional practices should be enhanced through increased use of formative assessment, progress monitoring, and flexible grouping to respond to student needs in real time. The school should also expand push-in and collaboration models to better support inclusive practices for Students with Disabilities. Finally, professional development and coaching must be prioritized to build teacher capacity in high-leverage instructional strategies, particularly in mathematics, differentiation, and engagement. These efforts should be paired with intentional monitoring of implementation and outcomes to ensure that changes lead to measurable improvements in student achievement.

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

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

SRCS, in sustained collaboration with our community, is dedicated to creating safe, inclusive, and culturally responsive learning environments that foster social-emotional wellness.

We are committed to cultivating a deep level of parent engagement, recognizing the importance of students' mindsets, assets, and identities, and providing comprehensive wraparound services and support to meet the physical and emotional needs of students, families, and staff.

Our goal is to ensure institutional responsiveness to the cultural and linguistic needs of our students and their families.

We aim to move beyond surface-level interactions to foster meaningful and intentional family engagement, empowering parents with agency and sustaining a collaborative community where every member feels valued and supported.

Goal 2

Piner Junior High School will foster a welcoming, inclusive, and culturally responsive 7–12 learning environment that supports student engagement, belonging, attendance, and social-emotional well-being. The school will reduce absenteeism, improve student connectedness, and strengthen school climate through intentional systems of support.

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

Our data indicates that 30% of our students have less than 90% attendance.

Therefore, we need to:

- Increase students' sense of belonging and engagement through advisory, mentorship, student leadership, and culturally responsive practices.
- Increase support for students with chronic absenteeism through tiered interventions, including counseling, case management, and targeted outreach to families.
- Increase implementation of consistent attendance monitoring systems, early identification processes, and data-driven intervention strategies.

Increase opportunities for family engagement, student voice, and extracurricular involvement to strengthen connections to school.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Our data indicates that 30% of our students have less than 90% attendance.	Youth Truth Jan 2026 Challenging Feelings How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions. 60% up 6% since last survey Classroom Effort How much effort students exert in key behaviors that correspond to successful learning and course performance. 67% up 4% since last survey Positive Feelings How frequently do students feel positive emotions? 47% up 3% since last survey School Safety	Attendance Our goal is to reduce chronic absenteeism from 30% to 22%, a decrease of 8%. Our goal is to increase the percentage of students attending 90% or more of the time from 70% to 78%. Suspension Reduction Goals Overall: Decrease suspension rate by 3% (from 12.8% to 9.8%) EL: decrease by 2% (from 10.8% to 8.8%) SPED: decrease by 3% (from 11.6% to 8.6%) SED: decrease by 3% (from 12.7% to 9.7%) Hispanic / Latinx: decrease by 3% (from 11.9% to 8.9%) African American: decrease by 4% (from 16.7% to 12.7%) (equity-focused stretch goal) American Indian: decrease by 3% (goal to be monitored as data becomes available)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Perceptions of student physical and psychological safety at school. 53% up 7% since last survey (CA) Self-Efficacy How much students believe they can succeed in achieving academic outcomes. 36% 0% since the last survey 38% Santa Rosa City Schools (CA) Supportive Relationships How supported students feel through their relationships with friends, family, and adults at school. 78% up 3% since the last survey School Safety Survey- Panorama 53 % of students reported positive Attendance data from August 13, 2025 - March 23 2026 90.85%	

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
2.1	Strengthen family engagement through bilingual outreach, workshops, and community partnerships by creating meaningful opportunities for increased parent and guardian engagement within the school community. This includes counselor-led parent information nights, encouraging greater family participation in extracurricular activities such as sports, clubs, and school events, and fostering accessible communication through an administrative open-door policy. Structured opportunities like "Coffee with Correia" on Friday mornings or Monday afternoons offer parents a welcoming space to connect directly with school leadership. Additionally, we are focused on strengthening participation in key parent groups such as ELAC, Boosters, and the Piner School Spirit Association (PSSA), recognizing that strong family-school partnerships are essential to student success Teacher Release Time \$1200.00 Certificated \$1250.00 Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings, PARENT ENGAGEMENT \$500.00	ALL	500.00 2450.00	Title I - Parent Participation 3010 - Title I
2.2	Increase students' sense of belonging, engagement, and connection to school through relationship-building and inclusive practices. Implement intentional 7–12 transition supports, including orientation programs, mentorship, and academic onboarding systems. Our staff will expand campus activities, enhance facilities, and foster a positive school culture to strengthen students' sense of community and belonging. By continuing to provide pro-social opportunities, we aim to increase student engagement and create a more inclusive and connected school environment. Classified overtime throughout the school year to support parent participation for events like orientation, parent workshops, and Nicotine and Drug Prevention Awareness Night.	ALL	1500.00 600. 7000.00	Title I - Parent Participation 3010 - Title I 0500 - Supplemental Other

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
	Equipment Campus and Facilities improvement and beautification, Campus projects, student and teacher use. Campus Beautification Materials and supplies, plants, planter boxes and supplies, bark, and other beautification activities Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Materials / Supplies \$500.00 Light Refreshments for Parent Mtgs / Trainings, incentives for students, t-shirts, sunglasses, beads, and student activities during the school day, \$8,000.00 Transportation, incentive costs for students Classified OT \$600.00			
2.3	Increase opportunities for student voice, leadership, and positive peer engagement to strengthen school culture. Increase student voice and leadership opportunities (clubs, athletics, forums, cultural organizations). Piner Junior High School is dedicated to supporting the whole student by addressing the social, emotional, physical, and mental health needs of our diverse student population. Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings, \$1000.00 Student engagement meetings, gold card, student incentives Instructional Materials (Non-Consumables) \$1000.00 Parent Engagement \$768.47	ALL	1000.00 768.47 1000.00	3010 - Title I Title I - Parent Participation 0500 - Supplemental
2.4				
To Add a Row: Click "Add Row." To Remove a Row: Clear all content, including spaces from each cell in the row.				

Annual Review

SPSA Year Reviewed: 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 deleted.

ANALYSIS

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

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

Current systems for monitoring attendance and providing basic interventions are helping maintain engagement for a portion of students, as 70% of students are attending at or above 90%. This indicates that existing practices such as attendance tracking, parent communication, and schoolwide expectations are effective for a majority of students. Additionally, ongoing efforts to build a positive school culture and increase student engagement are contributing to a foundation where many students feel connected enough to attend regularly.

There has been some stabilization in discipline systems, as reflected in a relatively moderate overall suspension rate and a slight decrease from the prior year. This suggests that existing behavior expectations, supervision, and response systems are in place and having some impact. Additionally, the alignment of discipline practices across student groups (EL, SPED, SED, Hispanic/Latinx) indicates that systems are being applied with some level of consistency.

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

Despite these efforts, 30% of students are chronically absent, indicating that current attendance systems and interventions are not sufficiently addressing the needs of a significant portion of the student population. Barriers such as lack of student engagement, limited sense of belonging, social-emotional challenges, and inconsistent family outreach may be preventing students from attending regularly. Current approaches may be too reactive rather than proactive, and not sufficiently differentiated to meet the needs of high-risk student groups.

Despite these systems, suspension rates remain high overall (12.8%) and disproportionately impact certain student groups, particularly African American students (16.7%). This indicates that current discipline practices are not effectively addressing root causes of behavior, such as lack of student engagement, unmet social-emotional needs, and limited sense of belonging. YouthTruth data, particularly low student ratings in culture and engagement, further suggests that many students do not feel connected to the school environment. Current approaches may rely too heavily on exclusionary discipline rather than restorative, preventative, and relationship-centered practices.

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

The school needs to implement more proactive, tiered attendance interventions that include early identification of at-risk students, consistent progress monitoring, and targeted supports. There should be an increased focus on building student connectedness through advisory programs, mentorship opportunities, and culturally responsive practices. Additionally, strengthening family engagement and communication, expanding access to social-emotional supports, and increasing student voice and leadership opportunities will be critical to improving attendance and overall school climate.

The school must shift toward a more proactive and restorative approach to discipline by implementing consistent schoolwide behavior expectations, restorative practices, and Positive Behavioral Interventions and Supports (PBIS). Increased access to social-emotional supports, counseling, and behavior interventions is needed, along with structured opportunities to build relationships between students and staff. Staff will require ongoing professional development in culturally responsive practices, de-escalation strategies, and alternatives to suspension. Additionally, the school should strengthen systems for monitoring discipline data and addressing disproportionality among student groups.

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

SRCS commits to providing high-quality, relevant staff development that promotes professional growth and collaboration to increase student achievement. SRCS is committed to fostering professional growth to support student outcomes by being responsive to the needs of both certificated and classified staff and building on internal capacity.

We aim to empower our staff with agency in their professional learning, ensuring access to supportive, culturally responsive learning opportunities. Through professional learning and collaboration, SRCS will create a robust environment for professional development.

Additionally, we are dedicated to supporting parent agency and learning to enhance overall community engagement and student success.

Goal 3

Piner Junior High School values and supports growth-minded professionals and is committed to fostering safe, inclusive, and positive learning environments. This includes strengthening staff professional development, collaboration, instructional practices, and campus supervision systems to ensure safety and academic success across the 7–12 model.

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.

With the merger of Comstock Middle School and Piner High School into a 7-12 school, staff will need to build community and professional articulation agreements.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional development participation data	Professional development participation data	Cohesive 7-12 campus

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Survey data on PD Fall 2025 Panorama Reported Teacher Efficacy Rate	Survey data on PD Survey data on teacher efficacy	

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
3.1	Enhance classroom environments with materials and supplies that actively engage students and families, fostering academic success and creating a more dynamic learning experience. Materials/Supplies (Materials and Supplies and software as applicable for student instruction in the classroom Equipment) \$5000.00 Additionally, PJHS will work to secure and provide grants to add to this action to include Consumables, snacks for parent meetings, Materials and Supplies for student instruction in the classroom Equipment	ALL	7000.00	0500 - Supplemental
3.2	Strengthen Professional Development and Instructional Coaching Systems. Strengthen cross-department collaboration (general education, special education, counseling, and CTE) aimed at enhancing engagement with students and families to drive academic success. This includes targeted professional development opportunities for all departments to better support all students in meeting graduation requirements. Our efforts will center on fostering a "Growth Mindset" among both staff and students. As a leadership team, we will continue our Leadership Launch and carefully plan our staff development day with key objectives in mind: recovering the basics,	ALL	1250.00 4000.00	3010 - Title I 0500 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
	involving teachers in the process, clearly sharing foundational expectations, modeling tone and culture, and setting clear guidelines for classroom structure and lesson format. Additionally, we will allocate site release time for classroom walkthroughs to ensure continuous improvement and alignment with our school goals. Teacher Extended Day - \$4000.00 Certificated Hourly Benefits \$1250.00			
3.3	Build Strong Professional Learning Communities (PLCs). Establish structured PLC time focused on: Analysis of student work and assessment data Planning common assessments Identifying intervention needs Sharing instructional strategies Teacher Extended Day, - Extra Hours Certified Hourly Benefits \$3500.00	ALL	3500.00	0500 - Supplemental
3.4	Implement a Comprehensive Campus Supervision and Safety System. Provide the necessary staffing, safety equipment, and personnel to ensure that the campus is adequately monitored. Through the combined efforts of campus supervision, administration, and teachers, we will maintain a safe, sanitary, and supportive environment for students to work and learn. Strengthen Onboarding, Mentorship, and Staff Support Systems. Develop a structured new staff onboarding program aligned to Piner Junior High expectations. Pair new teachers with mentor teachers or instructional coaches. Provide monthly new staff check-ins focused on instructional practice, classroom management, and school culture. Safety Team Meetings and safety supervision support Teacher Extra Duty \$2500.00 Classified OT \$1500.00	ALL	4000.00	0500 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
3.5				
3.6	Align Schoolwide Systems for Behavior, Culture, and Expectations Postage and Parent mailings	ALL	262.27	0500 - Supplemental
To Add a Row: Click "Add Row." To Remove a Row: Clear all content, including spaces from each cell in the row.				

Annual Review

SPSA Year Reviewed: 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 deleted.

ANALYSIS

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

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

Current staffing structures, supervision systems, and professional learning communities provide a foundation for supporting student safety and instruction across the 7–12 campus. Staff collaboration exists through department and grade-level teams, allowing for shared planning and some alignment of instructional practices. In addition, existing campus supervision systems help maintain basic safety expectations and provide adult presence across key areas of campus.

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

Despite existing systems, there is inconsistency in instructional practices, supervision coverage, and implementation of schoolwide expectations across the current 7–12 model. This inconsistency limits the school's ability to fully ensure equitable access to rigorous

instruction and a consistently safe and structured learning environment. Additionally, staff survey and climate indicators suggest a need for stronger professional development, more structured collaboration time, and clearer alignment of expectations. These gaps indicate that current systems are not yet fully developed to support the complexity of a combined junior/senior high school model. It is important to note that the data used in this evaluation reflects Comstock Middle School, which will transition into Piner Junior High School on the Piner High School campus. As a result, this plan represents both a continuation of identified needs and an opportunity to intentionally redesign systems to better support a new school identity and structure.

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

The school must strengthen professional development systems to ensure consistent, high-quality instructional practices across all classrooms, with a focus on equity, engagement, and rigorous instruction. Collaboration structures such as PLCs must be more intentional, data-driven, and focused on student outcomes. Campus supervision systems should be refined to ensure consistent coverage, clear roles, and proactive student support throughout the school day. Additionally, there is a need to strengthen onboarding, coaching, and ongoing support for staff to ensure alignment to schoolwide expectations and improved consistency in both instruction and behavior systems. As Piner Junior Junior High School is established as a new school site on the Piner High School campus, these improvements provide a critical opportunity to redesign systems, build shared expectations, and create a strong, unified school culture from the outset.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$53,830.74
Total Federal Funds Provided to the School from the LEA for Title I	\$

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
3010 - Title I	\$15,800.00

Subtotal of additional federal funds included for this school: \$15,800.00

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

State or Local Programs	Allocation (\$)
0500 - Supplemental	\$35,262.27
Title I - Parent Participation	\$2,768.47

Subtotal of state or local funds included for this school: \$38,030.74

Total of federal, state, and/or local funds for this school: \$53,830.74

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
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Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	35,262.27
3010 - Title I	15,800.00
Title I - Parent Participation	2,768.47

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,000.00
Goal 2	14,818.47
Goal 3	20,012.27

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:

2 School Principal

6 Classroom Teachers

3 Other School Staff

4 Parent or Community Members

6 Secondary Students

Name of Members	Role
Andrea Correia	Principal
Kayeleen Killen	Other School Staff
Guadalupe Perez Cook	Other School Staff
Cimberlee Case	Classroom Teacher
Amanda Park	Classroom Teacher
Angel	Secondary Student
Kamilah	Secondary Student
Carmel Larios Curiel	Parent or Community Member
Allen Foster	Parent or Community Member
Kelly Briggs	Principal
Genna Becker	Classroom Teacher
Kwici Khamthee	Classroom Teacher
Leticia Talavares	Parent or Community Member

Ayden Navarez	Secondary Student
Beverly Santos	Secondary Student
Esme Rojas	Secondary Student
Juan Sanchez	Secondary Student
Elizabeth Byers	Classroom Teacher
Renee Clay	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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 .

Attested:



Principal, Andrea Correia on May 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 process.

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections- 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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