



School Plan for Student Achievement (SPSA)

School Name			County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nicolas School	Junior	High	30-66506-6028104	04/20/26	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 Nicolas Junior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement
Title 1

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 Nicolas Junior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement
Title 1

Nicolas Junior High School is committed to a data-driven approach in meeting the diverse needs of our students. Through a Comprehensive Needs Assessment, we analyze student performance data, gather stakeholder input, and identify equity gaps to guide strategic decision-making and resource allocation. Our goals are closely aligned with our LCAP priorities, with a strong emphasis on student achievement, closing opportunity gaps, and fostering a positive and inclusive school climate. By integrating programs within our LCAP framework, we ensure a cohesive system that supports instruction, intervention, and professional development. To meet the unique needs of our student population, we implement targeted interventions using evidence-based practices and progress monitoring tools, with specific support for English Learners, students with disabilities, and socioeconomically disadvantaged students. Stakeholder engagement is central to our mission, with families, staff, and community members actively involved in shaping school initiatives. Through ongoing evaluation, we maintain a continuous cycle of reflection and refinement, ensuring compliance with LCAP requirements while enhancing our efforts to support every student's success.

Educational Partner Involvement

How, when, and with whom did Nicolas 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

At Nicolas Junior High School, the School Plan for Student Achievement (SPSA) is developed through a comprehensive and collaborative process that ensures both data-driven decision-making and meaningful stakeholder involvement. The process begins with a detailed review of schoolwide and subgroup data to identify key strengths and areas for growth, ensuring alignment with both LCAP and ESSA priorities. Input from stakeholders—including families, staff, students, and community members—is gathered through surveys, focus groups, and meetings to inform the planning process. From August to September, data analysis and initial consultations are conducted, leading to goal-setting in October and November. The SPSA draft is reviewed and refined in December and January, followed by progress monitoring and mid-year adjustments from February through May. In June and July, the school engages in a final review and sets priorities for the upcoming year. This work is done in partnership with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and district leadership, ensuring the SPSA reflects the shared goals and needs of the entire school 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.

NA

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.

Based on the 2025 California School Dashboard report for Nicolas Junior High, the school has made measurable progress but still faces challenges in Mathematics, English Language Arts (ELA), and Chronic Absenteeism. Below is an analysis and targeted recommendations for improvement in each area:

Mathematics (Orange – 84.1 points below standard, -3.1 points)

Analysis:

Nicolas Junior High remains significantly below standard in mathematics, with students performing 84.1 points below grade level expectations. While there was an decline of 3.1 points, only student groups remain in the Red performance level, indicating slight increases but yet have urgent need for targeted support.

Recommendations for Improvement:

Increase Targeted Interventions: Expand support such as small-group math instruction, tutoring, and intervention periods, especially for the groups in Red.

Data-Driven Instruction: Utilize formative assessment tools to frequently monitor student progress and adjust instruction in real time.

Professional Development: Provide math-specific training for teachers on high-leverage instructional strategies and differentiation.

Family Engagement: Offer parent math nights or digital resources to help families support student learning at home.

English Language Arts (Yellow – 35.1 points below standard, +0.8% points increase)

Analysis:

Students showed strong growth in ELA with a 0.8%-point improvement, yet performance still falls short of standard benchmarks. Continued momentum is essential to reach proficiency.

Recommendations for Improvement:

Leverage AVID and Literacy Strategies: Continue integrating AVID schoolwide strategies (e.g., focused note-taking, close reading) to deepen comprehension.

Writing Across the Curriculum: Increase writing tasks in all subject areas to improve language fluency and content understanding.

Reading Intervention Programs: Strengthen Tier 2 and Tier 3 interventions using evidence-based literacy programs and tools like Lexia or Achieve3000.

Cross-Curricular Literacy Teams: Create PLCs that bring together ELA and other content teachers to collaborate on reading strategies across disciplines.

Chronic Absenteeism (Yellow – 13.4% chronically absent, 3.2 decline%)

Analysis:

Although chronic absenteeism declined by 3.2%, 13.4% of students are still chronically absent—placing five student groups in the Yellow performance level.

Recommendations for Improvement:

Strengthen Tiered Attendance Interventions: Implement attendance teams to track, intervene, and follow up with at-risk students and families.

Incentive Programs: Reinforce positive attendance through reward systems, recognition ceremonies, and friendly competitions among advisories or grade levels.

Increased Student Connection: Continue programs that build student engagement and belonging (e.g., Ambassador Program, CARE Awards, Lunch Bunch).

Community Outreach: Partner with community organizations to address barriers such as transportation, housing instability, or mental health concerns impacting attendance.

Conclusion

Nicolas Junior High is on a positive trajectory, with notable gains in ELA and absenteeism reduction. To further accelerate progress, a strategic focus on differentiated instruction, intervention, and engagement—especially in math and attendance—will be critical. Emphasizing data use, family partnerships, and consistent SEL support can further close performance gaps and elevate student success across the board.

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.

A review of the California School Dashboard for Nicolas Junior High School reveals significant performance disparities among certain student groups when compared to the overall student population. While the school’s overall performance in English Language Arts falls within the "Yellow" category, subgroups such as Students with Disabilities and English Learners are performing at lower levels, specifically within the "Orange" and "Red" categories. A similar trend is evident in Mathematics, where the overall performance is also "Yellow," yet both English Learners and Students with Disabilities are in the "Red" category. These gaps highlight a critical need for targeted, data-informed interventions to better support these student groups and reduce the disparities in academic achievement

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 Nicolas 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	0.16%	0.81%	0.74%	1	5	4
African American	0.48%	1.46%	1.86%	3	9	10
Asian	2.69%	2.93%	2.04%	17	18	11
Filipino	1.11%	1.46%	1.48%	7	9	8
Hispanic/Latino	86.69%	85.85%	87.20%	547	528	470
Pacific Islander	0.48%	0.65%	0.93%	3	4	5
White	5.07%	4.23%	3.53%	32	26	19
Two or More Races	3.33%	2.60%	2.23%	21	16	12
Not Reported	0%	%	%	0		
Total Enrollment				631	615	539

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 7	317	292	
Grade 8	314	323	
Total Enrollment	631	615	

Conclusions based on this data:

- Over the past three years, enrollment at Nicolas Junior High School has remained relatively stable, with a slight decrease from 631 students in 2022–23 to 615 in 2023–24. Grade-level data shows a shift in student distribution, with 7th-grade enrollment decreasing from 317 to 292 students, while 8th-grade enrollment increased from 314 to 323 students.
- The school continues to serve a predominantly Hispanic/Latino population, which made up 86.69% of the student body in 2024–25, representing 539 students. While this group remains the majority, there has been a gradual increase in diversity across other student groups. African American and American Indian students saw slight increases, each making up 1.46% and 0.81% of the population, respectively. Asian students accounted for 2.93%, Filipino students for 1.46%, and students identifying as two or more races comprised 2.60% of the enrollment. White students made up 4.23%, and Pacific Islanders accounted for 0.65%. These trends indicate that while the student population at Nicolas remains largely Hispanic/Latino, there is a growing representation of other racial and ethnic groups, contributing to a more diverse school community.

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	207	129	133	32.8%	21.0%	24.7%
Fluent English Proficient (FEP)	197	245	171	31.2%	39.8%	31.7%

Conclusions based on this data:

1. Over the past three years, Nicolas Junior High School has seen a notable shift in its English Learner (EL) population. The number of English Learners has decreased significantly, from 216 students in 2021–22 (34.2%) to 129 students in 2023–24 (21.0%). In contrast, the number of Fluent English Proficient (FEP) students has increased, rising from 198 in 2021–22 (31.3%) to 245 in 2023–24 (39.8%). This trend suggests that many English Learners are successfully progressing in their language development and being reclassified as fluent. This trend continued through the 24-25 school year.
2. Student reclassification continues to happen at approximately 33% of all ELL students. This is evident in the continued overall decrease of ELL students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	308	284	247	302	279	244	302	279	244	98.1	98.2	98.8
Grade 8	300	314	282	291	309	280	291	309	280	97.0	98.4	99.3
All Grades	608	598	529	593	588	524	593	588	524	97.5	98.3	99.1

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	2514.	2517.	2496.	9.60	11.11	6.56	32.12	29.75	26.23	22.85	23.66	25.41	35.43	35.48	41.80
Grade 8	2501.	2530.	2540.	9.62	8.41	11.79	20.96	32.04	29.29	24.40	28.16	30.00	45.02	31.39	28.93
All Grades	N/A	N/A	N/A	9.61	9.69	9.35	26.64	30.95	27.86	23.61	26.02	27.86	40.13	33.33	34.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	9.60	9.68	6.56	61.59	62.01	60.66	28.81	28.32	32.79
Grade 8	9.62	14.56	13.21	48.11	55.66	56.43	42.27	29.77	30.36
All Grades	9.61	12.24	10.11	54.97	58.67	58.40	35.41	29.08	31.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	13.25	12.19	7.79	53.97	52.33	54.92	32.78	35.48	37.30
Grade 8	8.93	10.03	11.79	43.30	48.54	55.36	47.77	41.42	32.86
All Grades	11.13	11.05	9.92	48.74	50.34	55.15	40.13	38.61	34.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	12.91	10.75	7.79	72.19	70.97	70.49	14.90	18.28	21.72
Grade 8	11.00	10.03	9.64	67.01	77.99	76.43	21.99	11.97	13.93
All Grades	11.97	10.37	8.78	69.65	74.66	73.66	18.38	14.97	17.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	16.23	15.41	7.79	59.60	65.59	65.98	24.17	19.00	26.23
Grade 8	15.81	15.53	18.57	55.67	67.64	62.50	28.52	16.83	18.93
All Grades	16.02	15.48	13.55	57.67	66.67	64.12	26.31	17.86	22.33

Conclusions based on this data:

1. Students performed best in Listening, with 64% of students in 7th and 73% of students in 8th grade nearly meeting or exceeding standards. In Research and Inquiry, 69% of students in 7th, and 66% in 8th grade nearly met, met, or exceeded standards. These are areas where our students demonstrated their best performance. However, additional support is required to ensure the all students are successful.
2. In the area of Reading, 58% of both 7th grade and 8th grade students nearly met, met, or exceeded standards. It is essential that we continue to support students who have not yet demonstrated success. With almost 43% of 7th grade and 8th grade students not meeting standards, we will work to ensure that we are able to meet the needs of these students through support for teachers, curriculum resources, collaboration and planning time, and extra support for struggling learners. We also have a full time RTI Coaches that are working with both 7th and 8th grade students on literacy skills.
3. In the area of writing, 75% of 7th graders and 55% of 8th graders met, nearly met, or exceeded grade levels standards. Writing is an area of school-wide focus, with Writers Workshop being the framework for lessons being taught across the curriculum, as well as DBQ's being used in History.

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.

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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	308	284	247	305	282	244	305	282	243	99.0	99.3	98.8
Grade 8	300	314	282	299	309	280	299	309	280	99.7	98.4	99.3
All Grades	608	598	529	604	591	524	604	591	523	99.3	98.8	99.1

* 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	2495.	2484.	2468.	11.80	10.99	3.70	16.07	11.70	12.76	25.25	25.18	27.57	46.89	52.13	55.97
Grade 8	2474.	2504.	2507.	6.35	11.97	8.57	10.37	11.97	13.57	20.40	24.92	30.71	62.88	51.13	47.14
Grade 11															
All Grades	N/A	N/A	N/A	9.11	11.51	6.31	13.25	11.84	13.19	22.85	25.04	29.25	54.80	51.61	51.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	14.43	9.93	5.76	40.66	42.20	34.16	44.92	47.87	60.08
Grade 8	6.35	10.36	6.79	38.13	41.75	51.43	55.52	47.90	41.79
Grade 11									
All Grades	10.43	10.15	6.31	39.40	41.96	43.40	50.17	47.88	50.29

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	9.18	8.51	3.70	47.87	49.29	57.20	42.95	42.20	39.09
Grade 8	5.35	10.36	7.14	45.15	55.34	54.64	49.50	34.30	38.21
All Grades	7.28	9.48	5.54	46.52	52.45	55.83	46.19	38.07	38.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	12.46	8.87	3.70	56.72	56.74	56.79	30.82	34.40	39.51
Grade 8	5.02	9.71	6.79	56.52	58.90	65.71	38.46	31.39	27.50
All Grades	8.77	9.31	5.35	56.62	57.87	61.57	34.60	32.83	33.08

Conclusions based on this data:

1. Based upon this data, students in both 7th and 8th grade performed best in the area of Communicating Reasoning, with 58% in 7th and 53% in 8th demonstrating that they have met, nearly met, or exceeded established standards. Problem Solving, Modeling, and Data Analysis were also an area that 8th graders performed the best with 52% meeting, nearly meeting, or exceeding standards.
2. Math Concepts and Procedures were the most difficult areas for our Nicolas students. In 7th grade, 42% of students are at or above standard and in 8th grade 31% of students demonstrated that they met, nearly met, or exceed standards. Students need additional support in mastery of prerequisite skills in these areas, and teachers need additional training and support in meeting the needs of struggling students.
3. The overall math score for Nicolas students indicates that while most students are demonstrating some degree of success, we have a large number of students who are struggling with our new State Standards. In both 7th and 8th grades, 45% of students demonstrate that they have met, nearly met, or exceeded standards. Students require ongoing support to gain mastery of standards and teachers need support in the form of professional development and time for planning and collaboration to ensure success for all students.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1543.1	1555.0	1526.2	1533.1	1559.3	1523.4	1552.7	1550.1	1528.5	82	62	59
8	1546.7	1573.3	1541.5	1536.6	1584.3	1538.1	1556.4	1561.7	1544.3	65	52	39
All Grades										147	114	98

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	29.27	32.26	23.73	40.24	43.55	28.81	19.51	8.06	27.12	10.98	16.13	20.34	82	62	59
8	26.15	48.08	23.08	35.38	25.00	43.59	23.08	15.38	7.69	15.38	11.54	25.64	65	52	39
All Grades	27.89	39.47	23.47	38.10	35.09	34.69	21.09	11.40	19.39	12.93	14.04	22.45	147	114	98

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	39.02	45.16	42.37	42.68	33.87	28.81	7.32	8.06	8.47	10.98	12.90	20.34	82	62	59
8	32.31	53.85	41.03	41.54	28.85	33.33	10.77	7.69	0.00	15.38	9.62	25.64	65	52	39
All Grades	36.05	49.12	41.84	42.18	31.58	30.61	8.84	7.89	5.10	12.93	11.40	22.45	147	114	98

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	21.95	17.74	11.86	30.49	35.48	18.64	28.05	30.65	35.59	19.51	16.13	33.90	82	62	59
8	18.46	9.62	7.69	32.31	42.31	41.03	21.54	28.85	25.64	27.69	19.23	25.64	65	52	39
All Grades	20.41	14.04	10.20	31.29	38.60	27.55	25.17	29.82	31.63	23.13	17.54	30.61	147	114	98

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	6.10	24.19	16.95	79.27	61.29	64.41	14.63	14.52	18.64	82	62	59
8	21.54	42.31	30.77	56.92	44.23	56.41	21.54	13.46	12.82	65	52	39
All Grades	12.93	32.46	22.45	69.39	53.51	61.22	17.69	14.04	16.33	147	114	98

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	60.98	69.35	59.32	28.05	17.74	20.34	10.98	12.90	20.34	82	62	59
8	56.92	73.08	56.41	29.23	21.15	17.95	13.85	5.77	25.64	65	52	39
All Grades	59.18	71.05	58.16	28.57	19.30	19.39	12.24	9.65	22.45	147	114	98

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	25.61	19.35	13.56	40.24	51.61	32.20	34.15	29.03	54.24	82	62	59
8	29.23	26.92	25.64	30.77	44.23	33.33	40.00	28.85	41.03	65	52	39
All Grades	27.21	22.81	18.37	36.05	48.25	32.65	36.73	28.95	48.98	147	114	98

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	21.95	19.35	10.17	65.85	64.52	77.97	12.20	16.13	11.86	82	62	59
8	16.92	11.54	0.00	67.69	80.77	87.18	15.38	7.69	12.82	65	52	39
All Grades	19.73	15.79	6.12	66.67	71.93	81.63	13.61	12.28	12.24	147	114	98

Conclusions based on this data:

1. Based upon this data, students in both 7th and 8th grade performed best in the area of speaking , with 58.93% of the students scoring Well Developed. Nicolas has added new elective programs in the past year, Theater and Speech and Debate. Based on the success in speaking, one can conclude that these classes have helped in the are of Speaking.
2. Based upon this data, students in both 7th and 8th grade performed highest in the area of writing at Somewhat/Moderate. Based upon this data more writing training is needed. Writing across content areas will be a focus area.
3. Based upon this data, students in both 7th and 8th grade need additional help in the area of reading, with only 18.37% of the students scoring well developed. This data confirms the need for more RTI (Response to Intervention) Classes and Designated ELD classes for all students with an ELD level of 3 or below.

School and Student Performance Data

Student Population

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This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
539	85.3%	24.7%	0.7%
Total Number of Students enrolled in Nicolas 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	133	24.7%
Foster Youth	4	0.7%
Homeless	12	2.2%
Socioeconomically Disadvantaged	460	85.3%
Students with Disabilities	91	16.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.9%
American Indian	4	0.7%
Asian	11	2%
Filipino	8	1.5%
Hispanic	470	87.2%
Two or More Races	12	2.2%
Pacific Islander	5	0.9%
White	19	3.5%

Conclusions based on this data:

1. With 85.3% are socioeconomically disadvantaged, many of our students are living in poverty and may not have an adequate place to study, healthy food on their tables, or parents who have the time or ability to help with homework.

These barriers may impact student achievement. We do offer free and reduced breakfast and lunch, in school intervention programs, PBIS, mental health support, after school and before school tutoring, and support for all students through the ACES and After School Intervention and Sports Programs. We also offer family outreach through our Social Service Assistants, as well as a parent center that offers parenting classes and clothes and other resources.

2. In addition, 24.7% of our students are designated as English Learners. These students require intensive support to gain mastery of English. We find that many of these students are eager learners. However, they are hesitant to participate in oral discussions, perhaps because of a lack of confidence. These students receive required ELD Support, but also are offered intensive academic language support through English Language Essential classes.
3. Nicolas has RSP support teachers, two SDC mild/moderate teachers, and two SDC moderate/severe teachers. With 16.9% of our students are students with disabilities, students need support in both the general education and special education setting based on their individual needs. Study Skills classes are offered and programs used to help students meet their reading goals.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Achievement Gaps Remain in Math and ELA for Key Subgroups
- While overall student performance in English Language Arts (35.1 points below standard) and Mathematics (84.1 points below standard) falls within the "Yellow" performance band, subgroups such as English Learners and Students with Disabilities continue to perform in the "Orange" and "Red" categories. This indicates persistent equity gaps that require targeted academic support and intervention strategies.

2. **Chronic Absenteeism is Improving but Still a Concern**
Chronic absenteeism declined by 3.2%, showing positive momentum; however, the overall rate remains high at 13.4%, keeping the school in the "Yellow" category. With five student groups also performing in the Yellow range, chronic absenteeism continues to be a barrier to student achievement and engagement that must be addressed through expanded outreach and Tiered Attendance Interventions.
3. **Slight Decline in English Learner Development and School Climate**
The school demonstrated a sharp decline in English Learner progress, with only 46% of the students making growth, compared to 66.7% the previous year—earning an "Orange" rating, two performance levels less than last year. Programs and interventions were put in place to improve in this category. Additionally, the suspension rate maintained with a 0.5 increase. Placing the school in the "Orange" category. These outcomes suggest that the school's SEL, PBIS, and support structures are positively impacting student behavior and language development.

School and Student Performance Data

Academic Performance English Language Arts

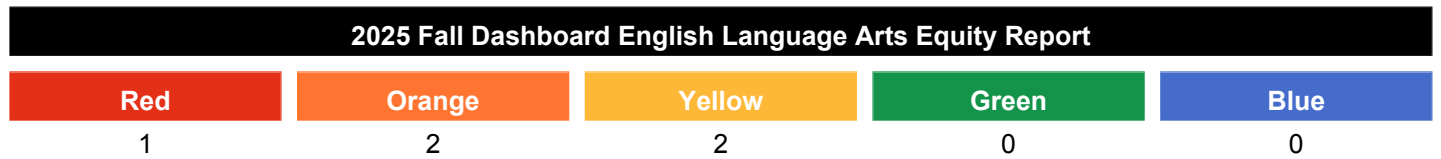
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 35.1 points below standard Maintained -0.8 points 504 Students	English Learners  Yellow 60.8 points below standard Increased 3.7 points 231 Students	Long-Term English Learners  Yellow 66.6 points below standard Increased 15.5 points 96 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Homeless  No Performance Color 57 points below standard 11 Students	Socioeconomically Disadvantaged  Orange 38.7 points below standard Maintained 1.1 points 446 Students

Students with Disabilities  Red 131.5 points below standard Maintained -1.9 points 90 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Orange 42.4 points below standard Maintained -0.1 points 442 Students
Two or More Races  No Performance Color 12.5 points below standard Declined 41.3 points 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color 24.8 points below standard Declined 5.4 points 17 Students

Conclusions based on this data:

- Overall Performance Remains Below Standard but Shows Strong Improvement**
Students scored 35.1 points below the ELA standard, placing the school in the "Orange" performance band. However, the school showed a significant improvement of 0.9 points, indicating that current instructional strategies and interventions are having a positive impact on literacy development.
- Significant Performance Gaps Exist for Certain Subgroups**
Despite overall gains, subgroups such as English Learners and Students with Disabilities are performing at lower levels, with these groups falling into the "Orange" and "Red" categories. This reflects persistent disparities in achievement that highlight the need for more targeted and differentiated support.
- Progress Suggests Effective Implementation of Literacy Supports**
The notable growth in ELA scores suggests that schoolwide efforts—such as AVID strategies, literacy across the curriculum, and interventions—are beginning to yield results. Continued focus on these practices, along with expanded support for underperforming subgroups, will be essential to closing the achievement gap and moving more students toward proficiency.

School and Student Performance Data

Academic Performance Mathematics

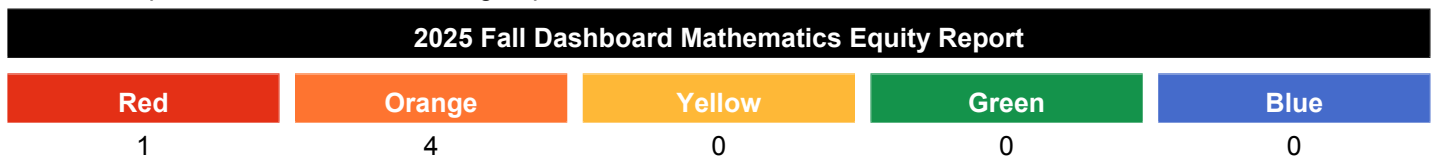
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 84.1 points below standard Declined 3.9 points 509 Students	English Learners Orange 100.5 points below standard Increased 11.8 points 236 Students	Long-Term English Learners Orange 111.8 points below standard Increased 20.5 points 96 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Homeless No Performance Color 106.3 points below standard Increased 16.1 points 13 Students	Socioeconomically Disadvantaged Orange 89.1 points below standard Maintained -2.5 points 450 Students

Students with Disabilities  Red 181.9 points below standard Declined 14.1 points 90 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Orange 91.4 points below standard Maintained -2.2 points 446 Students
Two or More Races  No Performance Color 91.6 points below standard Declined 59.2 points 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color 56.4 points below standard Declined 5.2 points 18 Students

Conclusions based on this data:

- Overall Math Performance Remains Significantly Below Standard
Students scored 84.1 points below the standard in mathematics, placing the school in the "Orange" performance level. This indicates that while students are making progress, overall performance is still well below grade-level expectations and requires sustained improvement efforts.
- Improvement Has Been Made, But Gaps Are Still Widened for Vulnerable Subgroups
There was a slight decrease of 3.1 points from the previous year, still showing positive momentum. However, key subgroup— Students with Disabilities—are still performing in the "Red" category, revealing deep achievement gaps that demand more targeted and intensive instructional supports.
- Data Suggests Need for Stronger, More Focused Math Interventions
While there is evidence of improvement, the depth of underperformance indicates a need to enhance Tier 1 instruction with engaging, rigorous math content and expand Tier 2 and Tier 3 interventions, especially for at-risk student groups. Professional development in math pedagogy and the use of progress monitoring tools should also be emphasized to support student growth.

School and Student Performance Data

Academic Performance Science

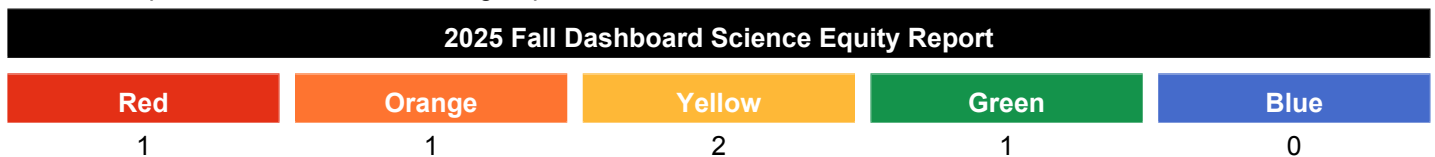
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 47.2 science points Maintained 1.5 points 275 Students	English Learners  Orange 41.4 science points Maintained 1.6 points 113 Students	Long-Term English Learners  Yellow 38.4 science points Increased 5 points 42 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 10 Students	Socioeconomically Disadvantaged  Yellow 46.3 science points Maintained 1.5 points 242 Students

Students with Disabilities  Red 32.1 science points Maintained 1 points 48 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Green 45.6 science points Increased 2.1 points 234 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 51.5 science points Maintained 1.3 points 11 Students

Conclusions based on this data:

1. Overall students were able to maintain their level with a 1.5% increase.
2. English Learners and Students with disabilities continue to under-perform.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 Orange
46.7 making progress.	49.2 making progress.
Number Students: 90 Students	Number Students: 63 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
10.2%	43.2%	0%	46.6%

Conclusions based on this data:

- English Learners Are Making Significant Progress in Language Development
Only 46.7% of English Learners making progress, the school earned an "Orange" rating, two levels lower on the performance level on the dashboard. This indicates strong growth in English language acquisition and reflects effective implementation of language development strategies and supports.
- A needs assessment was conducted and studied. This informed us where we need to focus on to make sure appropriate gains are made.
Although EL students are advancing in English proficiency, their performance in English Language Arts and Mathematics remains in the "Orange" and "Red" categories, respectively. This suggests that while language development is progressing, more focused academic support is needed to help EL students succeed in content-area standards.
- Reclassification Efforts Are Likely Contributing to Improved Outcomes
The increase in Reclassified Fluent English Proficient (RFEP) students—rising to 33.5% of the student body in 2024–25—suggests that reclassification practices are effective and more EL students are successfully transitioning out of

the program. Continued monitoring and support of Reclassified Fluent English Proficient (RFEP) students will be essential to sustaining their academic success.

School and Student Performance Data

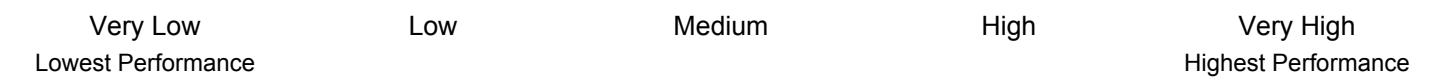
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students



Yellow

13.4% Chronically Absent

Declined 3.2

560 Students

English Learners



Yellow

12.6% Chronically Absent

Declined 5.3

143 Students

Long-Term English Learners



Yellow

15.5% Chronically Absent

Declined 2.4

103 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Homeless



No Performance Color

44.4% Chronically Absent

Increased 3.3

18 Students

Socioeconomically Disadvantaged



Yellow

14.3% Chronically Absent

Declined 3.2

491 Students

Students with Disabilities  Yellow 17.2% Chronically Absent Declined 0.9 99 Students	African American  No Performance Color 16.7% Chronically Absent 0 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 0% Chronically Absent Declined 10.5 12 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Yellow 14.2% Chronically Absent Declined 3.2 486 Students
Two or More Races  No Performance Color 7.7% Chronically Absent Declined 4.1 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color 15% Chronically Absent Maintained 0.2 20 Students

Conclusions based on this data:

1. The school's chronic absenteeism rate is 13.3%, placing it in the "Yellow" performance level. While this reflects a 3.2% decline from the previous year—an encouraging trend—the rate remains high and continues to impact student engagement and academic performance.
2. Five student groups are also in the "Yellow" category, indicating that chronic absenteeism is not isolated but affects a broad portion of the student population. These ongoing attendance issues may disproportionately impact historically underserved groups, compounding existing achievement gaps.
3. The decline in absenteeism suggests that current interventions—such as counseling support, family outreach, and positive behavior programs—are having an effect as well as the ongoing Perfect Attendance Incentive Program that we conduct. To build on this progress, the school should expand Tiered Attendance Interventions, deepen family and community engagement, and implement early warning systems to identify and support at-risk students before absenteeism becomes chronic.

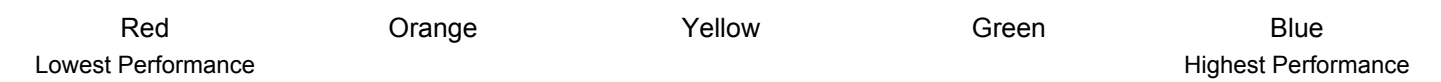
School and Student Performance Data

Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



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

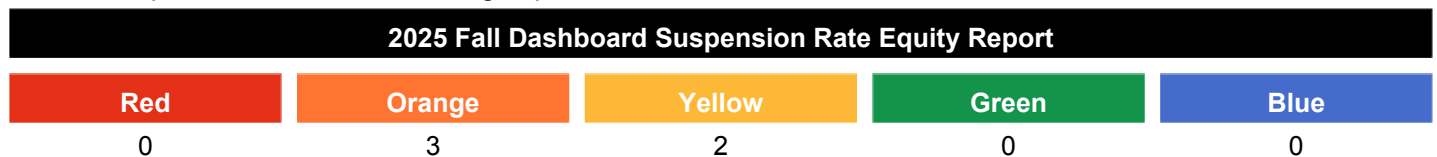
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 3.6% suspended at least one day Increased 0.5% 584 Students	English Learners Yellow 2.1% suspended at least one day Maintained 0.1% 146 Students	Long-Term English Learners Yellow 1.9% suspended at least one day Increased 1.1% 105 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Homeless No Performance Color 4.5% suspended at least one day Increased 4.5% 22 Students	Socioeconomically Disadvantaged Orange 4.2% suspended at least one day Increased 0.8% 505 Students

Students with Disabilities  Orange 3.8% suspended at least one day Increased 0.5% 104 Students	African American  No Performance Color 8.3% suspended at least one day 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  No Performance Color 0% suspended at least one day Declined 5.3% 16 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 3.8% suspended at least one day Increased 0.9% 498 Students
Two or More Races  No Performance Color 0% suspended at least one day Declined 11.8% 16 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  No Performance Color 4.3% suspended at least one day Increased 4.3% 23 Students

Conclusions based on this data:

1. The school achieved a "Orange" rating for suspension rate, with only 3.15% of students suspended at least once, showing a 0.5% increase from the previous year. We still feel that we are in progress toward creating a safer, more supportive learning environment.
2. The data shows that no two group are in the Orange and two are in the Yellow categories. This demonstrates a consistent, schoolwide approach to discipline and behavior expectations, likely supported by strong PBIS and SEL frameworks.
3. The reduction in suspensions suggests that restorative practices, social-emotional learning, and behavior intervention supports are effectively addressing student needs. Continued emphasis on these strategies will be key to maintaining and further improving school climate and student well-being.

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:

By the end of the 2026-27 school year, the SBAC ELA Distance From Standard (DFS) will increase by 3 points or more, both overall and for all significant subgroups

Mathematics:

By the end of the 2026-27 school year, the SBAC ELA Distance From Standard (DFS) will increase by 3 points or more, both overall and for all significant subgroups

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 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.

A review of the 2025 California School Dashboard and local data highlights valuable opportunities for continued growth at Nicolas Junior High School. In Mathematics, while students are currently performing 84.1 points below standard, this data provides a clear direction for strengthening instruction and expanding targeted supports, particularly for English Learners and Students with Disabilities. In English Language Arts, despite a slight decline of 3.9 points, the school remains focused on accelerating progress and building on existing foundations to move all students toward grade-level proficiency.

These insights have allowed Nicolas to take intentional and strategic action. The school has strengthened its use of data-driven instruction, expanded targeted interventions, and enhanced progress monitoring systems to better support students in real time. In addition, schoolwide implementation of AVID strategies, a strong emphasis on cross-curricular literacy, and ongoing professional development for teachers are driving improvements in instructional quality.

As part of this focused work, Nicolas Junior High School has set a clear and measurable goal of increasing English Learner (ELL) student performance data by at least 10%, ensuring that targeted supports lead to meaningful academic growth. Through these efforts, the school is building momentum, fostering greater equity, and creating a clear pathway for all student groups to achieve higher levels of success.

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
ELA and Math IREADY	D2- 2026 Data	Increase by 3 points on D3 Assessment
ELA and Math SBAC	2026 Dashboard Data	Increase by 3 points
ELPAC	2026 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/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Nicolas Junior High School will strengthen the implementation of the California Common Core State Standards (CCSS) through ongoing professional development, collaborative Professional Learning Communities (PLCs), and dedicated curriculum planning time. Teachers will work across departments to ensure alignment in standards, pacing, and instructional practices, while core teachers will collaborate to build coherence in curriculum and instruction. This will ensure that all students receive high-quality, standards-based instruction and demonstrate mastery of identified priority standards. Clear curriculum goals and learning expectations will be communicated to students and families. In addition, this work will be centered on developing and implementing guaranteed and viable standards across all content areas. All teachers will provide standards-based instruction so that all students demonstrate mastery of identified priority standards.	All Students	10,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes, Release Time, Extra Hours 20,500 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental curriculum and instructional materials 2,000 LCFF - Base 1000-1999: Certificated Personnel Salaries Professional Development 10,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies
1.2	Nicolas Junior High School will strengthen classroom instruction through ongoing professional development and support provided by the district and site administration. This work will be grounded in the district's implementation of High Reliability Schools (HRS) by Marzano, with a continued emphasis on guaranteed and viable standards. Instructional practices will be strengthened through the intentional integration of AVID and SEDAI strategies aligned with the school's instructional model. Emphasis will be placed on increasing student engagement, promoting academic discourse, and advancing literacy and writing across all content areas. Teachers; including RTI, ELD, and math intervention specialists, will engage in ongoing professional learning through workshops, targeted trainings, and collaborative planning to refine their practice and improve student outcomes. Additional support will include the continued implementation of the ELD curriculum and English RTI classes to accelerate language acquisition and provide targeted support for English Learners, alongside focused math intervention to build foundational skills. Teachers will also participate in district-supported professional development and	All Students	5,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes, Release Time, Extra Hours 4,000 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures Professional Development and Coaching 3,500 Title I 5800: Professional/Consulting Services And Operating Expenditures Conferences/trainings/Electiv es 5,000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	engage in goal-oriented classroom observations, including visits to other school sites, to strengthen instructional coherence and enhance the dual language program. The AVID team will further contribute to schoolwide improvement through participation in the AVID Summer Institute and by supporting the consistent implementation of AVID strategies across all content areas.		5000-5999: Services And Other Operating Expenditures AVID Training 3,683 Title I 4000-4999: Books And Supplies AVID Material 10,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies and Material 5,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Media Support Salary 2,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Conferences
1.3	Support for Struggling learners Nicolas Junior High School will strengthen support for struggling learners through a comprehensive Multi-Tiered System of Supports (MTSS) that integrates academic, behavioral, and social-emotional interventions throughout the school day. Instructional and behavioral supports will be provided through RTI systems, including the support of Social Service Assistants, instructional aides, a mental health intern, and a mental health professional. Targeted academic support will include RSP support classes as well as SDC classes in all four core subjects to assist students in meeting their IEP goals. Co-teaching classrooms will increase access for Special Education students in general education settings and support inclusive, grade level standards-based instruction. Special Education teachers will collaborate with general education teachers through PLCs to ensure alignment of instruction and support student learning. English Learners will receive additional support through designated EL teachers, with a focus on accelerating progress toward reclassification, particularly for Long-Term English Learners (LTELs).	All Students	26087 Title I 1000-1999: Certificated Personnel Salaries Hourly Pay for intervention 33,000 Title I 2000-2999: Classified Personnel Salaries Additional FTE 0.75 SSA 25,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional FTE 1.0 Mental Health counselor 87,000 Title I 2000-2999: Classified Personnel Salaries Additional FTE 1.0 Student Mentor 12,000 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Additional academic and social-emotional support will be provided through counselors, mental health specialist (1FTE), a student success liaison (1FTE), social service assistant(.75 FTE), and multiple intervention programs, ensuring that all students receive the targeted support needed to improve achievement. This support will be further extended through enrichment and intervention opportunities such as Homework Club, Mathletes, and other after-school support programs, providing students with structured time, guidance, and resources to reinforce learning and build confidence.		1000-1999: Certificated Personnel Salaries Extra hours/ Training 3,860 Title I 2000-2999: Classified Personnel Salaries Extra hours/ Training
1.4	Support for teacher planning, collaboration, and student success. Nicolas Junior High School will strengthen teacher planning, collaboration, and student success by providing structured time and support for instructional staff to design and refine instruction based on student performance data. Instructional staff will be provided release time to collaborate, exchange best practices, and align instruction to meet student needs. Teachers will engage in weekly Professional Learning Communities (PLCs) to analyze data, monitor student progress, and adjust instruction to improve outcomes. Additional release time will be provided for teachers to visit other school sites to observe effective instructional practices. In partnership with administration and an instructional coach, teachers will participate in co-observation cycles focused on identifying and implementing best practices in English Language Arts and Mathematics. Staff will develop walkthrough protocols, engage in peer observations, and reflect on instructional practices to strengthen teaching and learning across classrooms. Administration will model effective instructional strategies during professional development sessions and staff meetings to ensure consistency in high-quality instruction school-wide.	All Students	8,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes 25,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies 3,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Community Partnerships
1.5	Support for School Community Success Nicolas Junior High School will strengthen school community success by engaging students, families, and school leadership groups in identifying and addressing student and schoolwide needs. ELAC and SSC will collaborate to identify student needs and provide input on programs and supports, while PTSA will support efforts to improve school climate. ASB students will	All Students	5,000 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies related to parent participation 8,000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	contribute student voice to strengthen the school climate and promote student agency. Family engagement opportunities will include Coffee with the Principal, parent workshops focused on ELPAC support and effective student strategies, and guided parent tours to increase awareness of school programs. Additional support will be provided through a parent liaison who will connect families to resources, including food through the school pantry, clothing, housing, and transportation, as well as provide support for the transition to high school. The liaison will also partner with the local community center to connect families with expanded services such as counseling, job assistance, adult education classes, and wellness resources. These efforts will strengthen communication, increase family engagement, and support student success by building family capacity to support learning at home.		5000-5999: Services And Other Operating Expenditures Parent Education 1,298 LCFF - Base 5900: Communications Mailings, Postage, Labels 4,000 LCFF - Base 2000-2999: Classified Personnel Salaries Office Staff Extra Time

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.

Nicolas Junior High School implemented a comprehensive system focused on standards-based instruction, professional learning, and targeted interventions. PLCs, HRS, AVID, and SEDAI supported instructional improvement, while ELD and RTI provided additional support for English Learners and Students with Disabilities. These efforts contributed to maintaining progress in ELA; however, Mathematics declined, and achievement gaps remain, indicating a need for continued focus on consistency and targeted support.

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 planned implementation and expenditures. Resources were used as intended, with minor adjustments to strengthen intervention supports and align professional development to identified areas of need.

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

The school will strengthen existing strategies with increased focus on Mathematics achievement, targeted subgroup support, and progress monitoring. Professional development and PLC work will be refined to improve differentiation, academic discourse, and problem-solving. These changes are reflected in the updated Goal 1 strategies and activities.

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 Nicolas Students and Staff will have access to and demonstrate mastery of 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 2: Technology and 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.

A review of the 2025 California School Dashboard and local data highlights the need to strengthen the integration and effective use of technology to support student learning at Nicolas Junior High School. In both English Language Arts and Mathematics, students are currently performing below standard (35.1 points and 84.1 points below standard, respectively), indicating a need to enhance access to instructional tools that support engagement, differentiation, and rigorous learning experiences.

Additionally, English Learner Progress has declined nearly 20 points, with only 46.7% of students making progress, and Long-Term English Learners continue to perform below standard, demonstrating the need for increased use of technology to support language development and access to grade-level content. Students with Disabilities also remain significantly below standard, further emphasizing the need for technology-supported instructional strategies that provide equitable access and personalized learning opportunities.

Local indicators show that implementation of academic standards and access to a broad course of study are areas of need, reinforcing the importance of integrating technology to support consistent, standards-based instruction.

To address these needs, the school has begun expanding access to digital tools, increasing the use of instructional technology, and providing professional development for staff. Continued focus is needed to ensure consistent implementation, equitable access for all students, and the development of digital literacy skills to support student achievement and college and career readiness.

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
HRS Level 2 Indicators (2.1–2.6), Student Learning Walk data, PLC implementation data, teacher goal-setting progress monitoring, and instructional rounds walkthrough evidence which includes an assessment of the use of technology by teachers and students.	Current HRS Level 2 data show that Nicolas Junior High has established the instructional model and expectations for effective teaching. Baseline data indicates 100% of teachers participate in PLCs and establish instructional growth goals; however, only 50% of teachers are demonstrating consistent progress monitoring toward improving academic performance. Instructional rounds and student learning walks show that technology integration, student-centered strategies, and standards-based instructional practices are not yet consistently implemented across all classrooms. Additionally, administrators are working toward consistent aggregate tracking of instructional rounds data and immediate feedback cycles for all teachers.	By June 2026, Nicolas Junior High will increase implementation of HRS Level 2 instructional practices by ensuring 100% of teachers consistently participate in PLCs, instructional rounds, and job-embedded professional development; 80% of teachers will demonstrate documented progress monitoring toward their instructional growth goals; and 90% of classrooms will reflect student-centered learning, technology integration, and standards-based instructional practices as measured through student learning walks, walkthroughs, and administrative feedback cycles aligned to HRS Level 2.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Support for Understanding of 21st Century Standards Nicolas Junior High School will support the understanding and implementation of 21st Century learning standards by ensuring that students and staff develop the digital literacy skills necessary for college and career readiness. Instruction will focus on building student capacity in communication, collaboration, critical thinking, and responsible use of technology across all content areas. Teachers will incorporate digital literacy expectations into standards-based instruction to ensure students are able to effectively access, analyze, and apply information using digital tools. This work will ensure that all students develop the foundational skills needed to succeed in a technology-rich learning environment.	All Students	5,000.00 Title I 1000-1999: Certificated Personnel Salaries Teacher Planning and Collaboration 4,000.00 Title I 4000-4999: Books And Supplies Supplemental Resource Materials 28,000 LCFF - Supplemental 6000-6999: Capital Outlay Technology Acquisition 5,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Consultant Training and Staff Development
2.2	Support 21st Century Learning Environments Nicolas Junior High School will create and maintain 21st Century learning environments that provide equitable access to technology, digital tools, and	All Students	5,000 LCFF - Base 6000-6999: Capital Outlay Furniture work and learning spaces

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	instructional resources. Classrooms will be designed to support student engagement, collaboration, and interactive learning through the use of technology. Students will have access to devices and digital platforms that support participation in rigorous, standards-based instruction. Teachers will utilize technology to create inclusive learning environments that support the diverse needs of all students, including English Learners and Students with Disabilities.		
2.3	Support for 21st Century Curriculum and Instruction Nicolas Junior High School is committed to integrating technology into curriculum and instruction to enhance teaching and learning across all content areas. All students have access to a one-to-one iPad, ensuring equitable opportunities to engage with digital tools and resources that support rigorous, standards-based instruction. As an Apple Distinguished School, Nicolas reflects a strong commitment to innovation, leadership, and excellence in educational technology. This vision is further supported through programs such as robotics and the Spyder Lab, where students engage in hands-on learning that builds problem-solving, creativity, and STEM skills. Teachers intentionally incorporate digital tools to strengthen literacy, writing, problem-solving, and collaboration, while maintaining alignment with the California Common Core State Standards. Technology is used to differentiate instruction, provide real-time feedback, and create student-centered learning experiences that meet a wide range of learning needs. Additionally, targeted use of digital resources supports language development for English Learners and increases access to content for all students, ensuring that every learner is supported and empowered to succeed.	All Students	3,000 Title I 4000-4999: Books And Supplies Robotics 7,753 LCFF - Base 6000-6999: Capital Outlay Furniture work and learning spaces 5,000 Title I 4000-4999: Books And Supplies Supplemental iPads for classroom support in ELA and Math
2.4	Support for 21st Century Professional Development Nicolas Junior High School is committed to integrating technology into curriculum and instruction to enhance teaching and learning across all content areas. All students have access to a one-to-one iPad, ensuring equitable opportunities to engage with digital tools and resources that support rigorous, standards-based instruction. As an Apple Distinguished School, Nicolas reflects a strong commitment to innovation,	All Students	2,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Teacher professional Development and community partnership and training

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	leadership, and excellence in educational technology. This vision is further supported through programs such as robotics and the Spyder Lab, where students engage in hands-on learning that builds problem-solving, creativity, and STEM skills. Teachers intentionally incorporate digital tools to strengthen literacy, writing, problem-solving, and collaboration, while maintaining alignment with the California Common Core State Standards. Technology is used to differentiate instruction, provide real-time feedback, and create student-centered learning experiences that meet a wide range of learning needs. Additionally, targeted use of digital resources supports language development for English Learners and increases access to content for all students, ensuring that every learner is supported and empowered to succeed.		
2.5	Support for School and Community Success Nicolas Junior High School will strengthen school and community success by supporting families with the tools and knowledge needed to assist students at home. Parent education presentations will be provided to support the use of platforms such as PowerSchool and other digital tools that help families monitor student progress and support learning. Additional resources and guidance will be provided to help parents support students with organization, assignments, and academic success at home. The school will also work to ensure access to internet services for home use so that all students can fully engage in digital learning. Computer classes for parents are provided by Nicolas Community Center.	All Students	7,050 Title I 5800: Professional/Consulting Services And Operating Expenditures Parent Technology Classes

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.

The school has expanded access to technology, integrated digital tools, and provided professional development. While classrooms reflect increased use of 21st-century practices, student outcomes—especially for English Learners and Students with Disabilities—show that consistent, effective implementation is still developing.

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. Funding has supported devices, tools, and training; the need is stronger, more consistent 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.

Focus will shift to improving instructional use of technology, with targeted professional development, stronger monitoring, and an emphasis on supporting English Learners and Students with Disabilities. Updates will be reflected in Goal 2 strategies and actions in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 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

Nicolas will provide a welcoming, safe and secure environment for all members of our school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 3: Safe and 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.

A review of the 2025 California School Dashboard and local data reflects the strong strides Nicolas Junior High School has made in cultivating a safe, supportive, and student-centered environment, while also illuminating important opportunities to deepen this work. The school remains steadfast in its commitment to fully supporting the physical, social, and emotional well-being of every student and staff member.

One area of continued focus is chronic absenteeism. Although rates have improved with a 3.2-point decline, the current rate of 13.4% signals an opportunity to strengthen student engagement and connectedness, particularly as five student groups remain in the Yellow performance level. Recognizing that attendance is closely tied to students' sense of belonging, safety, and overall well-being, Nicolas is approaching this work with intention and care.

In response, the school has implemented a comprehensive and proactive system of supports. Social-emotional learning (SEL) remains at the heart of this effort, with weekly Second Step lessons delivered during Advisory, monthly CARE Awards celebrating student growth and character, and consistent PBIS Tier 1 practices that reinforce positive behavior and a strong sense of school pride. A continued emphasis on recognizing students with perfect attendance—celebrated every 25 days—helps build motivation and a culture of commitment.

Collaborative teams, including the SEL Team, MTSS Team, and PBIS Committee, meet regularly to analyze data, design targeted interventions, and provide ongoing professional learning for staff. Students also benefit from expanded counseling services, lunchtime and after-school support groups, and meaningful community partnerships such as those with OC GRIP through the Orange County District Attorney's Office, which provide targeted small-group support.

In addition, Nicolas maintains a strong focus on campus safety and student behavior through regular roundtable discussions, Student Study Team (SST) meetings, and an engaged, well-informed Safety Team. Quarterly student surveys further elevate student voice, ensuring that decisions are grounded in how safe and supported students truly feel.

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
HRS Level 1 Indicators (1.1, 1.2, 1.7), Chronic Absenteeism Rate, PBIS/CARE implementation data, attendance monitoring data, student and parent climate surveys, and student learning walk feedback.	Current HRS Level 1 data shows strong implementation of safe and supportive school systems. 93% of classrooms have the PBIS Matrix visibly posted, 100% of teachers can articulate at least one component of the Matrix, and 86% of teachers are consistently using CARE Awards and CARE tickets to reinforce positive behaviors. Student survey data shows 87% of students report positive experiences with teacher greetings and school connectedness. Chronic absenteeism has improved by 3.2 points; however, the current rate remains at 13.4%, with five student groups still performing in the Yellow performance level, indicating the need for continued focus on attendance, belonging, and student engagement.	By June 2026, Nicolas Junior High will strengthen HRS Level 1 implementation by ensuring 100% of classrooms consistently reflect PBIS expectations, 100% of teachers regularly use CARE recognition systems and meet Elements of Success expectations, and 90% of students report feeling safe, connected, and supported through student surveys. Chronic absenteeism will decrease from 13.4% to below 10%, with targeted support systems improving attendance outcomes for all identified student groups and increasing overall student engagement and school connectedness.

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	Supporting positive school relationships. Nicolas Junior High School will strengthen positive school relationships by intentionally fostering a safe, inclusive, and student-centered environment that promotes belonging, engagement, and consistent attendance. Recognizing the connection between attendance and student well-being, the school will prioritize building meaningful relationships that increase student connectedness and reduce chronic absenteeism. Through the implementation of High Reliability Schools (HRS), staff will use data to monitor school climate, attendance, and student engagement, including the use of an attendance matrix with clear expectations and incremental goals. Targeted supports will include Tier 3 interventions such as individualized plans, increased administrative monitoring, and collaboration with families to address barriers to attendance. A comprehensive system of supports will reinforce this work, including weekly social-emotional learning (Second Step) during Advisory, PBIS Tier 1 practices, and student recognition systems such as CARE Awards and attendance incentives every 25 days. Collaborative teams (SEL, MTSS, PBIS) will regularly analyze data and refine supports, while expanded counseling services, student groups, and community partnerships will provide additional layers of support.	All Students	4,500 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies 4,000 LCFF - Base 1000-1999: Certificated Personnel Salaries Staff Development and Community Outreach 23,000 LCFF - Base 6000-6999: Capital Outlay School Improvement Projects, including updating of PE locker rooms 1,500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Attendance Support Programs 6,000 LCFF - Supplemental 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Student voice will remain central through quarterly surveys, SST meetings, and ongoing safety discussions, ensuring all students feel safe, supported, and connected to their school community.		Student Recognition
3.2	Supporting fun and engaging teaching and learning. Nicolas Junior High School will promote engaging, inclusive, and student-centered teaching and learning environments that strengthen student motivation, participation, and overall well-being. Recognizing that engagement is closely tied to students' sense of belonging and connectedness, classrooms will be designed to support meaningful learning experiences that foster both academic growth and a positive school climate. Through a comprehensive system of supports, including SEL practices, PBIS, and collaborative team structures (SEL, MTSS, PBIS), staff will implement instructional strategies that encourage active participation, collaboration, and student voice. As a School of Innovation, Nicolas will continue to model high-quality instructional practices that prioritize engagement, relevance, and inclusivity. The school will also expand opportunities for students to participate in assemblies, performances, competitions, and celebrations that build school pride and strengthen connections to the school community. These experiences will reinforce a safe, supportive environment and contribute to increased student engagement and attendance.	All Students	5000 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Materials and Supplies 1,500 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies 750.00 LCFF - Base 4000-4999: Books And Supplies Recognition Materials 5,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies/Bully Busters Club Live 7,500 LCFF - Base 6000-6999: Capital Outlay Parent Center Furniture
3.3	Supporting a welcoming environment Nicolas Junior High School will foster a welcoming, safe, and inclusive environment where all students, staff, and families feel valued, respected, and connected to the school community. Emphasis will be placed on strengthening students' sense of belonging, recognizing its direct impact on engagement, attendance, and overall well-being. The school will promote positive interactions through consistent implementation of PBIS, SEL practices, and schoolwide expectations, along with student recognition systems such as CARE Awards and attendance incentives. Facilities will be maintained to ensure a clean, safe, and inviting campus, with student work and achievements	All Students	1,000 LCFF - Base 2000-2999: Classified Personnel Salaries Custodial Support 3,500 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies 1,750 LCFF - Base 4000-4999: Books And Supplies Recognition Materials

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	prominently displayed to celebrate success and reinforce a culture of pride and excellence. Collaborative teams (SEL, MTSS, PBIS, and Safety Team) will continue to monitor school climate data and refine supports to ensure all students feel safe and supported. Efforts will also include strengthening communication with families, providing accessible resources, and prioritizing high-quality customer service to build trust and partnership. Student voice will remain central through surveys, SST meetings, and ongoing feedback opportunities, ensuring that decisions reflect the experiences of students. These efforts will support improved attendance, increased engagement, and a positive, student-centered school culture where all students can thrive.		2,500 LCFF - Base 0001-0999: Unrestricted: Locally Defined College Going Culture 2,500 LCFF - Base 0001-0999: Unrestricted: Locally Defined Campus Murals
3.4	Supporting School Safety Nicolas Junior High School will prioritize a safe and secure learning environment that supports the physical, social, and emotional well-being of all students and staff. Recognizing that a strong sense of safety is essential to student engagement, attendance, and overall success, the school will maintain a proactive and responsive approach to campus safety. The campus will be kept clean, well-maintained, and secure to ensure a safe and welcoming environment. Regular safety drills and ongoing staff training will strengthen emergency preparedness, supported by a comprehensive emergency plan with clearly defined roles and responsibilities. Emergency supplies will be routinely monitored and updated to ensure readiness. Collaborative structures, including the Safety Team, roundtable discussions, and SST meetings, will be used to monitor student behavior, address concerns, and refine safety practices. Student voice will be incorporated through surveys and feedback to ensure all students feel safe and supported. These efforts, aligned with the Safe School Plan and Safe School Action Plan, will foster a secure, supportive environment where students and staff feel prepared, connected, and able to thrive.	All Students	750.00 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures Guest Speakers and Programs 1,500 LCFF - Base 1000-1999: Certificated Personnel Salaries Teachers Collaboration and Planning Time 2,500 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies
3.5	Supporting excellence in attendance/academics. Nicolas Junior High School will promote excellence in attendance and academic achievement through a comprehensive, data-driven system of supports that reinforces student engagement, consistency,	All Students	2,500 LCFF - Supplemental 4000-4999: Books And Supplies Awards

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and success. Recognizing the connection between attendance, belonging, and academic outcomes, the school will implement an attendance matrix with Tier 1, Tier 2, and Tier 3 interventions, along with clear expectations and incremental goals. Students will be supported through targeted interventions, including SSOAR Saturday School for attendance recovery and academic support, as well as individualized plans for students with chronic absenteeism. Positive incentives such as 25-day attendance recognitions, CARE Awards, and schoolwide celebrations will reinforce consistent attendance and academic effort. Collaborative teams (MTSS, SEL, PBIS) will regularly monitor attendance and achievement data to adjust supports and ensure all students, particularly those in identified student groups, receive the necessary interventions. These efforts will strengthen student engagement, improve attendance rates, and support higher levels of academic achievement, contributing to a culture of accountability, recognition, and success.		25,000 LCFF - Supplemental 4000-4999: Books And Supplies PBIS

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.

Nicolas Junior High School has effectively implemented a comprehensive system of supports—including SEL, PBIS, MTSS, and safety structures—that have strengthened school climate, student engagement, and attendance, though chronic absenteeism (13.4%) indicates a continued need to deepen student connectedness and consistency of implementation across student groups.

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

There are no significant differences between intended implementation and budgeted expenditures, as resources have been appropriately aligned to support safety, student engagement, and attendance initiatives.

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

The school will refine and strengthen targeted supports—particularly for student groups in the Yellow performance level—by increasing focus on attendance interventions, student voice, and consistent implementation of SEL, PBIS, and MTSS strategies, as reflected in Goal 3 activities within the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent Engagement

Nicolas will support excellent communication among all members of our school community and within our District and city and geographic area at large to support school activities, support parent advocacy, and support for students in their home environments through Champions of Learnings, PTSA, SSC, ELAC, Coffee with the Principal and our Social Service Assistants.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 4: Parent and 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.

Parent and family engagement continues to be an important area of growth at Nicolas Junior High School, with a strong foundation already established through ongoing outreach and inclusive practices. The school provides multiple opportunities for families to engage through ELAC, School Site Council (SSC), PTSA, Cafecito with the Principal, and family workshops, creating welcoming spaces for connection and participation. At the same time, local indicator data identifies Parent and Family Engagement and School Climate as "Standard Not Met," highlighting an opportunity to further strengthen the consistency and impact of these efforts .

Student outcome data reinforces the importance of continuing to build strong home-school partnerships. Nicolas remains in the Orange performance level in English Language Arts and Mathematics, and English Learner progress is at 46.7% making progress, indicating a need to deepen family engagement to better support student learning . Additionally, while progress has been made in improving attendance, 13.4% of students remain chronically absent, and the suspension rate has increased, pointing to an opportunity to strengthen collaboration with families to support student engagement and well-being .

With 85.3% of students identified as socioeconomically disadvantaged and 24.7% as English Learners, Nicolas is well-positioned to continue expanding culturally responsive and bilingual communication systems that ensure all families feel connected, informed, and empowered .

Building on its current efforts, Nicolas will continue to enhance family engagement by strengthening two-way communication, increasing participation across programs, and creating more meaningful opportunities for families to partner in student learning. The goal is to ensure every family feels welcomed, valued, and equipped to support their child's academic success and overall school experience.

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
Parent and Family Engagement local indicator, participation data from ELAC, SSC, PTSA, DELAC, Cafecito with the Principal, family workshops, parent surveys, and school-to-home communication logs.	Current local indicator data identifies Parent and Family Engagement and School Climate as “Standard Not Met,” indicating the need to strengthen consistency and impact of family engagement efforts. Nicolas Junior High currently provides multiple opportunities for family participation through ELAC, School Site Council (SSC), PTSA, Cafecito with the Principal, family workshops, and bilingual communication systems. However, student achievement data in English Language Arts and Mathematics remains in the Orange performance level, English Learner progress is at 46.7%, and 13.4% of students remain chronically absent, highlighting the need for stronger home-school partnerships to support student success. With 85.3% of students identified as socioeconomically disadvantaged and 24.7% as English Learners, continued improvement in culturally responsive and accessible family engagement systems remains essential.	By June 2026, Nicolas Junior High will improve the Parent and Family Engagement local indicator from “Standard Not Met” to “Standard Met,” increase participation in ELAC, SSC, PTSA, DELAC, Cafecito with the Principal, and family workshops by at least 20%, and ensure that 90% of families report feeling informed, welcomed, and connected to the school through parent survey data. Strengthened two-way communication and family partnerships will support improved attendance, increased student engagement, and stronger academic outcomes across all student groups.

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	Supporting School-to-Home communication Nicolas Junior High School will strengthen and expand systems of communication to build meaningful, two-way partnerships with families that support student achievement, engagement, and well-being. School administration and classroom teachers will establish positive and proactive communication with families at the start of the school year and maintain consistent outreach throughout the year. Information regarding school programs, events, policies, and procedures will be shared in clear, accessible, and bilingual formats to ensure all families remain informed and connected. The school will utilize multiple communication platforms, including phone calls, email, newsletters, and digital tools such as PowerSchool, School Website, and Google Classroom, to provide timely updates, celebrate student success, and promote academic excellence. In addition, staff will prioritize personal outreach, including phone calls and face-to-face meetings, to build relationships and ensure that all families feel welcomed and valued.	All Students	4,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies 2,500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Guest Speakers 1000 LCFF - Base 5900: Communications Communications and Postage 4,500 LCFF - Base 4000-4999: Books And Supplies Family Activity Nights-

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Nicolas will continue to provide opportunities for families to engage in meaningful ways through ELAC, School Site Council (SSC), PTSA, Cafecito with the Principal, and family workshops. These structures will be strengthened to promote authentic family voice, shared decision-making, and increased participation across all student groups. The school will also collaborate with the district and the Nicolas community center to connect families with resources and strategies that support learning at home. Through these efforts, Nicolas aims to ensure that every family feels informed, empowered, and equipped to actively support their child's academic success and overall school experience.		Materials and Supplies 4,500 LCFF - Base 2000-2999: Classified Personnel Salaries Classified Extra Time for After School and Evening Events
4.2	Supporting Strong communication among school staff Nicolas Junior High School will strengthen internal communication systems to ensure consistency, clarity, and alignment in how staff engage with students and families. Administration, teachers, and support staff will utilize a shared set of communication protocols and tools, including email, digital platforms such as Google Classroom, a weekly newsletter, and collaborative team structures, to ensure that timely and accurate information is communicated across the school community. Staff will engage in ongoing collaboration through staff meetings, Professional Learning Communities (PLCs), and team check-ins to align messaging, share best practices, and support consistent outreach to families. Emphasis will be placed on building staff capacity in positive, culturally responsive, and bilingual communication practices.	All Students	250 LCFF - Base 5900: Communications Blackboard Connect 500 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies
4.3	Supporting Communication Among Staff and Students Nicolas Junior High School will promote strong, positive communication between staff and students to increase student engagement, connectedness, and academic success. Teachers will clearly communicate learning goals, expectations, and success criteria while providing regular feedback that supports student growth. Staff will intentionally create classroom environments that promote student voice, collaboration, and recognition of student achievement.	All Students	500.00 LCFF - Supplemental 4000-4999: Books And Supplies Student Recognition 500.00 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies 230.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Multiple communication methods, including face-to-face interactions, digital platforms, announcements, and classroom routines, will be used to ensure all students receive consistent and accessible information. Staff will also prioritize relationship-building and provide timely support to address academic and social-emotional needs.		Teacher Articulation
4.4	Supporting Communication Among Students Nicolas Junior High School will promote positive communication and collaboration among students to strengthen engagement, connectedness, and a supportive school climate. Students will develop and practice effective communication skills through classroom discussions, collaborative learning opportunities, and structured activities that promote student voice and respectful dialogue. Teachers will intentionally integrate opportunities for students to express their thinking, engage in academic discourse, and build both oral and written communication skills across content areas. Digital citizenship and responsible communication will be emphasized to help students understand the impact of their interactions, including the appropriate use of social media and technology. Staff will provide ongoing support through classroom instruction, counseling services, and targeted interventions to ensure all students feel heard, supported, and empowered. Through these efforts, Nicolas will foster a positive learning environment where students communicate effectively, build strong relationships, and contribute to a culture of respect and inclusion.	All Students	500 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures Assemblies and Programs 500 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies 1,500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers Collaboration and Planning
4.5	Supporting Communication with the District Nicolas Junior High School will maintain strong, consistent communication with the District to ensure alignment, transparency, and access to resources that support students and families. Clear and timely communication between the school and District will be maintained through multiple platforms, including email, digital communication tools, meetings, and direct collaboration. District information will be shared with staff and families in a timely, accessible, and bilingual manner to ensure understanding and engagement. Nicolas will actively support and promote District initiatives, programs, and events, encouraging	All Students	500 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Technology and Support 500 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	participation from students, families, and staff. The school will also collaborate with District departments and community partners to connect families with resources, services, and supports that enhance student learning and well-being. Through these efforts, Nicolas will strengthen partnerships with the District and community, ensuring families are informed, supported, and connected to opportunities that contribute to student success.		
4.6	Supporting Communication with the Wider Community Nicolas Junior High School will strengthen communication and partnerships with the wider community to support student success, family engagement, and access to resources. The school will utilize multiple platforms, including social media, newsletters, and the school website, to share information about programs, events, and student achievements, ensuring the community remains informed and connected. Efforts will focus on celebrating student success and highlighting the diverse strengths of the school community. Nicolas will build and maintain positive relationships with local organizations, businesses, and media outlets to expand opportunities for students and families. The school will also collaborate with feeder schools, high schools, and local colleges to support articulation, college awareness, and a seamless transition for students. In addition, Nicolas will partner with the Nicolas Community Center and organizations to connect families with resources and services that support academic success and overall well-being. Opportunities such as community events, resource fairs, and outreach initiatives will be promoted to increase family participation and access. Through these efforts, Nicolas will strengthen its role as a connected and engaged community partner, ensuring families feel supported, informed, and empowered to contribute to their child's educational experience.	All Students	500.00 LCFF - Base 4000-4999: Books And Supplies Material and Supplies 2,000 LCFF - Base 1000-1999: Certificated Personnel Salaries Teacher Planning and Collaboration 4,367 LCFF - Base 1000-1999: Certificated Personnel Salaries Teacher Extra Time for After School and Evening Events 2,500 LCFF - Base 2000-2999: Classified Personnel Salaries Classified Extra Time for After School and Evening Events 6,000 Title I 4000-4999: Books And Supplies Resource Community Fair
4.7	Supporting Parent Involvement Nicolas Junior High School will continue to prioritize increasing parent involvement by creating meaningful and accessible opportunities for engagement. Ongoing monthly meetings such as ELAC, DELAC, and Cafecito with the Principal	All Students	2709 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Monthly meetings and Parent Workshops.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	provide consistent spaces for families to connect, share input, and stay informed. In addition, bi-yearly parent workshops offer families the opportunity to spend time with their students while learning practical strategies to support their academic success. The school will also continue to expand outreach and communication efforts to ensure all families feel welcomed, valued, and empowered as active partners in their child's education.		

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.

The strategies were implemented with consistency and established a strong foundation for communication and family engagement; however, data indicates a continued need to deepen the impact and ensure more meaningful, two-way engagement to improve student outcomes.

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 implementation or expenditures were identified, though increased focus on targeted outreach and consistent communication practices is needed to maximize effectiveness.

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.

Strategies will be refined to strengthen two-way communication, increase family participation, and ensure alignment between engagement efforts and student outcomes, as reflected in the updated actions within this SPSA goal.

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

School Climate - There will be a 10% decrease in discipline incidences and 1% increase in student attendance.

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.

Continue monitoring student progress through the established Top 50 strategy, ensuring consistent support and early intervention for identified students, particularly those from at-risk subgroups. Provide ongoing professional development to ensure all staff are well-informed and equipped with effective alternative disciplinary practices that promote restorative approaches. These trainings will emphasize relationship-building, equity, and positive behavior supports to foster a safe, inclusive school climate. Regular collaboration and reflection will help staff refine practices and better meet the diverse needs of 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
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Alignment of Instruction with Content Standards: 1. School wide and classroom rules of conduct will be adopted and posted in all classrooms. 2. Supplemental activities that enhance and promote a positive school climate. 3. Posters with CHAMPs program information, conversation levels, and individual teacher CHAMPs for activities and transitions will be posted. 4. Extra/Co-curricular activities will be offered 5. Anti-Bullying Program Based on the THINK concept and CamFel Quest for Respect presentation used with students.		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	6. Elective Classes and Programs (Project Lead the Way, AVID, Band, Art, Choir, Dance, Practical Arts, PE) 7. Boys and Girls Conferences		
5.2	Research-Based Instructional Strategies and Materials: 1. iPads to be used by students in each classroom each period to record both classwork and homework. 2. Implementation and revision of Safe School Plan. 3. Refinement of CHAMPs Program. 4. Community Liaison 5. Increased Campus Supervision by teachers both before and after school. 6. Increased supervision at lunch time. 7. Increased effectiveness of lunch routines for dismissal, lunch lines and seating. 8. Parents are contacted by teachers 9. The school wide discipline plan is followed by all teachers. 10. The SARB process is followed. 11. Reward system to reward good behavior and attendance. 12. iPad devices provided for all students for use in all classes. 13. Start On Time Program to Lower Period Tardies 14. Video Surveillance Camera System Monitoring 15. Tutorial Time every week. 16. After School Intramural Sports Program 17. Spirit Activities such as school dances and spirit days and lunchtime activities. 18. Leadership Class Development Day		
5.3	Extended Learning Opportunities 1. Students are offered a variety of after school activities to support student learning and to increase student/school/parent connections: 2. Interventions/tutoring in mathematics and language arts 3. After school sports program offered to students (Volleyball, Basketball, Soccer, Softball, Track and Field) 4. Discipline Interventions (Detention and SSOAR Program) 5. School Dances		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.4	Parent/Community Involvement Opportunities: PTSA Site Council ELAC Fall and Spring Parent Conferences Parent Education Program (Parent Institute for Quality Education) Open House Back to School Night Annual Title Parent I Meeting		

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	\$536,037.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$205,180.00
Title I Part A: Parent Involvement	\$2,709.00

Subtotal of additional federal funds included for this school: \$207,889.00

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$100,418.00
LCFF - Supplemental	\$227,730.00

Subtotal of state or local funds included for this school: \$328,148.00

Total of federal, state, and/or local funds for this school: \$536,037.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	100,418.00
LCFF - Supplemental	227,730.00
Title I	205,180.00
Title I Part A: Parent Involvement	2,709.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	5,000.00
1000-1999: Certificated Personnel Salaries	83,184.00
2000-2999: Classified Personnel Salaries	166,360.00
4000-4999: Books And Supplies	161,683.00
5000-5999: Services And Other Operating Expenditures	15,709.00
5800: Professional/Consulting Services And Operating Expenditures	30,300.00
5900: Communications	2,548.00
6000-6999: Capital Outlay	71,253.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF - Base	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	13,867.00
2000-2999: Classified Personnel Salaries	LCFF - Base	12,000.00
4000-4999: Books And Supplies	LCFF - Base	18,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	5,250.00

5900: Communications	LCFF - Base	2,548.00
6000-6999: Capital Outlay	LCFF - Base	43,253.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	38,230.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	30,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	121,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	9,500.00
6000-6999: Capital Outlay	LCFF - Supplemental	28,000.00
1000-1999: Certificated Personnel Salaries	Title I	31,087.00
2000-2999: Classified Personnel Salaries	Title I	123,860.00
4000-4999: Books And Supplies	Title I	21,683.00
5000-5999: Services And Other Operating Expenditures	Title I	13,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	15,550.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	2,709.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	321,928.00
Goal 2	71,803.00
Goal 3	102,250.00
Goal 4	40,056.00

School Site Council Membership

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

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

Name of Members	Role
Jose A. Varela	Principal
Jane Frisz	Classroom Teacher
M. Ortega	Classroom Teacher
Edelicia Lara	Other School Staff
M. Vargas	Classroom Teacher
Cynthia Jardon	Other School Staff
Gabriela Ordenez	Parent or Community Member
Hermelinda Rodriguez	Parent or Community Member
Jemiah Johnson	Secondary Student
Maria G. Carrasco	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

Other: Nicolas Junior High School Department Chairs
Nicolas Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 4/20/2026.

Attested:



Principal, Jose A. Varela on 4/20/2026



SSC Chairperson, Jane Frisz on 4/20/2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023



Nicolas Junior High School

1100 West Olive Ave. • Fullerton, California 92833 • (714)447-7775

•Principal - Mr. Jose Varela •Assistant Principal - Dr. Maria E. Garcia

•Program Specialist- Ms. Stephanie Cantos

Title I School-Level Parent and Family Engagement Policy Nicolas Jr High School

October 31, 2025

2.0 With approval from the local governing board, Nicolas Jr High School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. The parent involvement policy is reviewed and revised during the annual Title One parent meeting. It has distributed the policy to parents of Title I students by placing the parent involvement policy on the district website, and including it in the Single Plan for Student Achievement. It is also sent out to parents via Blackboard Connect at the beginning of every semester.

2.1 Involvement of Parents in the Title I Program

The school-level parent and family engagement policy shall describe the means for how Nicolas Jr High School shall carry out the following requirements:

- a. The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. A minimum of one Title I parent meeting is held each year to explain the Title I program at Nicolas Junior High School. During the annual meeting, the school will provide parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. During the annual meeting, achievement data, including state tests for ELA and Math, and CELDT data will be made available and explained to the parents.
- b. The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. Although there is a minimum of one meeting per school year, the school has the opportunity to have multiple meetings throughout the year, depending on the need or demand.
- c. The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. The school will

solicit input from the Title I parents and the School Site Council at least once per year.

- d. The school provides parents of participating children with the following:
 - i. Timely information about the Title I program. Information will be communicated regularly through the monthly newsletters, the school site web page, weekly Blackboard Connect messages, at other parent meetings such as PTSA, ELAC, and SSC, and the yearly Title I Meeting.
 - ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. Parents will be given the option to council with their son or daughter's teacher during parent conferences twice per year. Parents can always request to meet with their teacher upon request. Parents will be informed that their child is eligible for and receiving Title I services. Parents have also been given access to PowerSchool, where they can monitor grades, attendance and communicate with their child's teacher via email.
 - iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Parents have the option to request parent/teacher conferences at any time. Parents also have the option to request their child to be assessed or evaluated. The school has the SIT (Student Intervention Team) to discuss possible interventions and if assessment is needed.
- e. If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when school makes the plan available to the local educational agency (LEA). The school will take parent input on the SWP and get it approved by the school Site Council. If approved, the school will annotate as needed.

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements:

- a. The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. During the annual meeting/s school staff will explain to the parents the content standards, assessments, and will explain the data and its significance.
- b. The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster

parental involvement. The goal is to provide Title I parents with materials and training to help them work with their children to improve their children's achievement. During the annual meeting/s school staff will discuss ways the parents can use grades and assessment data to monitor their student's progress and assist their child's academic progress.

- c. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. Teachers will constantly be trained on different strategies that can be resourceful when assisting parents. This can be a great asset when dealing with the parents of SPED students.
- d. The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Parent Involvement is a key component at our school. School staff will, to the extent possible, coordinate efforts with other parent groups such as PTSA, and ELAC, through their involvement with the School Site Council.
- e. The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Utilizing flyers and newsletter articles, information is communicated to parents regarding school and parent programs and meetings. All newsletters and major information is distributed from all of our schools in both English and Spanish.
- f. The school provides such other reasonable support for parental involvement activities under this section as parents may request. The school will ensure that parents have the opportunity to attend awards ceremonies, athletic events, and any other student events.

2.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, Nicolas Jr High School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA, as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand.

Nicolas Junior High School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Annual invitations to attend the annual Title I meeting will go out in a flier and in newsletters, inviting all parents of eligible students. These flyers and newsletters are released in both English and Spanish. Facilities where the Title I parent meetings will be held will be handicapped accessible. Childcare and Spanish translation will be provided during these meetings.

2.4 School-Parent Compact

Nicolas Junior High School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility is to provide high-quality curriculum and instruction. This is to be provided via standard based lessons in all classes, Intervention courses for those students that need it as well as all elective courses.
- The ways parents will be responsible for supporting their children's learning. Including, but not limited to reviewing student grades and progress via PowerSchool, revising student agendas, and constant communication with teachers.
- The importance of ongoing communication between parents and teachers through, at a minimum, bi annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.



Nicolas Junior High School

1100 West Olive Ave. • Fullerton, California 92833 • (714)447-7775
• Principal - Mr. Jose Varela • Assistant Principal - Dr. Maria E. Garcia
• Program Specialist - Ms. Stephanie Cantos

TITLE I SCHOOL / PARENT / STUDENT COMPACT

Our families, students, teachers, staff, and community members work together to help students achieve high academic standards. Through our Title I parent meetings, the following shared responsibilities support student success.

School Responsibilities

- Provide high-quality curriculum and instruction.
- Provide early and effective interventions.
- Offer family orientation before school begins.
- Conduct outreach to feeder schools.
- Hold parent-teacher conferences.
- Provide frequent progress reports.
- Maintain a safe, caring environment.
- Hold high expectations for all students.

Parent Responsibilities

- Ensure regular and on-time attendance.
- Support homework completion.
- Reinforce dress code and behavior expectations.
- Follow safety guidelines.
- Provide a quiet study space.
- Ensure adequate sleep and nutrition.
- Communicate regularly with school.
- Engage in reading and learning at home.

Student Responsibilities

- Maintain a positive attitude and participate in school.
- Complete homework and read daily.
- Follow school rules and take responsibility for behavior.
- Advocate for learning and ask for help.
- Come prepared and on time.
- Respect peers and staff.
- Stay resilient and keep trying.

Signatures:

Student: _____ Parent: _____ Principal: _____

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
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Jose A. Varela	Principal
Jane Frisz	Classroom Teacher
M. Ortega	Classroom Teacher
Edelicia Lara	Other School Staff
M. Vargas	Classroom Teacher
Cynthia Jardon	Other School Staff
Gabriela Ordonez	Parent or Community Member
Hermelinda Rodriguez	Parent or Community Member
Jemiah Johnson	Secondary Student
Maria G. Carrasco	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.