



# School Plan for Student Achievement (SPSA)

| School Name                         | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------------------|-----------------------------------|----------------------------------------|---------------------------|
| D. Russell Parks Junior High School | 30-66506-6085286                  | April 14, 2026                         | May 19, 2026              |

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

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

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

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

This plan is being used by D. Russell Parks Junior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Comprehensive Support and Improvement

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

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# Plan Description

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

This plan is being used by D. Russell Parks Junior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Comprehensive Support and Improvement

D. Russell Parks Junior High is committed to a data-driven approach in meeting the diverse needs of our students through a Comprehensive Needs Assessment, analyzing student performance data, stakeholder input, and equity gaps to inform strategic decision-making and resource allocation. Our Goal Alignment ensures our LCAP priorities are interconnected, with a strong focus on student achievement, closing opportunity gaps, and fostering a positive school climate. By Integrating Programs through our LCAP plan—we create a cohesive framework that supports instruction, intervention, and professional development. To meet the diverse needs of our student population, we implement Targeted Interventions through evidence-based programs and progress monitoring systems, addressing the needs of English Learners, students with disabilities, and socioeconomically disadvantaged students. Stakeholder Engagement remains a cornerstone of our approach, ensuring families, staff, and community members are actively involved in shaping our school's initiatives. Through Ongoing Evaluation, we establish a continuous cycle of assessment and adjustment, maintaining compliance with LCAP requirements while refining our strategies to best serve our students.

# Educational Partner Involvement

How, when, and with whom did D. Russell Parks Junior High 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 School Plan for Student Achievement (SPSA) process at D. Russell Parks Junior High is intentionally structured to keep our work focused, collaborative, and grounded in data. We begin by reviewing schoolwide and subgroup data to identify areas of strength and opportunities for growth, ensuring alignment with LCAP and ESSA priorities, while also gathering input from stakeholders through surveys and meetings so our planning reflects the voices of our community (students, families, and staff). Our timeline spans the full school year, starting with data review and stakeholder input in August and September, followed by goal development in October and November, and draft review and finalization between December and January. From February through May, we monitor progress and make adjustments as needed, before concluding with an annual review and setting priorities for the following year in June and July. This work is done in partnership with our School Site Council (SSC), English Learner Advisory Committee (ELAC), staff, families, students, and district team to ensure our SPSA reflects the needs and priorities of the Parks community.

# Resource Inequities

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

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

# Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

Upon reviewing the latest data from the California School Dashboard for D. Russell Parks Junior High School, several areas have been identified that require significant improvement. Notably, the Chronic Absenteeism indicator is in the "Orange" performance category, indicating a higher rate of chronic absenteeism compared to state benchmarks. Additionally, the English Learner Progress is also in the "Orange" category, suggesting a need to support students who have not been

To address these challenges, the school will be implementing targeted interventions, including:

**Attendance Initiatives:** Launching programs to engage students and families, aiming to reduce chronic absenteeism. Along with celebratory events for students who have zero tardies and

**Academic Support Programs:** Providing additional tutoring and resources for English Learners students to bridge performance gaps in core subjects.

These steps are part of a comprehensive strategy to enhance overall student performance and ensure equity across all student groups.

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

Upon reviewing the California School Dashboard for D. Russell Parks Junior High School, it is evident that certain student groups are performing two or more levels below the "All Students" category in specific state indicators. For instance, in the English Language Arts assessment, while the overall student performance is in the "Green" category, the Students with Disabilities subgroup is in the "Yellow" category and our Long Term English Learner subgroup is "Orange", indicating a performance gap. Similarly, in the Mathematics assessment, the overall performance is "Green," but the Hispanic subgroup is "Yellow", Students with Disabilities students are in the "Red", and Long-Term English Learners are "Orange" category, highlighting another gap in performance. These discrepancies underscore the need for targeted interventions to support these student groups and bridge the existing performance gaps.

## Other Needs

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

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for D. Russell Parks 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 |       |       |
|                                | 22-23                 | 23-24  | 24-25  | 22-23              | 23-24 | 24-25 |
| American Indian                | 0%                    | %      | 0.12%  | 0                  |       | 1     |
| African American               | 0.63%                 | 0.65%  | 1.17%  | 5                  | 5     | 10    |
| Asian                          | 40.28%                | 39.69% | 35.48% | 319                | 306   | 303   |
| Filipino                       | 2.9%                  | 1.82%  | 2.58%  | 23                 | 14    | 22    |
| Hispanic/Latino                | 40.28%                | 36.71% | 38.88% | 319                | 283   | 332   |
| Pacific Islander               | 0%                    | 0.13%  | 0.59%  | 0                  | 1     | 5     |
| White                          | 10.98%                | 15.05% | 14.52% | 87                 | 116   | 124   |
| Two or More Races              | 4.92%                 | 5.97%  | 6.67%  | 39                 | 46    | 57    |
| Not Reported                   | 0%                    | %      | %      | 0                  |       |       |
| Total Enrollment               |                       |        |        | 792                | 771   | 854   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 22-23              | 23-24 | 24-25 |
| Grade 7                           | 369                | 405   |       |
| Grade 8                           | 423                | 366   |       |
| Total Enrollment                  | 792                | 771   |       |

Conclusions based on this data:

1.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

| English Learner (EL) Enrollment |                    |       |       |                     |       |       |
|---------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                   | Number of Students |       |       | Percent of Students |       |       |
|                                 | 22-23              | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 |
| English Learners                | 93                 | 57    | 61    | 11.7%               | 7.4%  | 7.1%  |
| Fluent English Proficient (FEP) | 237                | 230   | 237   | 29.9%               | 29.8% | 27.8% |

Conclusions based on this data:

1.

# 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                                | 366                    | 411   | 425   | 361                  | 410   | 419   | 361                       | 410   | 419   | 98.6                          | 99.8  | 98.6  |
| Grade 8                                | 412                    | 366   | 424   | 408                  | 352   | 408   | 408                       | 352   | 408   | 99.0                          | 96.2  | 96.2  |
| All Grades                             | 778                    | 777   | 849   | 769                  | 762   | 827   | 769                       | 762   | 827   | 98.8                          | 98.1  | 97.4  |

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                              | 2621.            | 2621. | 2607. | 44.04               | 43.66 | 36.28 | 31.86          | 30.98 | 36.99 | 14.96                 | 15.85 | 15.99 | 9.14               | 9.51  | 10.74 |
| Grade 8                              | 2625.            | 2624. | 2628. | 37.01               | 38.07 | 37.99 | 35.29          | 32.39 | 34.80 | 18.38                 | 20.17 | 18.38 | 9.31               | 9.38  | 8.82  |
| All Grades                           | N/A              | N/A   | N/A   | 40.31               | 41.08 | 37.12 | 33.68          | 31.63 | 35.91 | 16.78                 | 17.85 | 17.17 | 9.23               | 9.45  | 9.79  |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                            | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 7                                                                    | 38.50            | 33.90 | 32.46 | 53.19                 | 56.10 | 57.04 | 8.31             | 10.00 | 10.50 |
| Grade 8                                                                    | 32.84            | 39.77 | 38.24 | 58.09                 | 45.17 | 50.49 | 9.07             | 15.06 | 11.27 |
| All Grades                                                                 | 35.50            | 36.61 | 35.31 | 55.79                 | 51.05 | 53.81 | 8.71             | 12.34 | 10.88 |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                         | 46.26            | 54.88 | 42.48 | 46.54                 | 36.59 | 46.06 | 7.20             | 8.54  | 11.46 |
| Grade 8                                                         | 38.97            | 40.06 | 42.40 | 49.75                 | 49.72 | 46.08 | 11.27            | 10.23 | 11.52 |
| All Grades                                                      | 42.39            | 48.03 | 42.44 | 48.24                 | 42.65 | 46.07 | 9.36             | 9.32  | 11.49 |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                 | 26.59            | 20.49 | 19.57 | 68.42                 | 71.22 | 73.75 | 4.99             | 8.29  | 6.68  |
| Grade 8                                                                 | 24.75            | 24.43 | 22.79 | 67.65                 | 66.19 | 73.53 | 7.60             | 9.38  | 3.68  |
| All Grades                                                              | 25.62            | 22.31 | 21.16 | 68.01                 | 68.90 | 73.64 | 6.37             | 8.79  | 5.20  |

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                                | 39.34            | 40.00 | 32.46 | 53.46                 | 52.68 | 60.14 | 7.20             | 7.32  | 7.40  |
| Grade 8                                                                                | 35.78            | 41.19 | 36.27 | 58.58                 | 51.14 | 56.62 | 5.64             | 7.67  | 7.11  |
| All Grades                                                                             | 37.45            | 40.55 | 34.34 | 56.18                 | 51.97 | 58.40 | 6.37             | 7.48  | 7.26  |

Conclusions based on this data:

1.

# 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                                | 366                    | 411   | 425   | 361                  | 410   | 419   | 361                       | 410   | 419   | 98.6                          | 99.8  | 98.6  |
| Grade 8                                | 412                    | 366   | 424   | 408                  | 353   | 404   | 408                       | 353   | 404   | 99.0                          | 96.4  | 95.3  |
| All Grades                             | 778                    | 777   | 849   | 769                  | 763   | 823   | 769                       | 763   | 823   | 98.8                          | 98.2  | 96.9  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 7                              | 2604.            | 2601. | 2596. | 43.21               | 42.20 | 39.14 | 18.28          | 19.51 | 23.63 | 22.99                 | 20.98 | 18.62 | 15.51              | 17.32 | 18.62 |
| Grade 8                              | 2609.            | 2616. | 2621. | 42.40               | 41.64 | 45.54 | 16.67          | 16.43 | 15.35 | 18.38                 | 22.38 | 20.05 | 22.55              | 19.55 | 19.06 |
| Grade 11                             |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
| All Grades                           | N/A              | N/A   | N/A   | 42.78               | 41.94 | 42.28 | 17.43          | 18.09 | 19.56 | 20.55                 | 21.63 | 19.32 | 19.25              | 18.35 | 18.83 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                        | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 7                                                                | 42.94            | 41.95 | 40.33 | 40.72                 | 37.80 | 40.57 | 16.34            | 20.24 | 19.09 |
| Grade 8                                                                | 38.73            | 39.94 | 41.58 | 43.38                 | 43.06 | 41.83 | 17.89            | 17.00 | 16.58 |
| Grade 11                                                               |                  |       |       |                       |       |       |                  |       |       |
| All Grades                                                             | 40.70            | 41.02 | 40.95 | 42.13                 | 40.24 | 41.19 | 17.17            | 18.74 | 17.86 |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                                                                                            | 39.61            | 34.63 | 35.56 | 44.88                 | 51.46 | 48.45 | 15.51            | 13.90 | 15.99 |
| Grade 8                                                                                                                                            | 35.54            | 34.56 | 37.13 | 46.57                 | 50.42 | 46.04 | 17.89            | 15.01 | 16.83 |
| All Grades                                                                                                                                         | 37.45            | 34.60 | 36.33 | 45.77                 | 50.98 | 47.27 | 16.78            | 14.42 | 16.40 |

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                                            | 36.57            | 36.83 | 30.31 | 52.35                 | 51.22 | 52.03 | 11.08            | 11.95 | 17.66 |
| Grade 8                                                                                            | 32.60            | 34.28 | 34.41 | 53.68                 | 53.82 | 53.96 | 13.73            | 11.90 | 11.63 |
| All Grades                                                                                         | 34.46            | 35.65 | 32.32 | 53.06                 | 52.42 | 52.98 | 12.48            | 11.93 | 14.70 |

Conclusions based on this data:

1.

# School and Student Performance Data

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

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

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|                                                                                              | 22-23   | 23-24  | 24-25  | 22-23         | 23-24  | 24-25  | 22-23            | 23-24  | 24-25  | 22-23                     | 23-24 | 24-25 |
| 7                                                                                            | 1563.3  | 1573.2 | 1551.9 | 1558.0        | 1573.2 | 1541.9 | 1568.1           | 1572.9 | 1561.3 | 27                        | 25    | 22    |
| 8                                                                                            | 1588.9  | 1563.6 | 1557.3 | 1587.7        | 1551.6 | 1564.9 | 1589.5           | 1574.9 | 1549.1 | 20                        | 20    | 15    |
| All Grades                                                                                   |         |        |        |               |        |        |                  |        |        | 47                        | 45    | 37    |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 7                                                                                     | 44.44   | 52.00 | 31.82 | 48.15   | 32.00 | 40.91 | 0.00    | 12.00 | 13.64 | 7.41    | 4.00  | 13.64 | 27                       | 25    | 22    |
| 8                                                                                     | 50.00   | 40.00 | 13.33 | 40.00   | 35.00 | 53.33 | 0.00    | 10.00 | 13.33 | 10.00   | 15.00 | 20.00 | 20                       | 20    | 15    |
| All Grades                                                                            | 46.81   | 46.67 | 24.32 | 44.68   | 33.33 | 45.95 | 0.00    | 11.11 | 13.51 | 8.51    | 8.89  | 16.22 | 47                       | 45    | 37    |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                        | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                    | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 7                                                                                  | 55.56   | 68.00 | 50.00 | 37.04   | 20.00 | 22.73 | 0.00    | 8.00  | 9.09  | 7.41    | 4.00  | 18.18 | 27                       | 25    | 22    |
| 8                                                                                  | 55.00   | 45.00 | 46.67 | 35.00   | 40.00 | 26.67 | 0.00    | 5.00  | 20.00 | 10.00   | 10.00 | 6.67  | 20                       | 20    | 15    |
| All Grades                                                                         | 55.32   | 57.78 | 48.65 | 36.17   | 28.89 | 24.32 | 0.00    | 6.67  | 13.51 | 8.51    | 6.67  | 13.51 | 47                       | 45    | 37    |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 7                                                                                     | 22.22   | 32.00 | 27.27 | 48.15   | 40.00 | 31.82 | 18.52   | 20.00 | 22.73 | 11.11   | 8.00  | 18.18 | 27                       | 25    | 22    |
| 8                                                                                     | 40.00   | 30.00 | 13.33 | 25.00   | 25.00 | 20.00 | 25.00   | 25.00 | 46.67 | 10.00   | 20.00 | 20.00 | 20                       | 20    | 15    |
| All Grades                                                                            | 29.79   | 31.11 | 21.62 | 38.30   | 33.33 | 27.03 | 21.28   | 22.22 | 32.43 | 10.64   | 13.33 | 18.92 | 47                       | 45    | 37    |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                             | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                         | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 7                                                                                       | 29.63          | 36.00 | 27.27 | 62.96               | 56.00 | 59.09 | 7.41      | 8.00  | 13.64 | 27                       | 25    | 22    |
| 8                                                                                       | 25.00          | 25.00 | 26.67 | 65.00               | 60.00 | 60.00 | 10.00     | 15.00 | 13.33 | 20                       | 20    | 15    |
| All Grades                                                                              | 27.66          | 31.11 | 27.03 | 63.83               | 57.78 | 59.46 | 8.51      | 11.11 | 13.51 | 47                       | 45    | 37    |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 7                                                                                      | 81.48          | 88.00 | 63.64 | 11.11               | 8.00  | 9.09  | 7.41      | 4.00  | 27.27 | 27                       | 25    | 22    |
| 8                                                                                      | 70.00          | 75.00 | 73.33 | 20.00               | 15.00 | 20.00 | 10.00     | 10.00 | 6.67  | 20                       | 20    | 15    |
| All Grades                                                                             | 76.60          | 82.22 | 67.57 | 14.89               | 11.11 | 13.51 | 8.51      | 6.67  | 18.92 | 47                       | 45    | 37    |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 7                                                                                     | 22.22          | 40.00 | 22.73 | 59.26               | 40.00 | 50.00 | 18.52     | 20.00 | 27.27 | 27                       | 25    | 22    |
| 8                                                                                     | 45.00          | 50.00 | 26.67 | 35.00               | 15.00 | 20.00 | 20.00     | 35.00 | 53.33 | 20                       | 20    | 15    |
| All Grades                                                                            | 31.91          | 44.44 | 24.32 | 48.94               | 28.89 | 37.84 | 19.15     | 26.67 | 37.84 | 47                       | 45    | 37    |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 7                                                                                     | 51.85          | 28.00 | 22.73 | 40.74               | 72.00 | 72.73 | 7.41      | 0.00  | 4.55  | 27                       | 25    | 22    |
| 8                                                                                     | 30.00          | 25.00 | 0.00  | 60.00               | 65.00 | 93.33 | 10.00     | 10.00 | 6.67  | 20                       | 20    | 15    |
| All Grades                                                                            | 42.55          | 26.67 | 13.51 | 48.94               | 68.89 | 81.08 | 8.51      | 4.44  | 5.41  | 47                       | 45    | 37    |

Conclusions based on this data:

1.

# 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                                                |
| 854                                                                       | 47.8%                                                                                                                            | 7.1%                                                                                                                                                         | 0.4%                                                        |
| Total Number of Students enrolled in D. Russell Parks 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                                  | 61    | 7.1%       |
| Foster Youth                                      | 3     | 0.4%       |
| Homeless                                          | 5     | 0.6%       |
| Socioeconomically Disadvantaged                   | 408   | 47.8%      |
| Students with Disabilities                        | 62    | 7.3%       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 10    | 1.2%       |
| American Indian              | 1     | 0.1%       |
| Asian                        | 303   | 35.5%      |
| Filipino                     | 22    | 2.6%       |
| Hispanic                     | 332   | 38.9%      |
| Two or More Races            | 57    | 6.7%       |
| Pacific Islander             | 5     | 0.6%       |
| White                        | 124   | 14.5%      |

### Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

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

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



### 2025 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                                 | Academic Engagement                                                                                                                            | Conditions & Climate                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div></div> <div>Green</div>      | <div>Chronic Absenteeism</div> <div></div> <div>Orange</div> | <div>Suspension Rate</div> <div></div> <div>Green</div> |
| <div>Mathematics</div> <div></div> <div>Green</div>               |                                                                                                                                                |                                                                                                                                             |
| <div>English Learner Progress</div> <div></div> <div>Orange</div> |                                                                                                                                                |                                                                                                                                             |

### Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance English Language Arts

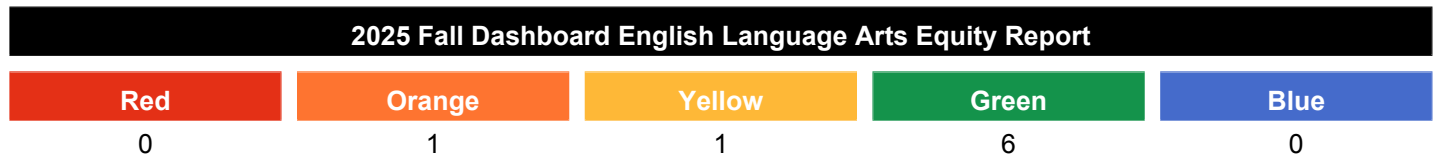
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



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                                                                                                                                                 |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>59.6 points above standard</div> <div>Declined 5.8 points</div> <div>820 Students</div> | <div>English Learners</div> <div></div> <div>Green</div> <div>13.8 points above standard</div> <div>Declined 3.6 points</div> <div>159 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>50.6 points below standard</div> <div>Declined 27.4 points</div> <div>36 Students</div>    |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>4 Students</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>4 Students</div>         | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>27.7 points above standard</div> <div>Increased 4 points</div> <div>396 Students</div> |

|                                                                                                                                                                                                        |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Yellow<br>49.1 points below standard<br>Increased 14.7 points<br>64 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>Green<br>110.4 points above standard<br>Declined 7.2 points<br>302 Students                       | <b>Filipino</b><br><br>No Performance Color<br>85.8 points above standard<br>Declined 30 points<br>21 Students    | <b>Hispanic</b><br><br>Green<br>9.9 points above standard<br>Increased 11.3 points<br>314 Students              |
| <b>Two or More Races</b><br><br>Green<br>70.3 points above standard<br>Declined 33.7 points<br>53 Students            | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students | <b>White</b><br><br>Green<br>51.3 points above standard<br>Declined 9.5 points<br>117 Students                  |

#### Conclusions based on this data:

1. Ongoing Needs for Students with Disabilities Show Signs of Growth but Continue to Require Focused Support – Students with disabilities are now performing 49.1 points below standard, showing a notable increase of 14.7 points. While this growth is encouraging and suggests that supports such as SDC and RSP services are having a positive impact, this group remains significantly below standard. Continued emphasis on targeted, data-driven interventions, differentiated instruction, and strategic use of assistive technology will be critical. Strengthening progress monitoring systems and ensuring alignment to IEP goals will help sustain and accelerate this upward trend.
2. While English Learners overall scored 13.8 points above standard and they still declined by 3.6 points, Long-Term English Learners (LTELs) declined by 27.4 points and remain 50.6 points below standard. These groups require additional instructional supports, such as targeted ELD strategies, access to both ELD and ALD classes, increased access to academic vocabulary development, and culturally responsive teaching. Ensuring appropriate course placement, additional tutoring, and expanded access to language development resources will be essential to reversing this decline.
3. The school's overall ELA performance remains strong, scoring 59.6 points above standard with a Green rating, reflecting high achievement and maintained progress. Asian, White, Hispanic, Socioeconomically Disadvantaged, and students identifying as Two or More Races all performed significantly above standard. However, students with disabilities and long-term English learners students still require more intensive academic support. ELA teachers should leverage i-Ready diagnostics, common formative assessments, and small-group instruction to ensure continued progress monitoring and intervention for students not yet meeting grade-level standards.

# School and Student Performance Data

## Academic Performance Mathematics

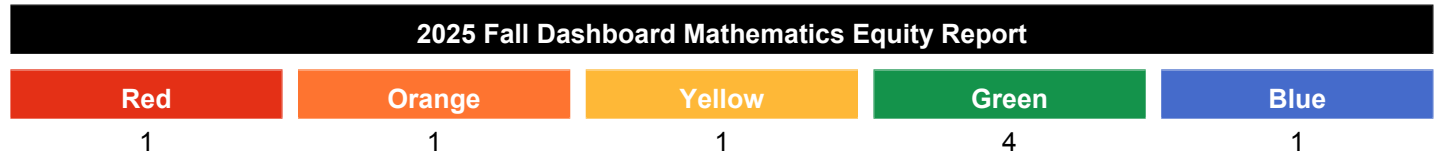
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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                                                                                                                                                            |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>32.5 points above standard</div> <div>Maintained -2 points</div> <div>818 Students</div> | <div>English Learners</div> <div></div> <div>Green</div> <div>1.1 points below standard</div> <div>Increased 14.2 points</div> <div>159 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>87.6 points below standard</div> <div>Declined 11.2 points</div> <div>35 Students</div>     |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>4 Students</div>  | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>4 Students</div>          | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>9.5 points below standard</div> <div>Increased 4.7 points</div> <div>395 Students</div> |

|                                                                                                                                                                                                    |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Red<br>109.4 points below standard<br>Declined 3.8 points<br>64 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>Blue<br>111.7 points above standard<br>Increased 4.3 points<br>302 Students                   | <b>Filipino</b><br><br>No Performance Color<br>48 points above standard<br>Declined 28.5 points<br>21 Students    | <b>Hispanic</b><br><br>Yellow<br>41.1 points below standard<br>Increased 8.8 points<br>313 Students             |
| <b>Two or More Races</b><br><br>Green<br>40.7 points above standard<br>Declined 33 points<br>54 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students | <b>White</b><br><br>Green<br>14.5 points above standard<br>Declined 5.8 points<br>117 Students                  |

#### Conclusions based on this data:

1. Students with Disabilities declined by 3.8 points and are now 109.4 points below standard, indicating a widening achievement gap and ongoing significant challenges in math performance. Given that many SDC students are assessed with CAASPP despite functioning several grade levels below standard, this gap reflects the need to prioritize individualized growth. Continued emphasis should be placed on differentiated instruction, foundational skill development, and measuring progress through growth rather than grade-level proficiency.
2. Hispanic students increased by 8.8 points and are now 41.1 points below standard, this is showing meaningful improvement compared to the previous year. While this growth is encouraging, a substantial gap remains. To continue closing this gap, targeted interventions focused on math fluency, problem-solving strategies, and consistent practice with grade-level content will be essential.
3. Long-Term English Learners (LTELs) declined significantly by 11.2 points and are currently 87.6 points below standard, highlighting a critical area of concern. This decline suggests that language continues to be a major barrier in accessing math content. Strengthening math-specific vocabulary, integrating language supports into math instruction, and providing scaffolded opportunities to engage with complex problems will be necessary to help LTELs improve both comprehension and performance in mathematics.

# School and Student Performance Data

## Academic Performance Science

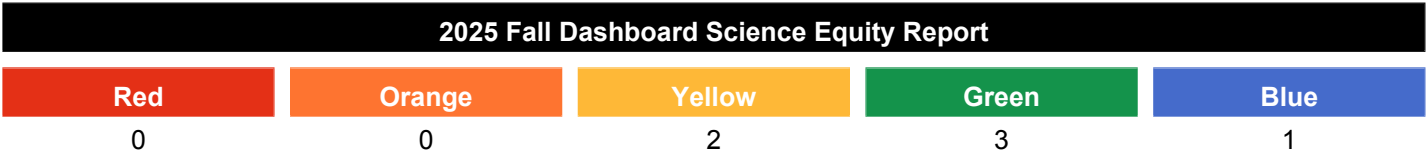
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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                                                                                                                                                              |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>62.8 science points</div> <div>Maintained -1.1 points</div> <div>402 Students</div>    | <div>English Learners</div> <div></div> <div>Yellow</div> <div>52.3 science points</div> <div>Maintained 0.7 points</div> <div>77 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>33.3 science points</div> <div>Declined 12.7 points</div> <div>16 Students</div> |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div>     | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>55.1 science points</div> <div>Maintained 0.1 points</div> <div>185 Students</div>         |

|                                                                                                                                                                                                    |                                                                                                                                                                                                    |                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Green<br>45.2 science points<br>Increased 5.1 points<br>33 Students      | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                          |
| <b>Asian</b><br><br>Blue<br>72.1 science points<br>Maintained -1.8 points<br>162 Students                         | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students         | <b>Hispanic</b><br><br>Yellow<br>48.1 science points<br>Declined 2 points<br>145 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>68.8 science points<br>Declined 4.4 points<br>23 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | <b>White</b><br><br>Green<br>63.5 science points<br>Maintained 0.5 points<br>65 Students  |

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

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

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

| 2025 Fall Dashboard English Learner Progress Indicator                                      |                                                                                                             |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| English Learner Progress                                                                    | Long-Term English Learner Progress                                                                          |
| <br>Orange | <br>No Performance Color |
| 51.5 making progress.                                                                       | 52.4 making progress.                                                                                       |
| Number Students: 33 Students                                                                | Number Students: 21 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 |
| 15.2%                                                            | 33.3%                                      | 0%                      | 51.5%                              |

**Conclusions based on this data:**

1. English Learners are demonstrating moderate progress, with 51.5% of students advancing at least one ELPI level, resulting in an overall Orange performance level. While over half of students are making progress toward English proficiency, this indicates that nearly half are not progressing at the expected rate. Strengthening designated ELD instruction, particularly through structured language practice and explicit vocabulary development, will be essential to increase the percentage of students advancing levels.
2. Long-Term English Learners show a similar progress rate at 52.4%. Despite comparable progress percentages, LTELs often require more intensive and sustained support to address long-standing language gaps. Targeted interventions, strategic grouping, and ongoing data analysis through PLCs will be critical to ensure these students make accelerated progress toward reclassification.

# School and Student Performance Data

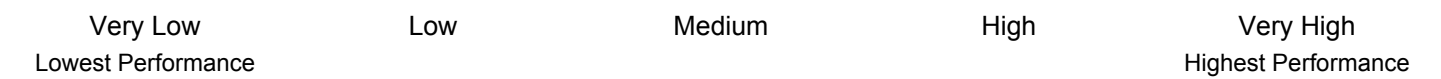
## Academic Performance College/Career Report

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

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

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

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



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.

# 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."



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



Orange

10.3% Chronically Absent

Increased 0.8

865 Students

#### English Learners



Orange

14.5% Chronically Absent

Increased 3

62 Students

#### Long-Term English Learners



Yellow

10.8% Chronically Absent

Declined 0.6

37 Students

#### Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

#### Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

#### Socioeconomically Disadvantaged



Orange

16% Chronically Absent

Increased 1.9

424 Students

|                                                                                                                                                                                             |                                                                                                                                                                                                     |                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Yellow<br>15.7% Chronically Absent<br>Declined 5.4<br>70 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>Blue<br>2% Chronically Absent<br>Maintained 0.4<br>306 Students                        | <b>Filipino</b><br><br>No Performance Color<br>13.6% Chronically Absent<br>Increased 7<br>22 Students              | <b>Hispanic</b><br><br>Yellow<br>17.8% Chronically Absent<br>Declined 1.4<br>337 Students                       |
| <b>Two or More Races</b><br><br>Green<br>3.4% Chronically Absent<br>Declined 2.9<br>58 Students            | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students  | <b>White</b><br><br>Orange<br>12.7% Chronically Absent<br>Increased 4.1<br>126 Students                         |

**Conclusions based on this data:**

1.

## School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

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

Red                      Orange                      Yellow                      Green                      Blue  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

## 2025 Fall Dashboard Graduation Rate Equity Report

Red

## Orange

## Yellow

## Green

Blue

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

## 2025 Fall Dashboard Graduation Rate for All Students/Student Group

## All Students

## English Learners

## Long-Term English Learners

## Foster Youth

## Homeless

### Socioeconomically Disadvantaged

## Students with Disabilities

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

**1.**

# School and Student Performance Data

## Conditions & Climate Suspension Rate

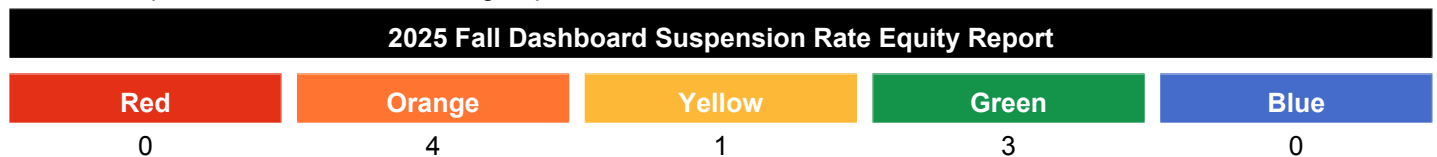
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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                                            |                                                                                                           |                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Green<br>3.1% suspended at least one day<br>Declined 0.7%<br>874 Students          | <b>English Learners</b><br><br>Orange<br>6.5% suspended at least one day<br>Increased 1.6%<br>62 Students | <b>Long-Term English Learners</b><br><br>Orange<br>10.8% suspended at least one day<br>Increased 4%<br>37 Students      |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students | <b>Socioeconomically Disadvantaged</b><br><br>Green<br>4.7% suspended at least one day<br>Declined 1.8%<br>429 Students |

|                                                                                                                                                                                                     |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Yellow<br>8.6% suspended at least one day<br>Declined 3.9%<br>70 Students | <b>African American</b><br><br>No Performance Color<br>9.1% suspended at least one day<br>11 Students             | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>Green<br>1% suspended at least one day<br>Maintained 0%<br>308 Students                        | <b>Filipino</b><br><br>No Performance Color<br>4.3% suspended at least one day<br>Increased 4.3%<br>23 Students   | <b>Hispanic</b><br><br>Green<br>4.4% suspended at least one day<br>Declined 3.5%<br>341 Students                |
| <b>Two or More Races</b><br><br>Orange<br>3.4% suspended at least one day<br>Increased 3.4%<br>58 Students         | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students | <b>White</b><br><br>Orange<br>3.9% suspended at least one day<br>Increased 0.5%<br>127 Students                 |

**Conclusions based on this data:**

1.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Student Achievement

##### ENGLISH LANGUAGE ARTS

Based on the 2025 Data, based on the overall ELA distance from standard (DFS) score on the SBAC, students in grades 7th and 8th will increase by 3 points or more to maintain a level four.

Based on the 2025 Data, the percentage of English Learners in grades 7th-8th making progress on the reading portion of the ELPAC will increase by at least 10% from the results of the ELPAC.

##### MATHEMATICS:

Based on the 2025 Data, based on the overall math distance from standard (DFS) score on the SBAC, students in grades 7th and 8th will increase by 3 points or more to maintain a level green.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Student Achievement: All students will demonstrate proficiency or growth toward proficiency in ELA and Math.

### Identified Need

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

The overall academic performance at Parks Junior High remains strong, in Math performing above standard and maintaining their performance from the previous year. In English Language Arts, students continue to perform above standard; however, there was a decline of 5.8 points, indicating a need to refocus on literacy achievement and prevent further decreases. Despite overall success, key achievement gaps persist among specific student groups. Based on current CA Dashboard results, Long-Term English Learners (LTELs) and Students with Disabilities did not meet performance expectations in ELA, while Hispanic students, Long-Term English Learners, and Students with Disabilities did not meet expectations in Mathematics, highlighting ongoing challenges in literacy development, language acquisition, and foundational math skills. To address these identified needs, the school will continue to strengthen targeted interventions, including structured academic support, intentional ELD strategies across content areas, and differentiated instruction tailored to diverse learning needs. Additional focus will be placed on supporting LTELs through integrated language and content instruction, as well as providing specialized intervention programs for Students with Disabilities. Ongoing data analysis, progress monitoring, and collaborative planning through Professional Learning Communities (PLCs) will remain essential to refining instructional practices and ensuring equitable outcomes for all students.

### Annual Measurable Outcomes

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

| Metric/Indicator  | Baseline/Actual Outcome | Expected Outcome         |
|-------------------|-------------------------|--------------------------|
| CAASPP ELA & Math | Dashboard Data          | DFS increase by 3 points |
| iReady ELA & Math | D2 Scores               | DFS increase by 3 points |
| ELPAC             | Dashboard Data          | Increase by 10%          |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students to be Served | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1                     | <p>All teachers will implement state-adopted Common Core Standards using approved textbooks and instructional materials.</p> <p>Each Department PLC Team (Professional Learning Community) will collaborate to:</p> <p>Establish Guaranteed and Viable (G&amp;V) standards. Plan lessons that support the instruction of G&amp;V standards.</p> <p>Develop and revise common formative assessments (CFAs).</p> <p>Engage in CFA data analysis.</p> <p>Share instructional practices</p> <p>Additionally, during PLC Wednesday meetings, teachers will discuss students who are not demonstrating proficiency in G&amp;V standards, and develop targeted intervention plans to support them during class and tutorial time.</p> <p>To support students' transition, Parks will offer orientation sessions for incoming 7th and 8th graders and their parents the week before school starts in August. These sessions will help students acclimate to the school environment.</p> <p>Furthermore, an Advisory Period will be held once a week to provide students with:</p> <p>A clear understanding of behavior and academic expectations.</p> <p>Opportunities to build connections with school staff.</p> <p>Social-emotional learning (SEL) strategies.</p> <p>Teachers will participate in professional development conferences specific to their subject areas throughout the school year to strengthen their capacity to provide effective Tier 1 and Tier 2 interventions for students struggling to meet grade-level standards.</p> <p>Additionally, teachers will engage in instructional rounds, where they will visit and observe colleagues to learn instructional strategies. This process aligns with our High Reliability Schools initiative, focusing on advancing the goals of our instructional model.</p> | All Students          | <p>16,761<br/>LCFF - Base<br/>4000-4999: Books And Supplies<br/>Materials and Supplies<br/>Subscriptions (Scholastic, Go Formative, Learning A-Z, Study.com, Showbie)</p> <p>2,500<br/>LCFF - Supplemental<br/>5800: Professional/Consulting Services And Operating Expenditures<br/>Professional Development Conferences, Lodging, Meals (for overnight stays when required)</p> <p>3,000<br/>LCFF - Supplemental<br/>1000-1999: Certificated Personnel Salaries<br/>Certificated hourly pay, substitutes (PLC planning days)</p> |
| 1.2                     | <p>Instruction Based on Best Practices and the Concept of "First Best Teach"</p> <p>Teachers will emphasize Marzano Strategies along with other research-based instructional strategies to enhance student learning.</p> <p>When applicable, common formative assessments (CFAs) will be developed and implemented to monitor student progress. The results will be used</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | All Students          | <p>10,000<br/>LCFF - Supplemental<br/>5800: Professional/Consulting Services And Operating Expenditures<br/>Professional Development with Dr. Phil Warrick; Participation in High</p>                                                                                                                                                                                                                                                                                                                                              |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students to be Served | Proposed Expenditures                                                                                               |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------|
|                         | to inform re-teaching and intervention strategies for students who are not meeting grade-level standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       | Reliability Schools process for level 3                                                                             |
| <b>1.3</b>              | <p>Targeted Support for Struggling Learners<br/>Push-in instructional aides will assist students in ELA and math classes, providing targeted support to help them meet their IEP goals in these subjects.</p> <p>Students struggling to meet grade-level standards will receive support through:</p> <p>In-class small group instruction<br/>Targeted re-teaching<br/>Tutorial sessions are held twice per week, with ELA and math taking priority over all other subjects<br/>Students who are two or more grade levels behind in reading will have access to online resources such as Read 180 and supplemental curriculum in the Academic Pathways class.</p> <p>A full-time RtI teacher will work with students during the school day who have been identified as reading one or more grade levels behind in ELA.</p> <p>A full-time Mental Health Specialist supports students by:<br/>Providing counseling for students with IEP goals related to social-emotional development.<br/>Offering individual and group counseling for students who need additional mental health and emotional support throughout the school year.</p> <p>To support English learners:</p> <p>An ELA Essentials class is available for ELPAC Level 1 and 2 students, as needed.<br/>An ALD (Academic Language Development) class is offered to support long-term English learners.</p> | All Students          | <p>93,697<br/>LCFF - Supplemental<br/>2000-2999: Classified<br/>Personnel Salaries<br/>Mental Health Specialist</p> |
| <b>1.4</b>              | <p>Support for Teacher Planning, Collaboration, and Student Success<br/>Each teacher will participate in instructional rounds to deepen their engagement in the PLC process, focusing on:</p> <p>Guaranteed and Viable (G&amp;V) standards instruction<br/>Best "First Teach"<br/>Instructional Practices<br/>Assessment development<br/>Student support<br/>Implementation of effective Tier 1 and Tier 2 interventions<br/>Monthly PLC department meetings will be held to:</p> <p>Plan lessons that support G&amp;V standards instruction<br/>Develop and refine assessments</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | All Students          | <p>10,500<br/>LCFF - Supplemental<br/>1000-1999: Certificated<br/>Personnel Salaries<br/>Substitutes</p>            |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                      | Students to be Served | Proposed Expenditures |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
|                         | <p>Analyze student data<br/>Identify students not meeting grade-level standards<br/>Plan and implement targeted interventions for those students</p> <p>Teachers will engage in lesson study, collaborating as a team to design high-quality lessons that incorporate a variety of instructional strategies.</p> |                       |                       |

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

Overall, we saw strong implementation of instructional strategies, with a continued focus on building teachers' toolkits to ensure a high-quality first teach for all students. Through collaboration and professional learning, teachers refined their instructional practices, resulting in more effective initial instruction and improved student access to grade-level content.

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

No major differences between the intended implementation.

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.

Math Essentials or a part time Math RTI teacher is no longer offered as a standalone class, allowing students to take engaging electives. Math support is now provided during Tutorial, within regular classes, and through some after-school tutoring.

For the 2026–2027 school year, all teachers will participate in lesson study. This process allows teachers to collaboratively design a lesson using best instructional practices, then reflect together on its implementation, including student engagement and its impact on student achievement.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Technology and Digital Literacy

All Parks students and staff will have access to and demonstrate effective use of 21st Century learning tools, resources, and skills to support engaging, relevant, and rigorous learning experiences. Progress will be measured through staff, parent, and student surveys, classroom walkthroughs and observations, PLC collaboration, and analysis of student achievement data.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 Technology/Digital Literacy: FSD will provide access to high quality digital tools, infrastructure, resources, personalized learning technology and professional learning so that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

### 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.

Parks has continued to make progress in integrating technology and digital literacy into student learning; however, there are still areas that need to be strengthened. While students have access to digital tools at school, some socioeconomically disadvantaged students continue to face challenges with consistent device and internet access outside of the school day, highlighting the need to continue supporting access and infrastructure. In addition, students need to further develop digital literacy skills, including critical thinking, media literacy, responsible use of technology, and safe online practices. These skills will continue to be reinforced through intentional instruction, integration into core content areas, and opportunities within STEM-related learning. To support this work, teachers will continue to need ongoing professional development focused on effective instructional technology practices, including collaboration, coaching, and shared learning opportunities. Addressing these areas will help ensure all students are prepared with the digital and informational literacy skills needed for success beyond junior high.

### Annual Measurable Outcomes

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

| Metric/Indicator                                                           | Baseline/Actual Outcome                                             | Expected Outcome                                  |
|----------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------|
| % of Students who have access to Google Accounts                           | 100% of students have an account                                    | 100% of students use their account                |
| Second Step Lessons                                                        | 7th and 8th grade lessons taught in Advisory                        | Teachers provide all lessons as assigned          |
| % of teachers that complete Digital Citizenship through Common Sense Media | 100% of Teachers provide lessons in the first three weeks of school | 100% of Teachers provide lessons to students      |
| % of Students who have access to school provided iPad for school use       | 100% of students are given an iPad for school use                   | 100% of students are given an iPad for school use |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students to be Served | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1                     | <p>Support for 21st Century Teaching and Learning<br/>Teachers will collaborate to:<br/>Share best practices<br/>Engage in peer coaching and support for technology integration<br/>Plan lessons that incorporate 21st-century technology-based instruction<br/>District TOSA helping present new apps and technology</p> <p>Students use iPads for:<br/>Science simulations<br/>Digital art creation<br/>Projects and presentations using various apps<br/>Learning appropriate AI usage<br/>Completing Common Sense Media lessons</p> <p>Experiential Learning Opportunities:<br/>Academic field trips<br/>High school preview days through assemblies and visits</p> | All Students          | <p>10,000<br/>LCFF - Base<br/>1000-1999: Certificated Personnel Salaries<br/>Teacher Planning and Collaboration</p> <p>2,000<br/>LCFF - Supplemental<br/>5000-5999: Services And Other Operating Expenditures<br/>Transportation fees for field trips</p>                                                                                                                                                                                                                                                                            |
| 2.2                     | <p>Creating and Maintaining a 21st-Century Learning Environment<br/>To support a modern learning environment, the school will:</p> <p>Refresh and maintain existing technology, devices, and equipment for the following classes for Robotics and STEM X/Computer Science classes</p> <p>Acquire new equipment for the STEM Robotics class, including robots, parts, and additional memory.<br/>Implement the CISCO Networking class to enhance students' technical skills.<br/>Provide additional Mac desktops for the Yearbook program.</p>                                                                                                                           | All Students          | <p>10,000<br/>LCFF - Base<br/>4000-4999: Books And Supplies<br/>Technology purchases (iPads, iPad cases, Apple TV, projection devices, monitors)</p> <p>10,000<br/>LCFF - Base<br/>4000-4999: Books And Supplies<br/>Various parts to repair technology equipment<br/>Robotics Equipment</p> <p>38,105<br/>LCFF - Supplemental<br/>2000-2999: Classified Personnel Salaries<br/>Computer Technician Salary</p> <p>136<br/>LCFF - Supplemental<br/>5000-5999: Services And Other Operating Expenditures<br/>Macbook Recycling Fee</p> |
| 2.3                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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

## Analysis

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

Overall, implementation of this goal was successful, with students actively using their devices and engaging with technology-integrated lessons across content areas. While there were initial challenges with device cases, those issues have been resolved, and all students received digital citizenship instruction through Common Sense Media, supporting responsible and effective technology use.

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

There were no major differences between the intended implementation and the budgeted expenditures for implementation.

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

After refreshing student iPads and cases last year, this is no longer a funding priority. With new devices and cases in place, funds will now be focused on maintaining and supporting these devices moving forward.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Safe and Secure Environment

Parks Junior High School will provide a welcoming, safe and secure environment for all members of our school community as measured by student, staff, and parent surveys, PowerSchool data, and SWIS data.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 Safe & Secure Environment: All FSD departments and school sites will work to provide a safe and secure environment that promotes the physical, social and emotional health and well-being of all staff and students.

### Identified Need

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

Parks Junior High School is committed to providing a welcoming, safe, and secure environment for all students, staff, and families; however, our current Dashboard data shows there are still areas we need to continue to improve. Chronic absenteeism remained at a Level 2 and increased slightly by 0.8%, indicating a continued need to strengthen our efforts around attendance, including targeted interventions, increased communication with families, and ongoing student support. Our suspension rate improved to a Level 4, decreasing by 0.7%, which shows that our focus on PBIS, restorative practices, and proactive behavior supports is having a positive impact, but this work must continue to ensure consistency and long-term success. In addition, maintaining a positive school climate means continuing to prioritize student well-being through counseling services, social-emotional learning, and mental health supports. Parks will continue implementing strategies such as home visits, SART and SARB processes, and staff training to support attendance, improve behavior, and ensure all students feel safe and supported on campus. We will also communicate with families the use of Independent Study in terms of supporting attendance and helping their child not be chronically absent.

### Annual Measurable Outcomes

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

| Metric/Indicator       | Baseline/Actual Outcome | Expected Outcome       |
|------------------------|-------------------------|------------------------|
| Second Step Curriculum | 100% of Lessons Taught  | 100% of Lessons Taught |
| Dashboard Attendance   | Currently Orange        | Decrease by 5%         |
| Dashboard Suspension   | Currently Green         | Maintain               |

### Strategies/Activities

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

| Strategy/Activity # | Description                                                                                                                                                                                        | Students to be Served | Proposed Expenditures                                |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------|
| 3.1                 | Promoting Positive Attendance and Behavior<br>To foster a positive school culture, the school will implement programs and activities that promote engagement, inclusivity, and student well-being. | All Students          | 1969<br>LCFF - Base<br>4000-4999: Books And Supplies |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students to be Served | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p>Building Positive Relationships<br/>Encourage positive student-staff relationships using PBIS pillars as the foundation for expected behaviors.<br/>Rewarding positive choices and engagement through our 5Star System</p> <p>Promote unity and inclusivity through activities such as:<br/>"Start with Hello"<br/>"Stand Up to Hate Week"<br/>"Kindness Week"</p> <p>School-Wide Events &amp; Activities<br/>Panther Palooza (First Week of School):<br/>Assembly, workshops, and SEL lessons</p> <p>Offer positive extracurricular activities, including:<br/>After-school sports programs<br/>School dances<br/>Family Nights</p> <p>Promote a positive school climate through clubs held during lunch and after school, with opportunities for participation in local, state, and national competitions.</p> <p>Targeted Student Support<br/>Provide academic, behavioral, attendance, and social-emotional support for identified student groups<br/>Implement Lunch Bunch sessions for students needing additional academic, behavioral, attendance, and socio-emotional support.<br/>Maintain a safe and structured school environment with playground supervisors before school and during lunch to ensure student safety.</p> |                       | <p>Awards/recognition supplies</p> <p>5,000<br/>LCFF - Supplemental<br/>4000-4999: Books And Supplies<br/>Materials, subscription, and supplies for PBIS implementation</p> <p>267<br/>LCFF - Supplemental<br/>4000-4999: Books And Supplies<br/>Sports equipment</p> <p>1,000<br/>LCFF - Supplemental<br/>5800: Professional/Consulting Services And Operating Expenditures<br/>Assemblies</p> <p>8000<br/>LCFF - Supplemental<br/>5800: Professional/Consulting Services And Operating Expenditures<br/>Speech and Debate Contract</p> <p>52,111<br/>LCFF - Base<br/>2000-2999: Classified Personnel Salaries<br/>Playground Supervisors</p> |
| 3.2                     | <p>Providing a Safe, Productive Learning Environment<br/>Campus buildings will be kept clean, orderly, and well-maintained to ensure a safe and welcoming learning environment.<br/>Student work and achievements will be recognized and prominently displayed in classrooms and shared public areas to celebrate success and foster a culture of academic excellence.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | All Students          | <p>1,500<br/>LCFF - Base<br/>2000-2999: Classified Personnel Salaries<br/>Custodial Support (Extra Help for BTSN, OH, dances)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 3.3                     | <p>At Parks, we prioritize the safety and well-being of all students and staff by implementing proactive measures, fostering a secure environment, and maintaining strong partnerships with local agencies.</p> <p>Safety Monitors actively patrol and oversee the campus to ensure a safe and orderly environment for students and staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | All Students          | <p>2,000<br/>LCFF - Base<br/>4000-4999: Books And Supplies<br/>Materials and Supplies for Emergency Preparedness</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students to be Served | Proposed Expenditures                                                                                             |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------|
|                         | <p>Students have 24/7 access to report safety concerns through the Say Something app. Students are also able to come to the office and complete an Incident Report in which admin then address the concern with the student and the families involved.</p> <p>We emphasize the importance of physical, mental, and emotional well-being by providing students and staff with access to counselors and community resources for support.</p> <p>Regular emergency drills are conducted to ensure preparedness for various situations, including:<br/>Fire drills<br/>Earthquake drills<br/>Lockdown procedures</p> <p>Ongoing revision and updates of the School Safety and Emergency Preparedness Plan to reflect best practices and ensure all staff and students are informed.</p> <p>Purchase and replacement of emergency supplies and equipment to maintain readiness for any potential emergencies.</p> <p>Strong collaboration with the Fullerton Police Department and Fire Department, ensuring regular communication and support in maintaining school safety.</p> <p>Annual revision of the Safe School Plan and Safe School Action Plan to enhance security measures and ensure compliance with district and state safety protocols.</p> |                       |                                                                                                                   |
| 3.4                     | <p>Providing Social-Emotional Education and Support for All Students<br/>Parks is committed to fostering students' social-emotional well-being by providing universal SEL instruction and targeted support for students in need, with an emphasis on Tier 2 and Tier 3 interventions for those struggling with social-emotional or mental health challenges.</p> <p>SEL Lessons are provided to all 7th and 8th graders through the Second Step curriculum, helping students develop skills in self-awareness, self-management, social awareness, relationship-building, and responsible decision-making. A part-time Mental Health Associate supports students by:<br/>Providing counseling for students with IEP goals related to social-emotional development.<br/>Offering individual and group counseling for students who need additional mental health and emotional support throughout the school year.</p>                                                                                                                                                                                                                                                                                                                                 | All Students          | <p>8,316<br/>LCFF - Supplemental<br/>2000-2999: Classified<br/>Personnel Salaries<br/>Mental Health Associate</p> |

| Strategy/<br>Activity # | Description                                                                                                                                            | Students to be Served | Proposed Expenditures |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
|                         | Referrals to community-based mental health resources are available for students and families who require additional support beyond the school setting. |                       |                       |

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

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

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

We have added multiple ways for students to report safety concerns to ensure they feel supported and safe on campus. Students can report concerns anonymously at any time using the Say Something app. In addition, students feel comfortable coming directly to the office to report incidents so that administration can follow up and connect with families. Providing these options helps reinforce that student safety is a priority and that support is always available.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Parent Engagement

Parks Junior High School will promote parent engagement and involvement by providing meaningful opportunities for families to stay connected throughout the school year. We will also ensure clear and consistent communication regarding student progress, school events, and important updates so that students, parents, and staff remain well-informed, as reflected in feedback from parent, staff, and student surveys.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 Parent & Community Engagement: FSD will promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

### 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.

Parks Junior High School remains committed to strengthening parent engagement and community involvement; however, data continues to show a need to improve communication, increase participation, and build stronger connections with all families. While we offer a variety of opportunities for involvement, participation among socioeconomically disadvantaged families and English Learner families is still lower than we would like, often due to barriers such as language, access, and scheduling.

Additionally, survey feedback indicates that families would benefit from more clear, timely, and consistent communication about student progress and school events. Moving forward, we will continue to strengthen our outreach by providing multilingual communication, using digital platforms for more real-time updates, and offering flexible opportunities for families to participate. Our goal is to create an inclusive environment where all families feel informed, welcomed, and connected to their child's education.

### Annual Measurable Outcomes

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

| Metric/Indicator                                  | Baseline/Actual Outcome              | Expected Outcome           |
|---------------------------------------------------|--------------------------------------|----------------------------|
| School Survey (Fall and Spring)                   | Fall Survey 141 parents participated | Increase by 10% for Spring |
| Parent Meetings (ELAC, Coffee with the Principal) | 3 people in attendance               | 6 people in attendance     |

### Strategies/Activities

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

| Strategy/Activity # | Description                                                                                                                                                                             | Students to be Served | Proposed Expenditures                                                                                    |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------|
| 4.1                 | Parks is committed to maintaining clear, consistent, and positive communication between school and home to keep families and community informed and engaged in their child's education. | All Students          | 500<br>LCFF - Base<br>5000-5999: Services And Other Operating Expenditures<br>Communications and Postage |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Students to be Served | Proposed Expenditures                                                                                                                 |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p>School administration and classroom teachers will establish positive communication methods before the school year begins.</p> <p>Families will receive comprehensive information outlining school programs, policies, and procedures to ensure clarity and transparency.</p> <p>The school will communicate through multiple channels, including:<br/> Email and text messages<br/> School website and newsletters<br/> Social media updates<br/> Parent/guardian meetings<br/> Personal phone calls and face-to-face meetings will be used to convey important or sensitive information directly to families.<br/> Parent Conferences &amp; Targeted Support<br/> SMORE Newsletter<br/> Student Planners</p> <p>Parent conferences will be held each fall and spring to discuss student progress and support.</p> <p>The Student Support Assistant (SSA) will reach out to parents of:<br/> McKinney-Vento (MKV) students experiencing homelessness<br/> Foster Youth<br/> Chronically absent students<br/> The SSA will offer assistance, resources, and intervention strategies as needed to ensure student success</p> |                       | <p>1300<br/> LCFF - Base<br/> 5000-5999: Services And Other Operating Expenditures Materials (Student Planners) and Subscriptions</p> |
| <b>4.2</b>              | <p><b>Ensuring Consistent Communication Among Staff and Students</b></p> <p>At Parks, we prioritize clear and consistent communication between staff and students to support learning, engagement, and school-wide success.</p> <p>Teachers will communicate daily learning goals and expectations to students to ensure clarity and alignment with instructional objectives.</p> <p>Office staff and administration will be available throughout the school day to provide student support and facilitate effective student-teacher communication as needed.</p> <p>Staff-to-student communication will be conducted through a variety of methods, including:<br/> Email for direct and timely correspondence.<br/> Phone calls for important updates and individual outreach.<br/> Face-to-face interactions to build relationships and provide personalized support.</p>                                                                                                                                                                                                                                                   | All Students          | <p>1000<br/> LCFF - Base<br/> 4000-4999: Books And Supplies Materials and Supplies</p>                                                |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students to be Served | Proposed Expenditures                                                                                                                                                                                                        |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | School website and social media for announcements and school-wide updates.<br>Morning announcements to share important information with the entire student body.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |                                                                                                                                                                                                                              |
| <b>4.3</b>              | <p>School Activities to Support Parent Involvement<br/>Parks offers a variety of activities and events to encourage parent involvement and strengthen the home-school connection.</p> <p>Parent Engagement &amp; Advisory Committees<br/>PTSA (Parent-Teacher-Student Association) – Provides opportunities for parents to support school programs and initiatives.<br/>ELAC (English Learner Advisory Committee) – Empowers parents of English Learners to participate in school decision-making.<br/>DELAC (District English Learner Advisory Committee) – Represents English Learner families at the district level.<br/>School Site Council (SSC) – An elected group that collaborates on school improvement and budget decisions.<br/>Coffee with the Principal – Monthly meetings for parents to engage with school leadership, ask questions, and provide feedback.</p> <p>Parent-Teacher Communication &amp; Support<br/>Fall Parent Conferences – Individual meetings with teachers to discuss student progress and goals.<br/>Spring Parent Conferences – Additional check-ins to review student academic and social-emotional development.<br/>Parent Education Nights – Workshops covering topics such as academic success, mental health, drug awareness, and cyber safety. Materials will be purchased such as ChatGPT and Canva, for newsletters and flyers are in partnership with our PTSA.</p> <p>Community &amp; School Events<br/>PTSA Fundraising Events – Opportunities for families to contribute to school programs and activities.<br/>Love Fullerton Event – A community service initiative that brings families together to support local projects.<br/>NJHS (National Junior Honor Society) Ceremony – Recognizing students for academic excellence and leadership.<br/>Band and Choir Concerts – Showcasing student musical talent and fostering community engagement.<br/>Intra-District Sports Program – Encouraging family participation in supporting student-athletes.</p> | All Students          | <p>3,000<br/>LCFF - Supplemental<br/>2000-2999: Classified<br/>Personnel Salaries<br/>Office Staff Overtime</p> <p>6500<br/>LCFF - Base<br/>4000-4999: Books And<br/>Supplies<br/>Meeting Refreshments and<br/>materials</p> |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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

## Analysis

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

Overall, parent participation increased this year, as shown by higher attendance at PTSA meetings, Coffee with the Principal, and completion of parent surveys. However, ELAC participation remained low, indicating a need to improve outreach and engagement for our English Learner families.

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

No major differences in funding.

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.

Added an additional school to home communication in the form of a planner. These planners will have important upcoming school events. Along with areas for teachers to communicate with families.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### School Climate

By March of 2015 there will be an increase of .2% percent in daily attendance, from 98.4% to 98.6%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

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

### Strategies/Activities

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

| Strategy/Activity # | Description                                                                                                                                                                                                                                                              | Students to be Served | Proposed Expenditures |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| 5.1                 | The Parks Junior High School will support and promote a positive school climate that encourages on time daily attendance.<br>* Extra/Co-curricular activities will be offered.                                                                                           |                       |                       |
| 5.2                 | <ul style="list-style-type: none"> <li>Implementation and revision of Safe School Plan.</li> <li>School-wide discipline program.</li> <li>The SARB process is followed.</li> <li>Reward system for positive attendance.</li> </ul>                                       |                       |                       |
| 5.3                 | <ul style="list-style-type: none"> <li>Students are offered a variety of after school activities to support student learning and to increase student/school/parent connection.</li> <li>In school intervention program.</li> <li>After school sports program.</li> </ul> |                       |                       |

| Strategy/<br>Activity # | Description                                                                                                       | Students to be Served | Proposed Expenditures |
|-------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
|                         | <ul style="list-style-type: none"> <li>Lunch Bunch and SSOAR Saturday Program.</li> </ul>                         |                       |                       |
| 5.4                     | <ul style="list-style-type: none"> <li>School Site Council</li> <li>Fall and Spring Parent Conferences</li> </ul> |                       |                       |

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

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

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

# Budget Summary

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

## Budget Summary

| DESCRIPTION                                                             | AMOUNT       |
|-------------------------------------------------------------------------|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$           |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$299,162.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$           |

## Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| LCFF - Base             | \$113,641.00    |
| LCFF - Supplemental     | \$185,521.00    |

Subtotal of state or local funds included for this school: \$299,162.00

Total of federal, state, and/or local funds for this school: \$299,162.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

## Expenditures by Funding Source

| Funding Source      | Amount     |
|---------------------|------------|
| LCFF - Base         | 113,641.00 |
| LCFF - Supplemental | 185,521.00 |

## Expenditures by Budget Reference

| Budget Reference                                                  | Amount     |
|-------------------------------------------------------------------|------------|
| 1000-1999: Certificated Personnel Salaries                        | 23,500.00  |
| 2000-2999: Classified Personnel Salaries                          | 196,729.00 |
| 4000-4999: Books And Supplies                                     | 53,497.00  |
| 5000-5999: Services And Other Operating Expenditures              | 3,936.00   |
| 5800: Professional/Consulting Services And Operating Expenditures | 21,500.00  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                                                  | Funding Source      | Amount     |
|-------------------------------------------------------------------|---------------------|------------|
| 1000-1999: Certificated Personnel Salaries                        | LCFF - Base         | 10,000.00  |
| 2000-2999: Classified Personnel Salaries                          | LCFF - Base         | 53,611.00  |
| 4000-4999: Books And Supplies                                     | LCFF - Base         | 48,230.00  |
| 5000-5999: Services And Other Operating Expenditures              | LCFF - Base         | 1,800.00   |
| 1000-1999: Certificated Personnel Salaries                        | LCFF - Supplemental | 13,500.00  |
| 2000-2999: Classified Personnel Salaries                          | LCFF - Supplemental | 143,118.00 |
| 4000-4999: Books And Supplies                                     | LCFF - Supplemental | 5,267.00   |
| 5000-5999: Services And Other Operating Expenditures              | LCFF - Supplemental | 2,136.00   |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 21,500.00  |

## Expenditures by Goal

| Goal Number |
|-------------|
| Goal 1      |
| Goal 2      |
| Goal 3      |
| Goal 4      |

| Total Expenditures |
|--------------------|
| 136,458.00         |
| 70,241.00          |
| 80,163.00          |
| 12,300.00          |

# School Site Council Membership

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

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

| Name of Members  | Role                       |
|------------------|----------------------------|
| Jenna Breite     | Principal                  |
| Laila Haddadin   | Other School Staff         |
| Melissa Martinez | Classroom Teacher          |
| Gordon Jones     | Classroom Teacher          |
| Aaron Beaver     | Classroom Teacher          |
| Tina Park        | Parent or Community Member |
| William Hong     | Parent or Community Member |
| Nancy Nguyen     | Parent or Community Member |
| Kyle Son         | Secondary Student          |
| Nixon Lee        | Secondary Student          |
| Liam David       | Secondary Student          |

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 14, 2026.

Attested:

Jenna Breite

Principal, Jenna Breite on 4/14/26

Kyle Son

SSC Chairperson, Kyle Son on 4/14/26

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Strategies/Activities Table**

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

## CSI Resources

For additional CSI resources, please see the following links:

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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