School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Franklin Smith Elementary School	43-69435-6117956	May 11, 2026	June 18, 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 James Franklin Smith Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

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

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Plan Description

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

This plan is being used by James Franklin Smith Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☑ Schoolwide Program

JFS meets ESSA planning requirements by aligning its goals and strategies with the Evergreen School District's Local Control and Accountability Plan (LCAP) and Federal Addendum. The school coordinates federal, state, and local resources to support academic achievement and equity, with targeted interventions for English learners, low-income students, and other underserved groups. Stakeholder input—including parents, teachers, staff, administrators, and community members—guides planning and ensures continuous improvement.

Educational Partner Involvement

How, when, and with whom did James Franklin Smith Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The meaningful involvement of parents, teachers, staff and other stake holders is essential to the development of the SPSA and the budget planning process. In California, these stakeholders are collectively referred to as educational partners. Schools are required to share the SPSA with the School Site Councils as well as other advisory groups such as ELAC, Staff Instructional Leadership Teams, and PBIS Teams.

At James Franklin Smith, educational partner engagement is a collaborative process. The development, review, and refinement of the SPSA occur annually through a series of structured meetings, ensuring transparency and inclusivity. Feedback and progress monitoring occur during School Site Council (SSC), ELAC meetings (including updates from the District English Learner Advisory Committee - DELAC), Instructional Leadership Team meetings, PBIS Team meetings, and faculty meetings. These meetings provide opportunities for educational partners to review action items, and offer insights, of SPSA goals and strategies. This structured approach ensures that James Franklin's SPSA remains responsive to all students' needs and aligned with its educational partners' shared vision.

The approval for the School Site Plan occurred on May 11, 2026.

Resource Inequities

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

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

Through the school's needs assessment process, James Franklin Smith Elementary School identified areas where students have experienced uneven access to support. Based on a review of student performance data, site systems, and staff input, the school identified a need to continue strengthening access to targeted academic interventions, consistent implementation of designated and integrated ELD, and schoolwide systems of support such as MTSS and PBIS. The review also suggested a need for continued attention to staffing capacity, progress monitoring, and consistent delivery of interventions and supports across classrooms. While the school has made progress, including exiting TSI status based on the 2025 California School Dashboard, the needs assessment indicates that continued focus is needed to ensure all student groups have equitable access to high-quality instruction and support.

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 a review of the 2025 California School Dashboard, James Franklin Smith Elementary School did not have any state indicators in the Red or Orange performance categories for overall school performance.

The school demonstrated strong overall performance in English Language Arts (Blue), Mathematics (Green), and English Learner Progress (Green), reflecting continued growth and effective implementation of instructional practices.

While no overall indicators were identified in Red or Orange, a review of student group data indicates that performance gaps persist among specific student groups, including Students with Disabilities and English Learners. These areas are addressed in the Comprehensive Needs Assessment and continue to be a focus of the school's improvement efforts.

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

Based on a review of the 2025 California School Dashboard, student group performance data indicates that certain groups performed two or more performance levels below the "All Students" group.

In English Language Arts (ELA), overall school performance was in the Blue category. Students with Disabilities (SWD) performed in the Orange category, representing a performance level that is two or more levels below the overall student group.

In Mathematics, overall school performance was in the Green category. Students with Disabilities (SWD) and Hispanic students both performed in the Orange category, which is two performance levels below the "All Students" group.

These data indicate that Students with Disabilities and Hispanic students (in Mathematics) continue to experience significant performance gaps when compared to overall school performance. These groups have been identified as priority areas for targeted support and are addressed through the school's instructional planning, intervention systems, and professional development efforts as outlined in the Comprehensive Needs Assessment.

Other Needs

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

iReady Diagnostic Assessment is administered three times per school year in English Language Arts and Mathematics.

iReady Reading-Data below is from Spring, 2026

Total Students Assessed: 566

Mid or Above Grade Level: 354 students (63%)

Early On Grade Level: 101 students (18%)

One Grade Level Below: 70 students (12 %)

Two Grade Levels Below: 19 students (>1%)

Three or More Grade Levels Below: 22 students (>1%)

Summary:
Spring i-Ready ELA data indicates that a majority of students in grades Kindergarten–6 are performing at or above grade level, with approximately 60%–69% meeting grade-level expectations. This suggests that core Tier 1 instruction is supporting grade-level proficiency for a significant portion of students; however, continued focus on maintaining and strengthening core literacy practices is necessary to sustain and increase these outcomes.

Despite overall proficiency trends, a substantial percentage of students, particularly in grades 3–6, remain one or more

grade levels below. This indicates a need to strengthen targeted Tier 2 supports, including small group instruction, progress monitoring, and strategic intervention aligned to identified reading skill deficits.

Spring data highlights that grades 4–6 have the highest concentration of students performing three or more grade levels below. This reflects a continued need for intensive Tier 3 intervention, including explicit, systematic literacy instruction, increased instructional time, and ongoing data analysis to accelerate student growth and close persistent achievement gaps.

iReady Mathematics-Data below is from Spring, 2026

Total Students Assessed: 562

- Mid or Above Grade Level: 342 students (61%)
- Early On Grade Level: 89 students (16%)
- One Grade Level Below: 94 students (17%)
- Two Grade Levels Below: 20 students (>1%)
-Three or More Grade Levels Below: 17 students (>1%)

Summary:
Spring i-Ready Math data indicates that a majority of students across grade levels are performing at or above grade level, with approximately 46%–67% of students meeting grade-level expectations. This reflects overall strength in Tier 1 math instruction and suggests that core instructional practices are supporting student access to grade-level content.

Despite overall gains from the winter assessment with students performing at or above grade level between 28%-58%, a notable percentage of students across grade levels remain one grade level below, indicating a need to strengthen Tier 2 supports, including targeted small group instruction, skill-based intervention, and ongoing progress monitoring to address specific areas of need.

Across multiple grade levels, there remains a consistent group of students performing two or more grade levels below, including those three or more levels below, highlighting the need for intensive Tier 3 interventions, increased instructional time, and data-driven instructional planning to accelerate learning and close achievement gaps.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for James Franklin Smith Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	0.33%			2
African American	1.79%	1.18%	0.82%	11	7	5
Asian	70.31%	70.59%	68.04%	431	420	413
Filipino	4.40%	3.70%	4.45%	27	22	27
Hispanic/Latino	11.42%	11.09%	11.37%	70	66	69
White	5.38%	5.55%	5.93%	33	33	36
Multiple/No Response	6.69%	7.56%	8.07%	41	45	49
			Total Enrollment	613	595	607

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		20	37
Kindergarten	68	57	72
Grade 1	68	74	71
Grade 2	87	76	73
Grade3	75	94	75
Grade 4	97	75	99
Grade 5	101	97	83
Grade 6	100	102	97
Total Enrollment	613	595	607

Conclusions based on this data:

1. Total enrollment over the three school years:

   2023–24: 613 students

   2024–25: 595 students

   2025-26: 607 students

This reflects an approximately 2.9% decrease from 2023–24 (613 students) to 2024–25 (595 students):

From 2024–25 (595 students) to 2025–26 (607 students): approximately a 2.0% increase

The inconsistency in enrollment may impact staffing, funding, and class configurations.

2. Transitional Kindergarten and Kindergarten enrollment increased significantly in 2025–26, with TK rising from 20 to 37 students and Kindergarten increasing from 57 to 72 students.

3. Upper grade levels showed a decline in enrollment over time, particularly in Grade 5, which decreased from 101 students in 2023–24 to 83 students in 2025–26.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	68	72	70	14.5%	11.1%	11.5%
Fluent English Proficient (FEP)	172	152	152	26.7%	28.1%	25.0%
Reclassified Fluent English Proficient (RFEP)	60	55	53	6.6%	9.8%	8.73%

Conclusions based on this data:

1. English Learner (EL) enrollment has remained relatively stable over the past three years, with a slight increase from 68 students (11.1%) in 2023–24 to 70 students (11.5%) in 2025–26.
2. Fluent English Proficient (FEP) students continue to represent the largest language acquisition subgroup; however, the percentage of FEP students declined from 28.1% in 2024–25 to 25.0% in 2025–26.
3. Reclassified Fluent English Proficient (RFEP) students showed a slight decline over the three-year period, indicating a continued need to monitor reclassification progress and provide targeted support for English Learners as they work toward proficiency.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	92	76	96	89	75	96	89	75	96	96.7	98.7	100
Grade 4	99	97	75	99	97	75	99	97	75	100.0	100	100
Grade 5	103	104	98	102	104	98	102	104	98	99.0	100	100
Grade 6	101	100	103	100	100	101	100	100	101	99.0	100	98.1
All Grades	395	377	372	390	376	370	390	376	370	98.7	99.7	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2489.	2487.	2500.	51.69	50.67	66.67	30.34	26.67	15.63	14.61	10.67	6.25	3.37	12.00	11.46
Grade 4	2547.	2526.	2537.	65.66	57.73	56.00	17.17	13.40	21.33	7.07	17.53	10.67	10.10	11.34	12.00
Grade 5	2600.	2588.	2584.	66.67	61.54	59.18	19.61	22.12	24.49	6.86	7.69	6.12	6.86	8.65	10.20
Grade 6	2615.	2612.	2607.	58.00	54.00	55.45	23.00	36.00	25.74	16.00	3.00	10.89	3.00	7.00	7.92
All Grades	N/A	N/A	N/A	60.77	56.38	59.46	22.31	24.47	21.89	11.03	9.57	8.38	5.90	9.57	10.27

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 3	34.83	44.00	42.71	64.04	49.33	48.96	1.12	6.67	8.33
Grade 4	51.52	38.14	48.00	42.42	53.61	44.00	6.06	8.25	8.00
Grade 5	52.94	47.12	43.88	44.12	47.12	47.96	2.94	5.77	8.16
Grade 6	45.00	53.00	51.49	47.00	43.00	40.59	8.00	4.00	7.92
All Grades	46.41	45.74	46.49	48.97	48.14	45.41	4.62	6.12	8.11

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 3	35.96	44.00	46.88	60.67	44.00	43.75	3.37	12.00	9.38
Grade 4	36.36	40.21	34.67	55.56	44.33	54.67	8.08	15.46	10.67
Grade 5	48.04	50.96	46.94	46.08	40.38	42.86	5.88	8.65	10.20
Grade 6	48.00	48.00	41.58	44.00	40.00	50.50	8.00	12.00	7.92
All Grades	42.31	46.01	42.97	51.28	42.02	47.57	6.41	11.97	9.46

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 3	19.10	22.67	21.88	74.16	68.00	71.88	6.74	9.33	6.25
Grade 4	31.31	29.90	20.00	62.63	59.79	73.33	6.06	10.31	6.67
Grade 5	34.31	31.73	32.65	62.75	62.50	62.24	2.94	5.77	5.10
Grade 6	30.00	21.00	26.73	66.00	72.00	68.32	4.00	7.00	4.95
All Grades	28.97	26.60	25.68	66.15	65.43	68.65	4.87	7.98	5.68

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 3	38.20	36.00	35.42	53.93	56.00	56.25	7.87	8.00	8.33
Grade 4	42.42	28.87	28.00	49.49	58.76	61.33	8.08	12.37	10.67
Grade 5	50.98	39.42	35.71	45.10	54.81	54.08	3.92	5.77	10.20
Grade 6	45.00	35.00	32.67	50.00	62.00	57.43	5.00	3.00	9.90
All Grades	44.36	34.84	33.24	49.49	57.98	57.03	6.15	7.18	9.73

Conclusions based on this data:

1. Overall ELA performance shows a slight increase in the percentage of students meeting or exceeding standards from 80.85% in 2023–24,to 81.35% in 2024–25. During the same period, the percentage of students not meeting standards increased from 9.75% to 10.27%, indicating a need to strengthen Tier 1 core instruction and targeted supports.

2. Writing performance shows a decrease in the percentage of students performing above standard from 46.01% in 2023–24 to 42.97% in 2024–25, while the percentage of students performing below standard decreased from 11.97 in 203/24 to 9.46% in 2024–25, highlighting our Tier 1 core instruction and targeted writing instruction and intervention support are impactful yet we will need to continue to look at our data more closely to gather more information on how we can provide more targeted instruction to those who are performing below grade level standard.

3. Research and Inquiry performance shows limited growth across the three years, with only small increases in the percentage of students performing above standard and a consistent percentage of students remaining below standard, suggesting a need to strengthen instruction in analysis, problem-solving, and evidence-based responses.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	92	76	96	92	76	96	92	76	96	100.0	100	100
Grade 4	99	97	75	99	97	75	99	97	75	100.0	100	100
Grade 5	103	104	98	103	104	98	103	104	98	100.0	100	100
Grade 6	101	100	103	100	100	103	100	100	103	99.0	100	100
All Grades	395	377	372	394	377	372	394	377	372	99.7	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2503.	2497.	2504.	47.83	48.68	57.29	32.61	34.21	26.04	15.22	7.89	8.33	4.35	9.21	8.33
Grade 4	2566.	2540.	2553.	65.66	48.45	53.33	21.21	25.77	32.00	7.07	19.59	8.00	6.06	6.19	6.67
Grade 5	2576.	2579.	2561.	50.49	60.58	52.04	23.30	17.31	17.35	18.45	8.65	16.33	7.77	13.46	14.29
Grade 6	2640.	2617.	2610.	62.00	61.00	57.28	20.00	14.00	18.45	15.00	15.00	13.59	3.00	10.00	10.68
Grade 11															
All Grades	N/A	N/A	N/A	56.60	55.17	55.11	24.11	22.02	22.85	13.96	13.00	11.83	5.33	9.81	10.22

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 3	59.78	68.42	60.42	39.13	22.37	36.46	1.09	9.21	3.13
Grade 4	69.70	56.70	57.33	24.24	34.02	36.00	6.06	9.28	6.67
Grade 5	55.34	58.65	43.88	35.92	28.85	39.80	8.74	12.50	16.33
Grade 6	66.00	58.00	59.22	29.00	31.00	25.24	5.00	11.00	15.53
Grade 11									
All Grades	62.69	59.95	55.11	31.98	29.44	34.14	5.33	10.61	10.75

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 3	47.83	52.63	52.08	46.74	34.21	38.54	5.43	13.16	9.38
Grade 4	52.53	46.39	48.00	40.40	42.27	44.00	7.07	11.34	8.00
Grade 5	40.78	44.23	39.80	49.51	47.12	48.98	9.71	8.65	11.22
Grade 6	47.00	42.00	41.75	45.00	50.00	43.69	8.00	8.00	14.56
All Grades	46.95	45.89	45.16	45.43	44.03	43.82	7.61	10.08	11.02

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 3	47.83	44.74	51.04	46.74	46.05	40.63	5.43	9.21	8.33
Grade 4	57.58	45.36	53.33	35.35	44.33	40.00	7.07	10.31	6.67
Grade 5	46.60	39.42	37.76	44.66	51.92	45.92	8.74	8.65	16.33
Grade 6	49.00	56.00	35.92	48.00	32.00	53.40	3.00	12.00	10.68
All Grades	50.25	46.42	43.82	43.65	43.50	45.43	6.09	10.08	10.75

Conclusions based on this data:

1. Overall math performance shows a very slight decline in the percentage of students exceeding standards from 57.17% in 2023–24 and 55.11% in 2024–25. At the same time, the percentage of students not meeting standards increased from 9.81 in 2023-24 to 10.22% in 2024–25, indicating a shift away from the highest performance levels and an increase in students needing additional support.
2. In Concepts and Procedures, the percentage of students performing above standard remained about the same at from 69.95% in 2023–24 to 55.11% in 2024–25, as did the percentage of students performing below standard remained very similar from 10.61%in 2023-2024 to 10.75% in 2024-205, demonstrating a decline in mastery of grade-level mathematical concepts and procedures.
3. In Problem Solving and Modeling/Data Analysis, the percentage of students performing above standard remained relatively the same from 45.89% in 2022–23 to 45.16% in 2024–25, while the percentage of students performing below standard increased from 10.08% in 2023-2024 to 11.02% in 2024-2025, indicating a need to strengthen students' ability to apply mathematical reasoning and problem-solving skills.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1462.9	1463.1	1476.9	1462.1	1477.6	1483.9	1464.6	1429.4	1460.1	18	18	15
1	*	*	1458.7	*	*	1480.6	*	*	1436.3	7	8	11
2	*	*	*	*	*	*	*	*	*	6	7	6
3	*	*	*	*	*	*	*	*	*	9	7	7
4	*	*	*	*	*	*	*	*	*	5	6	6
5	*	*	*	*	*	*	*	*	*	8	9	6
6	*	*	*	*	*	*	*	*	*	8	*	10
All Grades										61	58	61

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
K	33.33	38.89	60.00	16.67	33.33	20.00	44.44	27.78	20.00	5.56	0.00	0.00	18	18	15
1	*	*	27.27	*	*	27.27	*	*	27.27	*	*	18.18	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.59	22.41	29.51	26.23	36.21	34.43	32.79	17.24	18.03	16.39	24.14	18.03	61	58	61

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
K	33.33	44.44	53.33	27.78	44.44	33.33	33.33	11.11	13.33	5.56	0.00	0.00	18	18	15
1	*	*	54.55	*	*	18.18	*	*	9.09	*	*	18.18	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.87	43.10	42.62	34.43	31.03	31.15	22.95	12.07	13.11	14.75	13.79	13.11	61	58	61

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
K		22.22	40.00		33.33	33.33		44.44	26.67		0.00	0.00		18	15
1		*	9.09		*	27.27		*	27.27		*	36.36		*	11
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.03	13.79	14.75	24.59	24.14	29.51	36.07	29.31	31.15	21.31	32.76	24.59	61	58	61

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
K	38.89	33.33	53.33	55.56	66.67	40.00	5.56	0.00	6.67	18	18	15
1	*	*	54.55	*	*	27.27	*	*	18.18	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.07	36.21	36.07	45.90	48.28	40.98	18.03	15.52	22.95	61	58	61

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
K	27.78	50.00	53.33	50.00	50.00	40.00	22.22	0.00	6.67	18	18	15
1	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.87	43.10	49.18	52.46	39.66	34.43	19.67	17.24	16.39	61	58	61

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
K	27.78	16.67	20.00	66.67	83.33	73.33	5.56	0.00	6.67	18	18	15
1	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.95	13.79	9.84	50.82	50.00	55.74	26.23	36.21	34.43	61	58	61

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
K	55.56	22.22	60.00	27.78	66.67	33.33	16.67	11.11	6.67	18	18	15
1	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.43	18.97	24.59	45.90	53.45	49.18	19.67	27.59	26.23	61	58	61

Conclusions based on this data:

1. English Learners demonstrate continued growth in oral language proficiency, particularly in speaking and listening. 2024–2025 ELPAC data indicates an increase in students performing at higher proficiency levels within the oral

language domains. In the Speaking domain, 49.18% of students performed in the “Well Developed” range, while overall language performance increased to 29.51% in 2024-25 from 22.41% in 2023-24. These results suggest that instructional practices focused on academic discourse, collaborative conversations, and structured language development are positively supporting student growth in oral communication skills.

2. Reading and written language remain identified areas of need for English Learners.
ELPAC Reading and Written Language data indicate that a significant percentage of students continue to perform within the “Somewhat/Moderately Developed” and lower performance levels. In Reading, only 9.84% of students performed in the “Well Developed” category in 2024–2025, while 34.43% remained in the “Beginning” category. Similarly, Written Language data shows 31.15% of students performing at Level 2 and 24.59% at Level 1. These trends demonstrate the continued need for explicit literacy instruction, academic vocabulary development, scaffolded writing opportunities, and targeted designated ELD support.

3. Overall ELPAC performance data supports the need for continued implementation of integrated and designated ELD instruction across content areas.
While data demonstrates strengths in oral language development, variability across language domains indicates that English Learners continue to require differentiated language supports to strengthen reading comprehension, written expression, and academic language proficiency. The data supports continued focus on language objectives, small-group instruction, scaffolded academic tasks, and ongoing progress monitoring to accelerate English language acquisition and improve overall student outcomes.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
595	**10.8%**	**12.1%**	**0.0%**
Total Number of Students enrolled in James Franklin Smith Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	72	12.1%
Foster Youth	0	0.0%
Homeless	2	0.3%
Socioeconomically Disadvantaged	64	10.8%
Students with Disabilities	53	8.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.2%
American Indian	0	0.0%
Asian	420	70.6%
Filipino	22	3.7%
Hispanic	66	11.1%
Two or More Races	45	7.6%
Pacific Islander	0	0.0%
White	33	5.5%

Conclusions based on this data:

1.

70% of the students at James Franklin Smith racially identify as Asian, while 11% of our students identify as Hispanic. The smallest percent of students (1.2%) racially identify as African American.

2. 11% of students are classified as socioeconomically disadvantaged and almost 9% of James Franklin Smith students are classified as students with disabilities.

3. Approximately 12% of James Franklin Smith Elementary School students are English Learners.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	**Chronic Absenteeism**  Green	**Suspension Rate**  Green
Mathematics  Green		
English Learner Progress  Green		

Conclusions based on this data:

1. James Franklin Smith Elementary (JFS) demonstrates strong overall academic performance, with English Language Arts in the Blue performance level and both Mathematics and English Learner Progress in the Green performance level, indicating consistent student achievement across core academic areas.
2. School climate indicators reflect positive conditions for students, with Suspension Rate in the Green performance level, suggesting effective behavioral supports and a safe learning environment.

3. Student engagement remains stable, with Chronic Absenteeism in the Green performance level, indicating consistent student attendance and engagement in the instructional program.

School and Student Performance Data

Academic Performance
English Language Arts

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	1

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Blue	 Green	 No Performance Color
76 points above standard	40.4 points above standard	Fewer than 11 students - No Data for Privacy
Maintained 1.3 points	Increased 4.8 points	2 Students
361 Students	73 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	5.9 points below standard
	1 Student	Increased 9 points
		43 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
52.2 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Maintained -1.7 points	2 Students	
41 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
89 points above standard	90.9 points above standard	3.5 points above standard
Maintained 2.3 points	Declined 9 points	Increased 17 points
256 Students	12 Students	42 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
78.8 points above standard	0 Students	42.8 points above standard
Declined 28.8 points		Declined 21.1 points
30 Students		18 Students

Conclusions based on this data:

1. Schoolwide ELA performance is strong overall, while subgroup performance varies.
The 2025 California Dashboard shows that the All Students group performed in the Blue performance level, at 76 points above standard. However, the Equity Report shows variation across student groups, with some groups performing in Green, Yellow, and Orange. This indicates that while overall ELA achievement is a schoolwide strength, continued attention is needed to address subgroup differences and ensure more consistent outcomes across all student populations.

2. English Learners and Hispanic students demonstrated positive growth in English Language Arts performance.
Dashboard data indicates that English Learners increased performance by 4.8 points and achieved a Green performance level, while Hispanic students increased by 17 points and also achieved Green status. These trends suggest that current instructional supports, including integrated and designated ELD practices, targeted interventions, and scaffolded literacy instruction, are positively impacting student outcomes.

3. Students with Disabilities continue to demonstrate a significant achievement gap in English Language Arts.
Despite overall schoolwide success in ELA performance, Students with Disabilities remained in the Orange performance level, performing 52.2 points below standard with maintained performance trends. This data indicates a continued need to strengthen differentiated instruction, targeted intervention, inclusive instructional practices, and progress monitoring to improve access to grade-level standards and close achievement gaps for students with disabilities.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 No Performance Color
59.2 points above standard	22.1 points above standard	Fewer than 11 students - No Data for Privacy
Declined 3.7 points	Declined 4.3 points	2 Students
363 Students	75 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	26.5 points below standard
	1 Student	Increased 13.8 points
		44 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
58.1 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 13.7 points	2 Students	
41 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
78.9 points above standard	61.1 points above standard	49 points below standard
Maintained -2.1 points	Increased 12.3 points	Declined 9.8 points
258 Students	12 Students	42 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
52 points above standard	0 Students	38.6 points above standard
Declined 11.5 points		Declined 31.8 points
30 Students		18 Students

Conclusions based on this data:

1. The 2025 California Dashboard indicates that the All Students group performed in the Green performance level, scoring 59.2 points above standard in Mathematics. However, subgroup data reflects variability in outcomes, with student groups performing across Blue, Green, Yellow, and Orange performance levels. This data indicates that while mathematics achievement is a schoolwide strength, continued focus is needed to address subgroup disparities and ensure equitable outcomes for all students.
2. While some student groups are performing above standard (e.g., English Learners at 22.1 points above standard), others are performing below standard (e.g., Socioeconomically Disadvantaged at 26.5 points below standard and Students with Disabilities at 58.1 points below standard), indicating variation in outcomes across groups.
3. Several student groups, including All Students (-3.7 points), English Learners (-4.3 points), Hispanic students (-9.8 points), and Students with Disabilities (-13.7 points), show declines in performance, indicating a downward trend across multiple groups.

School and Student Performance Data

Academic Performance
Science

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
69.7 science points	66.2 science points	0 Students
Maintained -1.5 points	Maintained 0.6 points	
96 Students	22 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	41.6 science points
	1 Student	12 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
40.7 science points	Fewer than 11 students - No Data for Privacy	0 Students
11 Students	1 Student	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 No Performance Color
76.1 science points	Fewer than 11 students - No Data for Privacy	48.7 science points
Increased 2.1 points	2 Students	16 Students
62 Students		

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
66.9 science points	0 Students	Fewer than 11 students - No Data for Privacy
11 Students		4 Students

Conclusions based on this data:

1. All students are performing 69.7 points above standard in Science and have maintained performance with a slight decrease of 1.5 points.
2. English Learners are performing 66.2 points above standard and have maintained performance with a small increase of 0.6 points.
3. While some student groups are performing above standard (e.g., Asian students at 76.1 science points), other groups show lower performance levels (e.g., Socioeconomically Disadvantaged at 41.6 science points and Students with Disabilities at 40.7 science points), indicating variation in outcomes across student groups.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Green	No Performance Color
48.8 making progress.	making progress.
Number Students: 43 Students	Number Students: 4 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
14.6%	36.6%	4.9%	43.9%

Conclusions based on this data:

1. 43.9% of English Learners progressed at least one ELPI level, indicating that nearly half of students are demonstrating growth in English language proficiency.
2. 36.6% of English Learners maintained lower ELPI levels (Levels 1–3), showing that over one-third of students are not yet progressing in their English language development.
3. 14.6% of English Learners decreased at least one ELPI level, while only 4.9% maintained ELPI Level 4, indicating that a relatively small percentage of students are sustaining the highest level of proficiency.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 Yellow	 No Performance Color
6.4% Chronically Absent	14.1% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 0.5	Declined 3.7	3 Students
612 Students	78 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	23.3% Chronically Absent
	3 Students	Declined 9.2
		73 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
19.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	0 Students
Declined 7.2	8 Students	
62 Students		

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
3% Chronically Absent	0% Chronically Absent	27.9% Chronically Absent
Maintained 0.2	Declined 3.7	Declined 1.9
432 Students	22 Students	68 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Orange
6.4% Chronically Absent	0 Students	11.4% Chronically Absent
Declined 2.5		Increased 5.5
47 Students		35 Students

Conclusions based on this data:

1. Overall chronic absenteeism rates remain relatively low schoolwide, though attendance trends indicate a decline from the previous reporting period.

   The 2025 California Dashboard indicates that the All Students group performed in the Green performance level with a chronic absenteeism rate of 6.4%.

   However, the data also reflects a declining trend of 0.5 points, indicating a need for continued monitoring and proactive attendance supports to maintain positive schoolwide attendance outcomes.

2. Chronic absenteeism rates are disproportionately higher among specific student groups, particularly Hispanic students and socioeconomically disadvantaged students.

   Dashboard data indicates that Hispanic students had a chronic absenteeism rate of 27.9% and socioeconomically disadvantaged students had a rate of 23.3%, both performing in the Orange performance level. These data points indicate a continued need for targeted attendance interventions, family outreach, and systems of support aimed at improving consistent student attendance for identified student groups.

3. Students with Disabilities continue to demonstrate elevated chronic absenteeism rates compared to schoolwide averages.

   Students with Disabilities performed in the Yellow performance level with a chronic absenteeism rate of 19.4% and demonstrated a declining trend of 7.2 points. This data indicates a need for increased collaboration between general education, special education, and family supports to address barriers to attendance and improve student engagement and access to instruction.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	1	4

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Orange	 No Performance Color
0.3% suspended at least one day	1.3% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.3%	Increased 1.3%	3 Students
619 Students	79 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
0 Students	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
	3 Students	Maintained 0%
		74 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
1.6% suspended at least one day	Fewer than 11 students - No Data for Privacy	0 Students
Increased 1.6%	8 Students	
63 Students		

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Blue
0.5% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Increased 0.5%	Maintained 0%	Maintained 0%
433 Students	26 Students	70 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Maintained 0%
47 Students		35 Students

Conclusions based on this data:

1. Overall suspension rates remain low schoolwide, indicating generally positive school climate and behavioral outcomes.

   The 2025 California Dashboard indicates that the All Students group performed in the Green performance level with only 0.3% of students suspended at least one time. While suspension rates increased slightly by 0.3%, the overall data suggests that most students are successfully engaging in school within a positive behavioral environment.

2. Suspension rates for Students with Disabilities and English Learners indicate a need for continued targeted behavioral and restorative supports.

   Students with Disabilities performed in the Orange performance level with 1.6% suspended at least one time, while English Learners also performed in the Orange performance level with 1.3% suspended at least one time. Both student groups showed increases in suspension rates, indicating a continued need for proactive PBIS supports, restorative practices, and targeted behavioral interventions to improve equitable student outcomes.

3. Several student groups maintained very low or zero suspension rates, reflecting strengths in schoolwide behavior systems and supports.

   Hispanic students, White students, Filipino students, and students identified as Two or More Races all demonstrated 0% suspended at least one time, with most groups maintaining performance levels in the Blue range. These outcomes suggest that schoolwide behavioral expectations and supports are positively impacting many student groups across the campus.

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.

Conditions of Learning
JFS will provide a learning environment and support needed to ensure all students receive a high-quality education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

EESD students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards.

Identified Need

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

The California School Dashboard utilizes suspension rates to indicate school conditions and climate; James Franklin Smith Elementary School is rated in the green performance scale. While suspensions at James Franklin Smith are extremely low, the dashboard indicates a need to focus on English Learners (1.3 point increase), and Students with Disabilities (1.6 point increase) in suspension rates.

Students in grades 3-6 are assessed in Math and Language Arts on the CAASPP. At James Franklin Smith Elementary School, the all student group scored 59 points above standard (a 3.7 point decline) in Math and 76 points above standard (a 2 point improvement) in Language Arts. Proficiency gaps existed for Students with Disabilities (in Language Arts and our Hispanic population (in Language Arts and Math).

The California Science Test (CAST) measures progress toward Science standards for 5th graders. At James Franklin Smith Elementary School, the all student group scored 69 points above standard.

In ELA, our English Language Learner subgroup increased 4.8 points from the prior year and in math, declined 4.3 points yet still performing 22.1 points above standard in 2024-2025.

Locally, the Evergreen Elementary School District uses I-Ready Diagonstic assessments in kindergarten through eighth grade to monitor student progress toward grade level proficiency. In March 2025, 63% of all students were "Mid or Above" grade level proficient in Language Arts. In March, 2025, 61% of all students were "Mid or Above" grade level proficient in Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: ELA	The All Student Group performed 76 points above standard and maintained 1.3 points from the prior year. English Language Learners performed 40.4 points above standard increasing 4.8 points from the prior year. Socioeconomically Disadvantaged group performed 5.9 points below standard and increasing 9 points from the prior year. Students with Disabilities performed 52.2 points below standard and maintained 1.7 points from the prior year.	Maintain Blue performance on the CA Dashboard for ELA with All Students performing at or above 76 points above standard. Increase English Learner performance by at least 5 points, improve Socioeconomically Disadvantaged student performance to meet or exceed standard, and improve Students with Disabilities performance by at least 5 points.
CA Dashboard: Math	The All Student Group performed 59.2 points above standard declining 3.7 points from the prior year. English Language Learners performed 22.1 points above standard declining 4.3 points from the prior year. Socioeconomically Disadvantaged group performed 26.5 points below standard and increasing 13.8 points from the prior year. Students with Disabilities performed 58.1 points below standard declining 13.7 points from the prior year.	Maintain Green performance on the CA Dashboard for Mathematics with All Students performing at or above 60 points above standard. Increase English Learner performance to at least 27 points above standard, improve Socioeconomically Disadvantaged student performance to less than 20 points below standard. Students with Disabilities will performance will increase by at least 5 points.
CAASPP: ELA	In 2024–25, 81.39% of all students met or exceeded standards in ELA which was a slight increased of less than 1% from 2023-2024 school year. 90.67% of English Language Learners met or exceeded standards which was an increase of 5.2% from 2023-2024 school year. 53.33% of our socioeconomically disadvantaged group met or exceeded standards which is a significant decline from our 2023-2024 data which showed 73.83% meeting or exceeding standards. 28.2% of our Students with Disabilities group met or exceeded standards which was a slight decrease of 1.53% from the 2023-2024 school year. In 2024-2025, fewer students were below standard (5.68%) in listening compared to (7.98%) in 2023-2024 for a growth of 2.3%.	Increase the percentage of students meeting or exceeding standards in ELA from 81.39% to at least 82%. Maintain strong performance for English Learners with at least 90% meeting or exceeding standards. Increase the percentage of Socioeconomically Disadvantaged students meeting or exceeding standards to at least 60% and Students with Disabilities to at least 33% through targeted intervention, differentiated instruction, and progress monitoring. Continue reducing the percentage of students performing below standard in listening and writing through integrated literacy instruction and academic language development.

	In 2024-2025, few students were below standard in writing (9.46%) compared to (11.97%) in the 2023-2024 for a growth of 2.51%.	
CAASPP: Math	In 2024–25, 77.97% of all students met or exceeded standards in Math which was a slight increase of less than 1% from the 2023-2024 school year which showed 77.19% of all students meeting or exceeding standards. 83.60% of English Language Learners met or exceeded standards in 2024-2025 which was an increase of 1.63% from 2023-2024 school year which showed 82.05% of ELL meeting or exceeding standards. 45.65% of our socioeconomically disadvantaged group met or exceeded standards which is a significant decline from our 2023-2024 data which showed 68.51% meeting or exceeding standards. In 2024-2025, 33.34% of our Students with Disabilities group met or exceeded standards which was a slight decrease of 1.8% from the 2023-2024 school year which showed that 35.14 of our student group of Students with Disabilities met or exceeded standards. In Concepts and Procedures 10.75% of the all student group scored below standard. Concepts and procedures looks for how well students can apply mathematical concepts and procedures to solve problems. In 2023-2024 10.61% of students scored below standard. In Problem Solving, Modeling and Data Analysis (how well students can show and apply their problem solving skills) 45.16% of the all student group exceeded standard. In 2023-2024, 45.89% of the All student group exceeded standard.	Increase the percentage of students meeting or exceeding standards in Mathematics from 77.97% to at least 79%. Increase English Learner performance to at least 85% meeting or exceeding standards. Increase the percentage of Socioeconomically Disadvantaged students meeting or exceeding standards to at least 52% and Students with Disabilities to at least 38% through targeted intervention, differentiated instruction, and ongoing progress monitoring. Additionally, decrease the percentage of students performing below standard in Concepts and Procedures and increase the percentage of students exceeding standard in Problem Solving, Modeling, and Data Analysis through standards-based instruction and mathematical discourse opportunities.
iReady Reading: Diagnostic 3 (Spring Data)	80% of students assessed (455/567) scored at Mid or Above Grade Level or Early On Grade Level in Reading. 20% of students scored below grade level, with 70 students performing one grade below, 19 students two grades below, and 23 students three or more grades below.	Increase the percentage of students performing Mid or Above Grade Level or Early On Grade Level to 83% or higher by the end of the 2026–27 school year. Reduce the percentage of students performing below grade level to less than 15%, with a particular focus on

		reducing the number of students two or more grade levels below.
iReady Math: Diagnostic 3 (Spring Data)	77% of students assessed (434/567) scored at Mid or Above Grade Level or Early On Grade Level in math. 23% of students scored below grade level, with 95 students scoring one grade below, 20 students scoring two grade levels below, and 18 students scoring three or more grades below.	Increase the percentage of students performing Mid or Above Grade Level or Early On Grade Level in math to 80% by the end of the 2026-–2027 school year. Reduce the percentage of students performing below grade level to under 17%, with a targeted focus on students two or more grades below.

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	Professional Development Targeted professional development on differentiated instruction and small-group strategies will be made available to teachers, to address reading and math gaps, especially for students one or more grade levels below. Professional learning on positive behavior interventions will be provided staff, to maintain low suspension rates and support student engagement.	All Teachers	4381 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures PBIS Professional Development
1.2	Intervention and Instructional Support Tier 2 and Tier 3 intervention groups in reading and math will be implemented, focusing on students identified as below grade level in iReady. [1 hour, 2 times per week, per grade level, for nine months: September - May] EL-specific academic support will be provided to English Learners, including language development groups and tutoring, in Homework Club, which will be run by grade level, to better target student needs. Chronic absenteeism data will be used to identify and support at-risk students with attendance mentoring, and check-ins.	Students below grade level EL students Students with behavior that adversely impacts their learning.	10,814.65 General Fund 1000-1999: Certificated Personnel Salaries Intervention groups in ELA and Math and Intervention group for ELL 1818 Title III 1000-1999: Certificated Personnel Salaries Intervention group for ELL 1414 Title III 4000-4999: Books And Supplies Supplies for Intervention group for ELL 3107.70 General Fund 3000-3999: Employee Benefits Intervention groups in ELA and Math and Intervention group for ELL 500 Title III

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			3000-3999: Employee Benefits Intervention group for ELL
1.3	Digital Content Online platforms will be used to increase student engagement and provide practice outside of core instructional time. This includes: expanding the use of iReady Reading and iReady Math, and other digital content, for targeted intervention and progress monitoring in ELA, Math, and Science. Specific examples include, but are not limited to: Brain Pop, Mystery Science, Mystery Writing, Youth Science Institute, Software subscriptions and licenses as needed to support students. * Provide licenses and training for additional digital tools that support ELs and struggling learners.	All Students, TK-6th English Learners Students below grade level Students with behavior that impedes learning.	11154 Supplemental Fund 4000-4999: Books And Supplies On-line and digital platforms for targeted intervention
1.4	Facility Maintenance Ensure all learning spaces are safe, clean, and conducive to learning, supporting positive conditions & climate. Maintain technology infrastructure to support effective use of digital tools and minimize disruptions. Address any facility issues that may impact attendance (e.g., air quality, temperature control) to help reduce chronic absenteeism. Items include but are not limited to: copier maintenance, facilities supplies, office supplies, and upgrading of the field and track, addressing leaks in the roof to prevent damage within the school.	All Students, TK-6th	721 General Fund 5800: Professional/Consulting Services And Operating Expenditures Items include but are not limited to: copier maintenance, facilities supplies, office supplies, and upgrading of the field and track, addressing leaks in the roof to prevent damage within the school. 3312 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Items include but are not limited to: copier maintenance, facilities supplies, office supplies, and upgrading of the field and track, addressing leaks in the roof to prevent damage within the school.

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.

Goal 1.1

James Franklin Smith Elementary implemented targeted professional development focused on strengthening instructional practices, and student engagement. Staff participated in professional learning related to English Language Arts, mathematics instruction, identification of essential standards, small-group intervention strategies, and instructional supports for English Learners. Teachers utilized data-informed instructional practices and targeted interventions to address identified learning gaps, particularly for students performing below grade level.

Professional development related to integrated and designated English Language Development (ELD) increased staff awareness and implementation of language supports within core instruction. While English Learner performance remained strong overall, continued subgroup data analysis indicates a need for ongoing focus on academic language development, reading comprehension, and writing instruction.

Staff also engaged in training around Positive Behavioral Interventions and Supports (PBIS), and student engagement strategies. These efforts contributed to maintaining low suspension rates, positive student engagement, and a Green performance level in chronic absenteeism.

Overall, implementation of instructional and behavioral support strategies was consistent and effective. Schoolwide achievement remained strong; however, continued targeted support for Socioeconomically Disadvantaged students and Students with Disabilities remains a priority.

Goal 1.2

James Franklin Smith Elementary implemented Tier 2 and Tier 3 intervention supports in reading and mathematics using iReady and other assessment data to identify students requiring additional academic support. Small-group instruction and targeted interventions were provided to students performing below grade level to strengthen foundational literacy and mathematics skills.

English Learners received designated English Language Development instruction, language supports, and targeted intervention opportunities to support language acquisition and access to grade-level curriculum. In addition, the school implemented an after-school English Learner support club for kindergarten through sixth grade students. Each grade level participated in approximately 6–8 weeks of after-school support for one hour per day, focused on strengthening academic language, literacy skills, and targeted instructional support for identified English Learners.

While overall English Learner achievement remained strong, data indicates a continued need to strengthen targeted interventions in reading comprehension, writing, and academic language development.

Attendance supports, including parent communication, student check-ins, attendance monitoring, and intervention supports, contributed to maintaining a Green performance level in chronic absenteeism.

Overall, intervention systems and attendance supports were implemented effectively and contributed to positive schoolwide outcomes. Continued focus on accelerating achievement for identified student groups remains an area of priority.

Goal 1.3

Overall, implementation of digital learning supports at James Franklin Smith Elementary was effective, with consistent student access to instructional technology and strong utilization of digital programs, including iReady Reading and Mathematics. Digital instructional tools supported differentiated instruction, progress monitoring, and intervention opportunities across grade levels.

Challenges remained in maintaining consistent engagement and accelerating achievement for students performing below grade level, particularly among identified subgroups. Additionally, occasional technology and device-related issues created minor disruptions to instruction. Continued efforts are needed to ensure equitable access to appropriately scaffolded digital learning supports for English Learners and Students with Disabilities.

Goal 1.4

James Franklin Smith Elementary maintained safe, clean, and well-equipped learning environments that supported positive school climate, student engagement, and daily instruction. Technology systems and operational supports were consistently maintained to minimize disruptions to classroom learning and support effective implementation of digital instructional programs.

Operational needs, including copier maintenance, classroom materials, student supplies, and facility needs, were addressed to support efficient school operations and instructional continuity. Efforts to maintain safe, supportive, and welcoming learning environments contributed to positive student engagement and continued Green performance in chronic absenteeism.

Overall, operational and facility supports effectively contributed to maintaining a positive learning environment and supporting schoolwide instructional goals.

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

The were not any major differences between the intended implementation and the budgeted expenditures for strategies and activities for goal #1.

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.

As a result of the analysis of student achievement, subgroup performance, and intervention effectiveness, James Franklin Smith Elementary will continue refining instructional and intervention practices to better support student outcomes, particularly for English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

During the 2026–2027 school year, the school will implement structured grade-level data review meetings during staff meeting time. Classroom teachers will collaborate with members of the CARE team, including the school psychologist, Speech and Language Pathologist (SLP), Resource Specialist Program (RSP) teacher, and Occupational Therapist (OT), to review academic, behavioral, and intervention data. These collaborative data review meetings will focus on identifying student needs, monitoring progress, strengthening intervention supports, identify Response to Intervention strategies and increasing coordination between general education and specialized support staff to improve student outcomes.

Additionally, continued emphasis will be placed on differentiated instruction, targeted intervention, integrated and designated ELD supports, and progress monitoring based on current Dashboard, CAASPP, ELPAC, and iReady data trends.

These changes are reflected in the updated strategies and activities sections under Goal 1, including professional development, intervention supports, collaborative data analysis, and student support systems.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Engagement
James Franklin Smith Elementary will implement programs and initiatives that foster meaningful student and family engagement, promote a welcoming school environment, and strengthen partnerships between home and school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

EESD will increase student, parent, and community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child.

Identified Need

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

Based on a review of California Dashboard indicators and local assessment data, James Franklin Smith Elementary has identified areas requiring continued focus and improvement.

1. Persistent Achievement Gaps in ELA and Math:
While overall performance remains strong, with Blue rating in English Language Arts and Green rating in Math, significant achievement gaps persist for English Learners (ELLs), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). In ELA, SED students scored 5.9 points below standard (increase of 9 points), and SWD students scored 52.2 points below standard (maintained -1.7 points). In Math, where ELL scored above standard, however declined 4.3 points while SED scored 26.5 points below standard (increased 13.8 points from 2023) and SWD students scored more than 58.1 points below standard (decrease of 13.7 points). These gaps highlight a need for more intensive, differentiated academic supports and targeted intervention strategies.

2. Declining Performance in Key Academic Domains:
CAASPP data shows a decline in the percentage of students meeting or exceeding standards, particularly in writing, listening, and problem-solving skills. For example, the percentage of students below standard in writing rose from 6.41% to 11.97% in one year. These trends suggest a need for instructional refinement and deeper integration of foundational skills across content areas.

3. Limited Progress Among English Learners:
Despite professional development and intervention efforts, EL progress remains limited, as shown by the lack of Dashboard performance color and minimal growth in CAASPP scores. Strengthening integrated and designated ELD instruction remains a priority.

Steps Taken to Address These Areas:

Targeted intervention groups in reading and math for students one or more grade levels below.
Professional development focused on differentiated instruction, small-group strategies, and EL supports.
Expanded access to tutoring (Kindergarten and First Grade), and ELD support for EL 1's and EL 2's.
Continued efforts to maintain a positive school climate and reduce barriers to attendance, supporting overall student well-being and readiness to learn.

These ongoing actions aim to close equity gaps and ensure all students, particularly those in historically underserved groups, have access to high-quality, responsive instruction.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Chronic Absenteeism	Overall Rate: 6.4% of all students were chronically absent (Green performance level) Prior Year: Declined by 0.5 percentage points Socioeconomically Disadvantaged: Current: 23.3% (Orange) prior year: 32.5% (Red) Hispanic: 27.9 (Orange),Prior Year: 29.9% (Red; 8.3) Students with Disabilities: 19.4 (Yellow), Prior Year: 26.6% (Red) English Learners: 14.1 (Yellow) ,Prior Year: 17.8% (Orange) White students: 11.4 (Orange), Prior Year: 5.9% (Orange)	Maintain Green performance in chronic absenteeism for the All Student group by maintaining chronic absenteeism rates at or below 6%. Continue reducing chronic absenteeism rates for identified student groups by decreasing rates for Socioeconomically Disadvantaged students to below 20%, Hispanic students to below 24%, Students with Disabilities to below 15%, English Learners to below 12%, and White students to below 10% through ongoing attendance monitoring, family communication, student engagement strategies, and targeted intervention supports.
EESD Safety Survey (Fall 2024)	In fall 2025, 80.4% of students reported being “familiar” or “very familiar” with the school wide rules. Staff: 84% reported being “familiar” or “very familiar” with the school wide rules. Parents: 74% reported being “familiar” or “very familiar” with the school wide rules.	By fall 2026, 90% of staff will be familiar or very familiar with the schoolwide rules. 85% of students and 79% of community members will report being familiar or very familiar with the schoolwide rules.
CA Dashboard: Conditions and Climate (Suspension)	The overall suspension rate was 0.3% (Green) in 2025. ELL increased to 1.3% (Orange) SWD increased to 1.6% (Orange) Asian students increased to 5% (Green) All other subgroups were 0% (Blue)	Maintain Green performance in suspension rates for the All Student group by maintaining the overall suspension rate at or below 0.3%. Reduce suspension rates for English Learners to below 1% and Students with Disabilities to below 1% through continued implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, social-emotional supports, student engagement strategies, and proactive behavioral interventions. Maintain low suspension rates for Asian students and maintain 0% suspension rates for student groups currently performing in the Blue performance level.
Absenteeism Report: PowerSchool Chronic	From August 2025 to May 2026, PowerSchool data shows JFS has 47 students who are considered	By May 2027, James Franklin Smith Elementary will reduce chronic absenteeism from 47 students to no more than 38 students, resulting in a

	chronically absent (missing 10% or more of school per school year). According to the Powerschool data out of the 47 students who are considered chronically absent 6 students are ELL's, and 11 students identify as SED.	reduction of approximately 20% from the 2025-2026 baseline, as measured by PowerSchool attendance reports.
Incident Management: PowerSchool	From August 2025 to May 2026, 88% of all office referrals resulted in OMC (Other Means of Correction).	By May 2027, James Franklin Smith Elementary will maintain a rate of at least 90% of office referrals resulting in Other Means of Correction (OMC), demonstrating continued implementation of restorative and PBIS-aligned practices, as measured by PowerSchool discipline data.

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	Strategy 2.1: Positive Behavioral Interventions and Supports (PBIS) The school will continue to strengthen its PBIS framework to promote a positive, safe, and inclusive school climate. Key activities will include regular recognition of positive student behavior, ongoing review and use of behavioral data, and targeted support for Tier 2 students. Staff will engage in professional development to enhance their capacity to support student needs effectively. Efforts may include, but are not limited to: positive asset-building lessons and activities, social-emotional learning (SEL) lessons, a schoolwide rewards system, assemblies, Peacemakers, and other PBIS-aligned initiatives.	All students	9314.66 General Fund 1000-1999: Certificated Personnel Salaries Efforts may include, but are not limited to: positive asset-building lessons and activities, social-emotional learning (SEL) lessons, a schoolwide rewards system, assemblies, Peacemakers, and other PBIS-aligned initiatives. 776.5 General Fund 3000-3999: Employee Benefits Efforts may include, but are not limited to: positive asset-building lessons and activities, social-emotional learning (SEL) lessons, a schoolwide rewards system, assemblies, Peacemakers, and other PBIS-aligned initiatives. 2,381 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Efforts may include, but are not limited to: positive asset-building lessons and activities, social-emotional learning (SEL) lessons, a

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			schoolwide rewards system, assemblies, Peacemakers, and other PBIS-aligned initiatives. 857 General Fund 4000-4999: Books And Supplies Efforts may include, but are not limited to: positive asset-building lessons and activities, social-emotional learning (SEL) lessons, a schoolwide rewards system, assemblies, Peacemakers, and other PBIS-aligned initiatives.
2.2	Strategy 2.2 Family Engagement To strengthen collaboration between school, families, and the broader community, the school will provide a range of meaningful opportunities for caregiver engagement. Activities may include, but are not limited to: Family Nights in partnership with the PTA, Open House, Back to School Night, Spirit Days, community service projects, volunteer opportunities, attendance workshops, and parent education nights co-developed and co-sponsored by the JFS PTA. These efforts aim to foster a welcoming school climate, strengthen family-school partnerships, and support student success.	All Students	1500 General Fund 1000-1999: Certificated Personnel Salaries Activities may include, but are not limited to: Family Nights in partnership with the PTA, Open House, Back to School Night, Spirit Days, community service projects, volunteer opportunities, attendance workshops, and parent education nights co-developed and co-sponsored by the JFS PTA. 776.5 General Fund 3000-3999: Employee Benefits Activities may include, but are not limited to: Family Nights in partnership with the PTA, Open House, Back to School Night, Spirit Days, community service projects, volunteer opportunities, attendance workshops, and parent education nights co-developed and co-sponsored by the JFS PTA.
2.3	Strategy 2.3 Family Communication Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbook, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook.	All Students	1821 General Fund 4000-4999: Books And Supplies Resources may include, but are not limited to: PBIS Handbook, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging,

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			email lists, translation services, home visits, SST handbook, 504 handbook 1016 General Fund 2000-2999: Classified Personnel Salaries Resources may include, but are not limited to: PBIS Handbook, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook 776.5 General Fund 3000-3999: Employee Benefits Resources may include, but are not limited to: PBIS Handbook, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook
2.4	Strategy 2.4 Enrichment Opportunities The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, peer mentors, and social skills lessons. Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: Peacemakers, Lunchtime clubs including Peacemakers (both at lunch and afterschool), Music Clubs including The JFS Musical Jaguars, STEAM activities, both provided by JFS PTA, etc.	All Students	721 General Fund 0001-0999: Unrestricted: Locally Defined enrichment activities outside of school hours 1000 Supplemental Fund 4000-4999: Books And Supplies supplies for enrichment activites
2.5	Strategy 2.5 Inclusive Sports Participation and Physical Wellness JFS will provide equitable access to sports opportunities and physical activity for all students, regardless of skill level or background. Activities will include intramural sports, structured recess games, inclusive PE programs, and after-school sports clubs. These initiatives aim to promote teamwork, physical health, positive peer interactions, and student engagement.	All Students	Donations None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.6	Strategy 2.6 – Professional Development for Lunch Supervisors James Franklin Smith Elementary will provide ongoing professional development and training for lunch supervisors in the areas of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and Peacemaker strategies. The purpose of this training is to strengthen consistency in behavior expectations, student support strategies, and restorative language across all school environments. By aligning lunch supervision practices with schoolwide PBIS and social-emotional learning expectations, the school aims to promote positive student interactions, increase structured support during recess and lunch periods, and strengthen overall school climate and student engagement.	All Students	1016 General Fund 2000-2999: Classified Personnel Salaries PBIS and Restorative Practices training for Lunch Supervisors 776.5 General Fund 3000-3999: Employee Benefits PBIS and Restorative Practices training for Lunch Supervisors

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.

2.1 Implementation and Effectiveness:
James Franklin Smith Elementary continued implementation of PBIS through schoolwide behavior expectations, student recognition systems, restorative practices, and social-emotional learning opportunities. Monthly PBIS focus areas, Top Cat recognition assemblies, student acknowledgements, and schoolwide behavior reminders reinforced the expectations of being kind, responsible, and safe. Staff utilized behavioral and attendance data to identify students requiring additional support and intervention.

PBIS-aligned supports, including assemblies, student leadership opportunities, peer support programs, and positive reinforcement systems, contributed to maintaining a low overall suspension rate and Green performance level in chronic absenteeism. Staff continued to strengthen implementation of restorative conversations and proactive behavior supports to promote positive student engagement and school connectedness.

2.2 – Family Engagement
Implementation and Effectiveness:

James Franklin Smith Elementary provided a variety of opportunities for meaningful family involvement and participation throughout the school year. Events including Back to School Night, PTA-sponsored events, student performances, PBIS recognition assemblies, and volunteer opportunities strengthened partnerships between home and school and promoted a welcoming school environment.

Family participation remained strong throughout the school year, and communication between school and families continued to support positive relationships and increased involvement in student learning and school activities.

2.3 – Family Communication

Implementation and Effectiveness:

Ongoing communication with families was maintained through ParentSquare, newsletters, emails, school handbooks, phone calls, and teacher-family communication systems. Translation and interpretation supports continued to be utilized to increase accessibility for families and ensure important school information was communicated effectively.

Schoolwide communication systems supported increased family awareness regarding school expectations, attendance, student learning, PBIS initiatives, and upcoming events. Survey data indicated high levels of parent familiarity with schoolwide rules and expectations, demonstrating the effectiveness of ongoing communication efforts.

2.4 – Enrichment Opportunities

Implementation and Effectiveness:

Students participated in a variety of enrichment and leadership opportunities throughout the school year, including Student Council, lunchtime clubs, such as Peacemakers, school spirit activities, PBIS celebrations, and student leadership opportunities. These activities promoted student voice, school connectedness, collaboration, and positive peer relationships.

Participation in enrichment opportunities remained strong and contributed positively to overall student engagement and school climate.

2.5 – Inclusive Sports Participation and Physical Wellness

Implementation and Effectiveness:

James Franklin Smith Elementary continued providing opportunities for physical activity, student wellness, and inclusive participation through physical education activities, and organized games and activities during Peacemaker Day. These opportunities promoted teamwork, positive peer interactions, student engagement, and healthy lifestyles.

Schoolwide efforts to support positive recess experiences and student wellness contributed to maintaining a positive school climate and supporting student engagement throughout the school day.

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

2.1:
Differences in Implementation/Budget:
Some professional development and consulting services were underutilized due to time constraints and scheduling limitations. Not all Tier 2 supports were implemented as comprehensively as planned, largely due to staff availability.

2.2:
Differences in Implementation/Budget:
Events requiring staff overtime or additional supervision sometimes faced scheduling conflicts. Volunteer recruitment for some events varied depending on timing.

2.3:
Differences in Implementation/Budget:
Higher-than-expected demand for translation support required minor reallocation of classified staff hours and benefits.

2.4:
Differences in Implementation/Budget:
Some afterschool clubs ran fewer sessions than intended due to staff availability. Enrichment consultant funding was underutilized, as fewer outside providers were scheduled than originally planned.

2.5:
Differences in Implementation/Budget:
Inconsistencies in lunch supervision made it challenging to consistently provide structured activities for students during the lunch periods. At the conclusion of the 2025–2026 school year, the school will revisit lunch recess structures and activity options to ensure students have increased opportunities for organized and structured play experiences.

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.

2.1:

Planned Changes:
Increase Tier 2 PBIS supports for at-risk students and expand use of behavior data for early intervention. Further integrate PBIS into family communication tools (e.g., Friday Folders, ParentSquare). These changes are noted in updated PBIS action items and funding lines.

2.2:
Planned Changes:
Increase advanced promotion and use of multilingual outreach to ensure wider participation across demographics. Maintain a regular schedule of events and enhance collaboration with the PTA. Adjustments are reflected in updated family engagement activities and outreach strategies.

2.3:
Planned Changes:
Expand availability of translated documents and increase staff training on culturally responsive communication. Continue refining content for accessibility and consistency across platforms. Reflected in updated allocations for classified support and communication resources.

2.4 and 2.5:
Planned Changes:
Utilize student council and current fifth and sixth grade students to create structured activities to utilize at lunch recess. We will organize these activities in the summer as well as in the fall so they are ready to implement in the fall, 2026.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Conditions for Learning at James Franklin Smith Elementary
Students at James Franklin Smith Elementary will learn in a safe, clean, and inclusive learning environments that provides high-quality instruction, equitable access to resources, and meaningful student engagement. All strategies and activities will be focused on ensuring that every student learns in a setting that is physically secure, emotionally supportive, and academically enriching.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will cultivate strong, effective schools that provide rigorous and supportive learning environments, in order for students to reach their highest potential, as measured by a standardized accountability system.

Identified Need

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

Based on a review of the California School Dashboard, CAASPP, ELPAC, chronic absenteeism, suspension, and local assessment data, James Franklin Smith Elementary has identified several areas requiring continued focus and improvement to ensure all students learn in a safe, inclusive, and academically supportive environment.

Persistent Achievement Gaps Among Student Groups

While overall schoolwide performance remains strong in both English Language Arts and Mathematics, achievement gaps continue to exist among student groups, particularly for Socioeconomically Disadvantaged students and Students with Disabilities. Dashboard and CAASPP data indicate that Students with Disabilities continue to perform significantly below standard in both ELA and Mathematics, while Socioeconomically Disadvantaged students demonstrated declines in overall academic performance compared to previous years.

Local data, including iReady Reading and Mathematics Diagnostic assessments, also identified continued academic needs among students performing below grade level, particularly in reading comprehension, writing, foundational mathematics skills, and mathematical problem solving. These achievement gaps indicate a continued need for differentiated instruction, targeted intervention, progress monitoring, and coordinated support systems.

Continued Need for Targeted English Learner Supports

English Learner data demonstrates continued strengths in oral language development; however, Reading and Written Language performance data indicate ongoing areas of need in academic vocabulary development, reading comprehension, and written expression. Continued implementation of integrated and designated English Language Development (ELD) instruction remains a priority to ensure English Learners continue making progress toward English proficiency and grade-level academic standards.

Chronic Absenteeism and Student Engagement

James Franklin Smith Elementary maintained Green performance overall in chronic absenteeism; however, subgroup data indicates that Socioeconomically Disadvantaged students, Hispanic students, Students with Disabilities, English Learners, and White students continue to experience higher rates of chronic absenteeism compared to the All Student group. Chronic absenteeism continues to impact consistent access to instruction, intervention supports, and overall student engagement.

Positive School Climate with Continued Need for Structured Student Supports

The school maintained low overall suspension rates and continued implementation of PBIS, restorative practices, social-emotional supports, and student engagement activities. While overall suspension rates remained low, subgroup data identified a continued need to strengthen proactive behavioral supports and student engagement systems for some student groups.

Additionally, school staff identified a need to strengthen structured student engagement opportunities during recess and lunch periods to further support positive peer interactions, student connectedness, and proactive behavior supports.

Steps Taken/Will Be Taken to Address Identified Needs:
-Continued implementation of Tier 2 and Tier 3 intervention supports in reading and mathematics using CAASPP and iReady data to guide intervention placement and progress monitoring.
-Ongoing professional development focused on differentiated instruction, essential standards, small-group instruction, integrated/designated ELD, and data-informed instructional practices.
-Implementation of structured grade-level data review meetings during staff meeting time in collaboration with the CARE team, including the school psychologist, Speech and Language Pathologist (SLP), Resource Specialist Program (RSP) teacher, and Occupational Therapist (OT), to review student data and coordinate intervention supports.
-Continued implementation of after-school English Learner support clubs focused on literacy, academic language development, and targeted instructional support for English Learners.
-Ongoing attendance monitoring, family outreach, attendance interventions, and student engagement supports to address chronic absenteeism.
-Continued implementation of PBIS, restorative practices, social-emotional learning opportunities, student leadership activities, and schoolwide recognition systems to support positive school climate and student connectedness.
-Review and refinement of recess and lunch structures to increase opportunities for organized and structured student activities and positive peer engagement.

Additionally, James Franklin Smith Elementary is pleased to report that the school no longer meets the criteria for Targeted Support and Improvement (TSI) status based on the 2025 California School Dashboard results. While this

reflects significant progress in overall student outcomes, the school remains committed to continuous improvement and ongoing efforts to close achievement gaps among identified student groups.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP: ELA Results	All Students: 81.35% met or exceeded standards English Learners: 90.64% met or exceeded SED: 53.03% met or exceeded SWD: 28.2% met or exceeded	83% of all students will meet or exceed standards 50% of ELs will meet or exceed standards 55% of SED will meet or exceed standards 30% of SWD will meet or exceed standards
CAASPP: Math Results	77.96% of all students met or exceeded standards. 89.34% of English Learners met or exceeded standards. 45.65% of SED met or exceeded standards. 33.34% of SWD met or exceeded standards.	80% of All Students will meet or exceed standards. 91% of EL will meet or exceed standards. 50% of SED will meet or exceed standards. 38% of SWD will meet or exceed standards.
iReady Language Arts: Diagnostic 3 (Spring Data)	80% of students assessed (455/566) are at Mid or Above Grade Level or Early On Grade Level in Language Arts. 19% of students are below grade level, 70 students scored one grade below, 19 students scored two grades below, and 22 students scored three or more grades below.	83% of All Students will score Mid- or Above Grade Level or Early on Grade Level 14% or less students results will be below grade level, 66 students or less will will score one grade level below, and 17 students or less will score two grade level below, and 18 students or less will score three or more grades below
iReady Math: Diagnostic 3 (Spring Data)	77% of students assessed (431/562) are at Mid or Above Grade Level or Early On Grade Level in math. 23% of students are below grade level, 94 students scored one grade below, 20 students scored two grades below, and 17 students scored three or more grades below.	80% of All Students will score Mid-or Above Grade Level or Early on Grade Level 18% or less students results will be below grade level, 89 students or less will will score one grade level below, and 18 students or less will score two grade level below, and 15 students or less will score three or more grades below
CAST Results	63.27% of students assessed met or exceeded standards in Science in 5th grade 63. 27% of all English Learners met or exceeded standards 66.67% of all Socioeconomically Disadvantaged student group met or exceeded Standards	68% of all students assessed will meet or exceed standards in Science in 5th grade. 68% of all English Learners will meet or exceed standards in Science in 5th grade. 72% of students identified in the Socioeconomically Disadvantaged

	Unable to provide data for Students with Disabilities as there were fewer than 11 students in 5th grade.	group will meet or exceed standards in Science in 5th grade.

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	Strategy 3.1 Effective Learning Environments: JFS will maintain safe, secure, clean, and inclusive learning environments that support student focus, wellness, and equitable access to instruction. • Actions may include supplies for the classrooms _Securing our campus at all times, to ensure student, staff, and community safety and security – Technology maintenance and upgrades to minimize disruptions – Copier maintenance and office operational support – Access to classroom budgets and instructional materials	All Students	2861.00 General Fund 5000-5999: Services And Other Operating Expenditures Items include but are not limited to: instructional material, campus security, technology maintenance, office operational support 2,032 General Fund 2000-2999: Classified Personnel Salaries Items include but are not limited to: personnel to assist with technology support or security installation 1,553 General Fund 3000-3999: Employee Benefits Items include but are not limited to: personnel to assist with technology support or security installation
3.2	Strategy 3.2 Academic Progress Monitoring: Teachers and staff will engage in systematic academic progress monitoring to identify and address learning needs early. During the upcoming school year, the school will focus on prioritizing essential standards and strengthening instruction to improve student achievement for all learners. Activities may include: – Use of iReady diagnostics and standards-based assessments – Regular data discussions – Instructional Rounds, Data Walks, and Learning Walks – Release time for collaboration and data analysis – Use of formative assessments to adjust instruction and groupings _ As James Franklin Smith Elementary continues to identify the need to strengthen supports for Students with Disabilities and Socioeconomically Disadvantaged students, the school will allocate available funds, as appropriate, to support substitute teacher coverage. This release time will provide teachers with opportunities to observe	All Students, with focus on Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students	10,814.66 General Fund 1000-1999: Certificated Personnel Salaries Items include but are not limited to: release time for instructional staff which will provide teachers with opportunities to observe instructional practices, differentiated instruction strategies, and classroom management systems at other school sites to strengthen instructional capacity and improve student outcomes. 1553.33 General Fund 3000-3999: Employee Benefits Items include but are not limited to: release time for

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	instructional practices, differentiated instruction strategies, and classroom management systems at other school sites to strengthen instructional capacity and improve student outcomes.		instructional staff which will provide teachers with opportunities to observe instructional practices, differentiated instruction strategies, and classroom management systems at other school sites to strengthen instructional capacity and improve student outcomes. 3,500 Supplemental Fund 1000-1999: Certificated Personnel Salaries Items include but are not limited to: release time for instructional staff which will provide teachers with opportunities to observe instructional practices, differentiated instruction strategies, and classroom management systems at other school sites to strengthen instructional capacity and improve student outcomes. Donations 1000-1999: Certificated Personnel Salaries Items include but are not limited to: release time for instructional staff which will provide teachers with opportunities to observe instructional practices, differentiated instruction strategies, and classroom management systems at other school sites to strengthen instructional capacity and improve student outcomes.

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.

Strategy 3.1 – Effective Learning Environments
James Franklin Smith Elementary successfully maintained safe, clean, and inclusive learning environments that supported student learning and engagement throughout the school year. The school continued to provide access to instructional materials, classroom supplies, technology support, copier maintenance, and operational systems that minimized disruptions to instruction. Campus safety procedures and supervision systems remained a priority to support a physically and emotionally safe learning environment for students and staff.

The continued implementation of PBIS, restorative practices, and structured student supports contributed to positive school climate outcomes, including maintaining Green performance in overall chronic absenteeism and low overall suspension rates. Staff also identified the importance of continuing to strengthen structured recess and lunch opportunities to increase student engagement, positive peer interactions, and proactive behavior supports during unstructured times.

Strategy 3.2 – Academic Progress Monitoring
James Franklin Smith Elementary continued strengthening systems for academic progress monitoring through the use of iReady diagnostics, CAASPP data analysis, formative assessments, grade-level collaboration, and instructional discussions focused on student achievement. Staff reviewed student data to identify learning needs and provide targeted interventions, particularly for Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students.

Teachers engaged in collaboration around instructional practices, and intervention supports to address foundational skill gaps in reading comprehension, writing, mathematics, and problem solving.

Additionally, James Franklin Smith Elementary is pleased to report that the school no longer meets the criteria for Targeted Support and Improvement (TSI) status based on the 2025 California School Dashboard results. While achievement gaps among student groups remain an area of focus, this reflects meaningful progress in overall student outcomes and schoolwide systems of support.

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

For Strategy 3.1, most expenditures aligned with planned allocations; however, some technology upgrades and facilities requests were delayed due to district-wide backorders and vendor scheduling, resulting in some underspending in those areas.

For Strategy 3.2, release time for collaboration was not used as frequently as expected due to sub shortages, slightly reducing planned expenditures in that area. However, staff adapted by integrating data analysis into weekly grade-level PLCs.

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.

Strategy 3.1 will include more explicit funding for technology reliability and upgrades, including replacement of aging student devices and support for digital learning tools.

Strategy 3.2 will expand to include targeted progress monitoring tools for subgroups, such as English Learners and Students with Disabilities, and greater emphasis on foundational reading and math skills as flagged in iReady reports. The school also will expand opportunities for structured grade-level data reviews involving classroom teachers and CARE team members, including the school psychologist, Speech and Language Pathologist (SLP), Resource Specialist Program (RSP) teacher, and Occupational Therapist (OT), to strengthen collaboration and discuss tier 1 and 2 student supports.

JFS will also refine its release time system to better align with instructional coaching cycles and data deep dives. These changes will be reflected in the updated strategy descriptions, expenditure allocations, and annual outcome targets under Goal 3 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	$82,269.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

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 III	$3,732.00

Subtotal of additional federal funds included for this school: $3,732.00

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

State or Local Programs	Allocation ($)
General Fund	$52,809.00
Supplemental Fund	$25,728.00

Subtotal of state or local funds included for this school: $78,537.00

Total of federal, state, and/or local funds for this school: $82,269.00

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
General Fund	52,809.00	0.00
Supplemental Fund	25,728.00	0.00
Title III	3,732.00	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	52,809.00
Supplemental Fund	25,728.00
Title III	3,732.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	721.00
1000-1999: Certificated Personnel Salaries	37,761.97
2000-2999: Classified Personnel Salaries	4,064.00
3000-3999: Employee Benefits	9,820.03
4000-4999: Books And Supplies	16,246.00
5000-5999: Services And Other Operating Expenditures	6,173.00
5800: Professional/Consulting Services And Operating Expenditures	7,483.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	General Fund	721.00
1000-1999: Certificated Personnel Salaries	General Fund	32,443.97
2000-2999: Classified Personnel Salaries	General Fund	4,064.00
3000-3999: Employee Benefits	General Fund	9,320.03

4000-4999: Books And Supplies	General Fund	2,678.00
5000-5999: Services And Other Operating Expenditures	General Fund	2,861.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	721.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	3,500.00
4000-4999: Books And Supplies	Supplemental Fund	12,154.00
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	3,312.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	6,762.00
1000-1999: Certificated Personnel Salaries	Title III	1,818.00
3000-3999: Employee Benefits	Title III	500.00
4000-4999: Books And Supplies	Title III	1,414.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,222.35
Goal 2	22,732.66
Goal 3	22,313.99

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Ms. Alexis Rouse	Principal
Mr. George Nyako	Parent or Community Member
Ms. Renelyn Tong	Parent or Community Member
Mr. Aarish Patel	Parent or Community Member
Ms. Garima Khandelwal	Parent or Community Member
Mr. Veeral Shah	Parent or Community Member
Ms. Janie Swenor	Classroom Teacher
Ms. Taline Orloff	Classroom Teacher
Ms. Lori Gaspar	Classroom Teacher
Ms. Cynthia Chavez	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 11, 2026.

Attested:

	Principal, Ms. Alexis Rouse on 5/17/26
	SSC Chairperson, Mr. George Nyako on 5/21/26

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

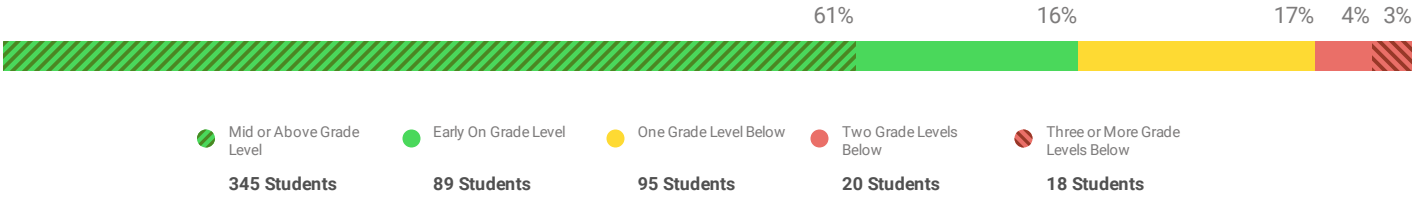
Diagnostic Results

School	JAMES FRANKLIN SMITH ELEMENTARY
Subject	Math
Academic Year	2025 - 2026
Diagnostic	Most Recent
Prior Diagnostic	None

Criterion Referenced

Overall Placement

Students Assessed/Total: **567/567**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		51%	19%	30%	0%	0%	73/73
Grade 1		47%	14%	32%	7%	0%	72/72
Grade 2		67%	12%	16%	4%	0%	73/73
Grade 3		58%	18%	19%	0%	5%	73/73
Grade 4		67%	12%	12%	5%	3%	97/97
Grade 5		67%	15%	7%	6%	5%	84/84

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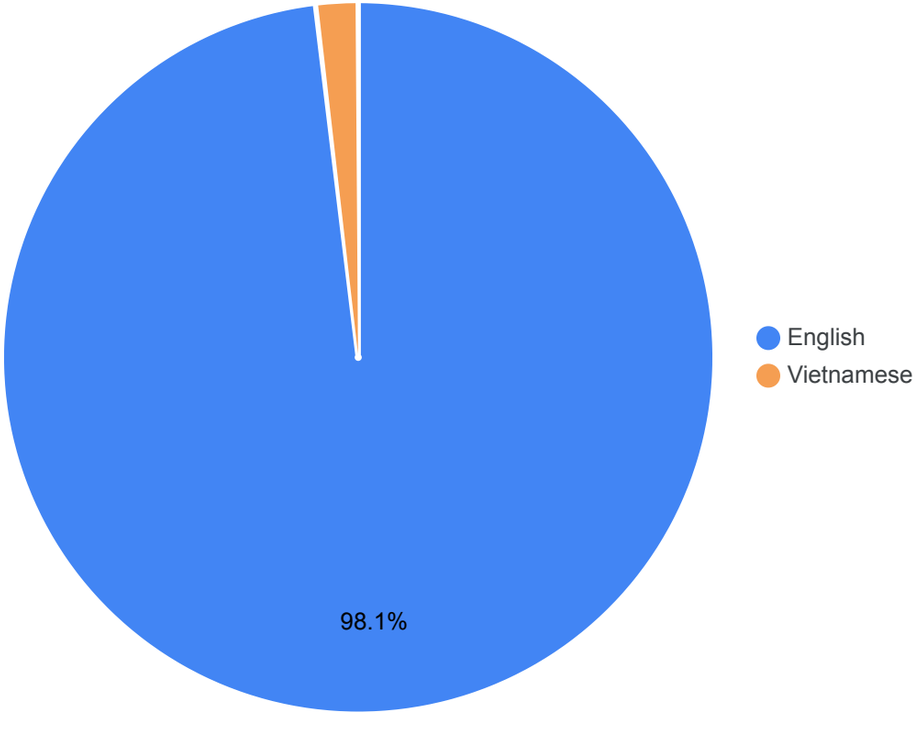
Diagnostic Results

School	JAMES FRANKLIN SMITH ELEMENTARY
Subject	Math
Academic Year	2025 - 2026
Diagnostic	Most Recent
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		65%	19%	6%	2%	7%	95/95

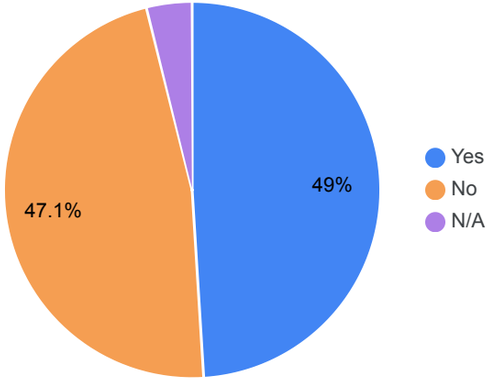
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J. F. Smith Elementary: Language

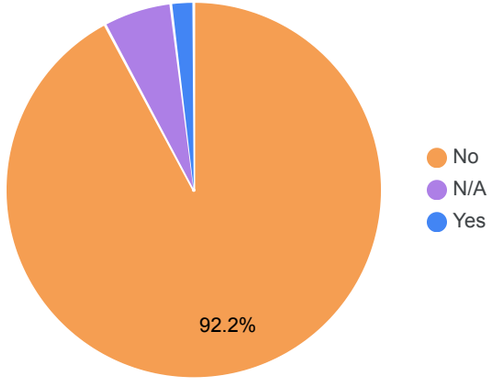


J. F. Smith Elementary: Are you the Parent/Guardian of:

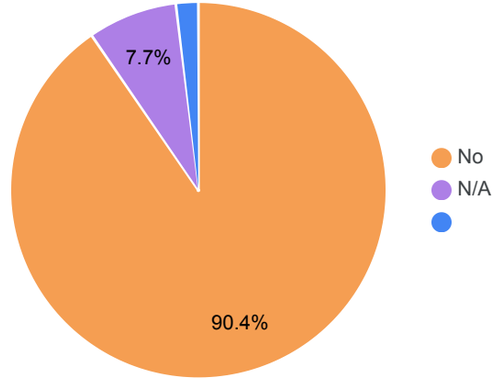
English Learner



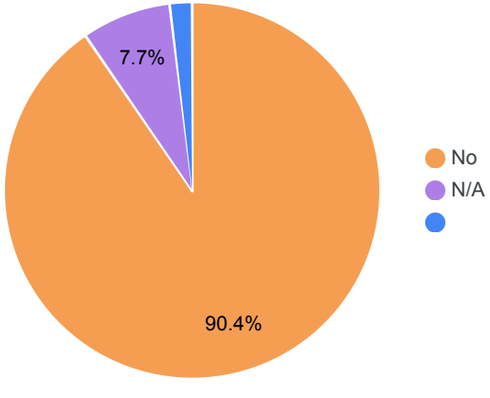
Receiving special education services



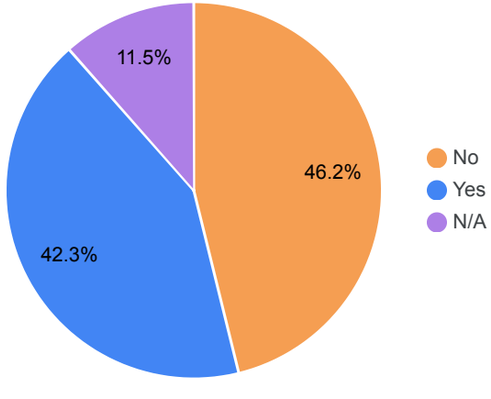
Foster youth



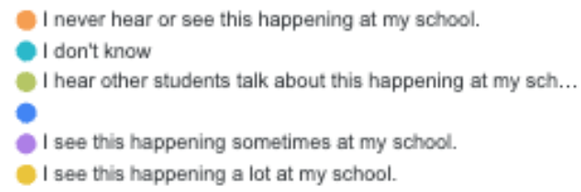
Migrant education program



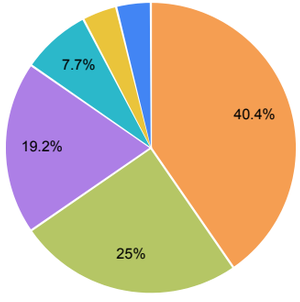
Free or reduced lunch



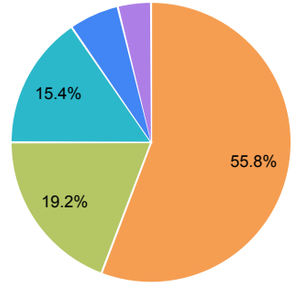
J. F. Smith Elementary: How much do you find the following to be a problem at your child's school?



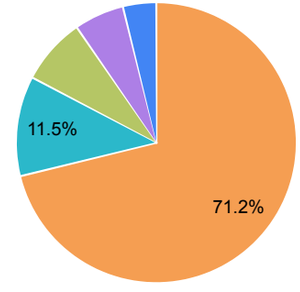
Bullying



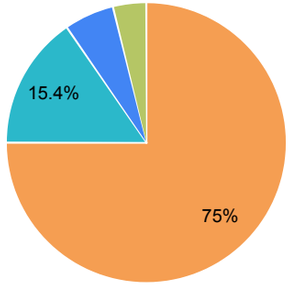
Harassment, and intimidation



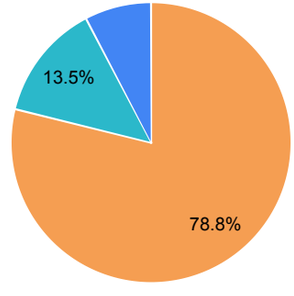
Fights and Assault



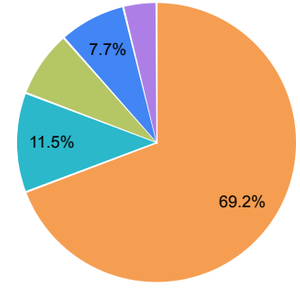
Student interest in gangs



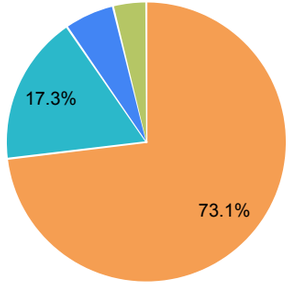
Illegal weapons



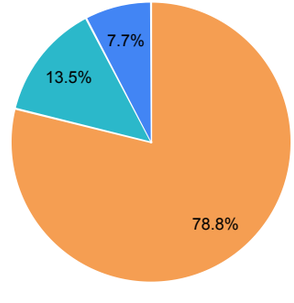
Graffiti and vandalism



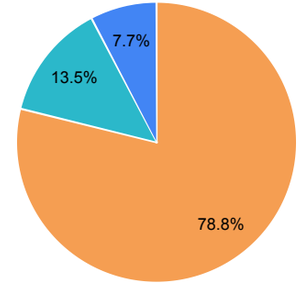
People trespassing on campus



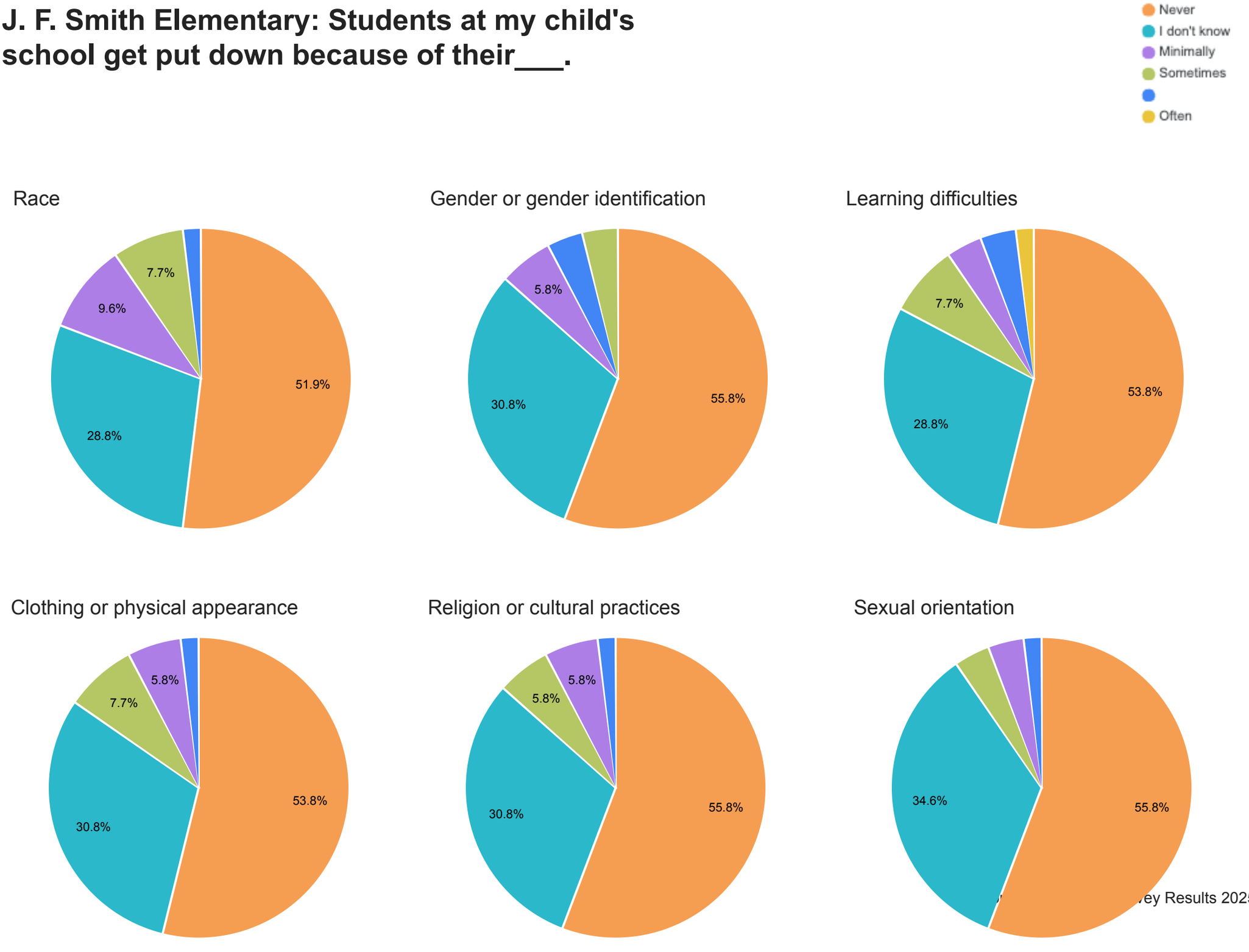
Drug use



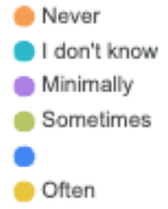
Alcohol use



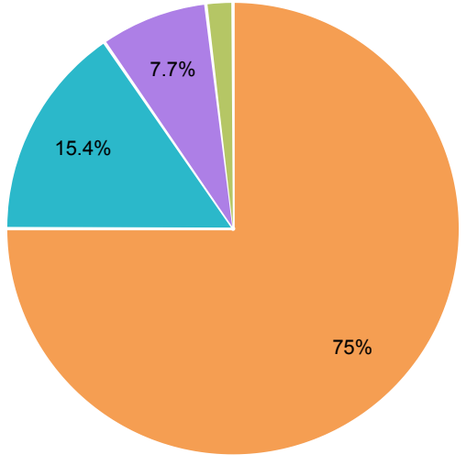
J. F. Smith Elementary: Students at my child's school get put down because of their___.



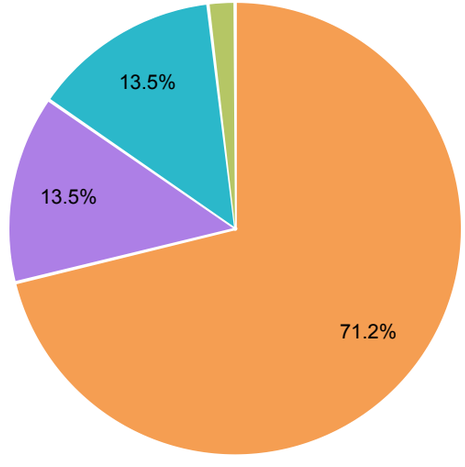
J. F. Smith Elementary: How often do you hear ADULTS at your child's school make fun of differences such as ___?



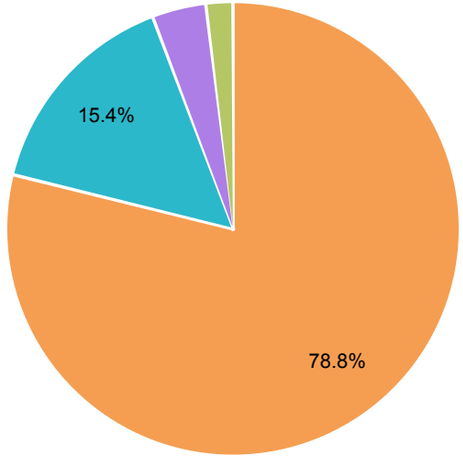
Race



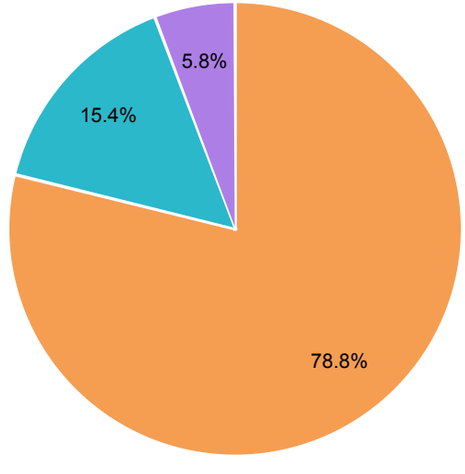
Learning difficulties



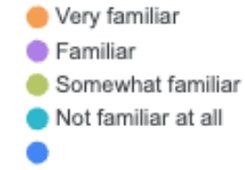
Religion or Cultural Practices



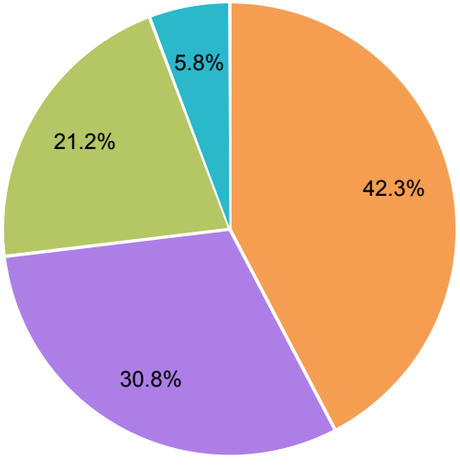
Sexual orientation



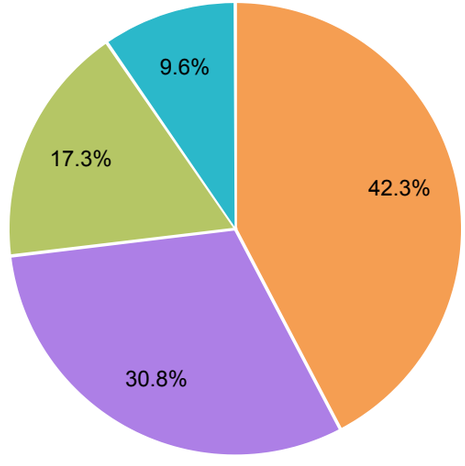
J. F. Smith Elementary: How familiar are you with the following at your child's school?



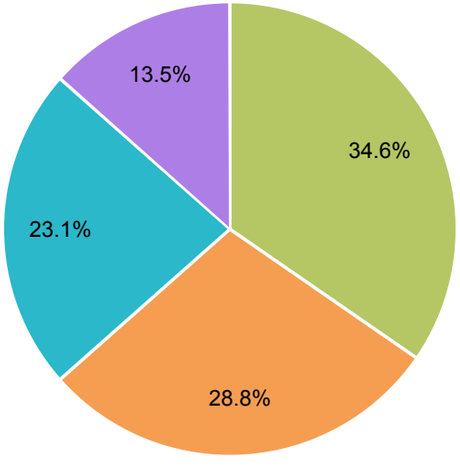
Classroom rules and consequences



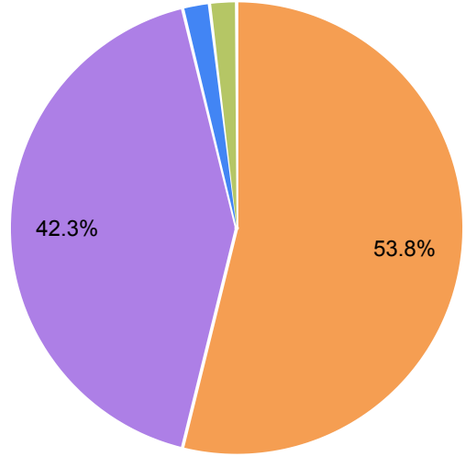
School-wide rules and consequences



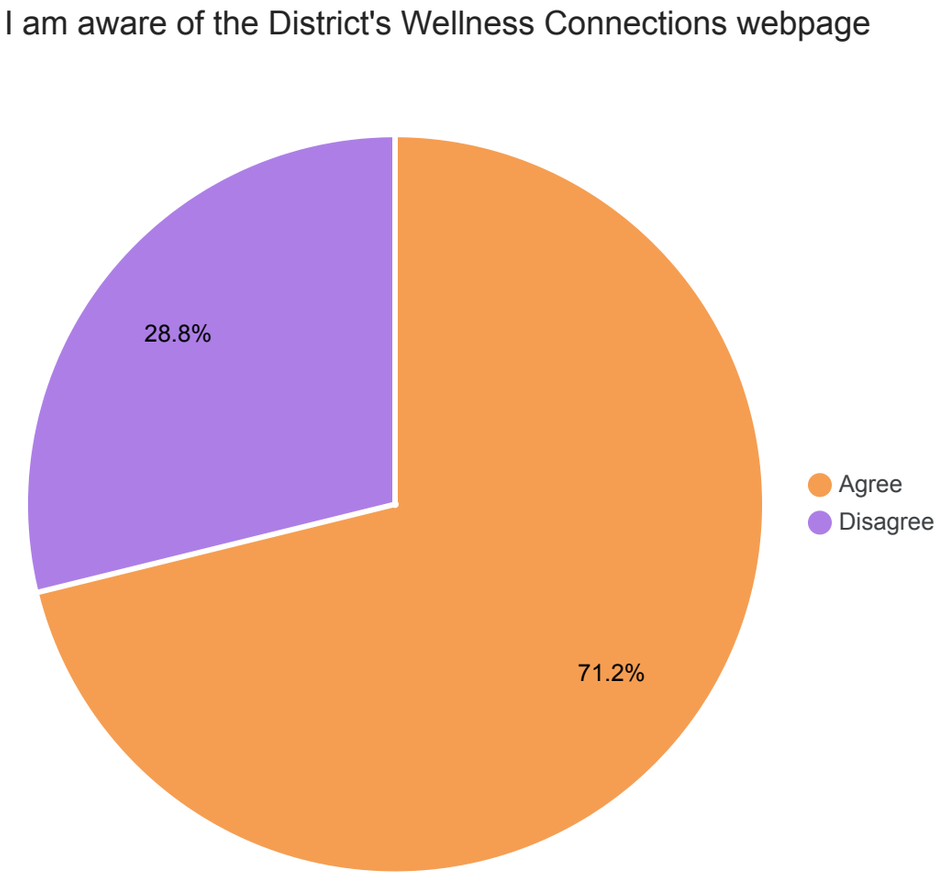
Cyberbullying rules and consequences



Rules and expectations of the school are clear and well known to me

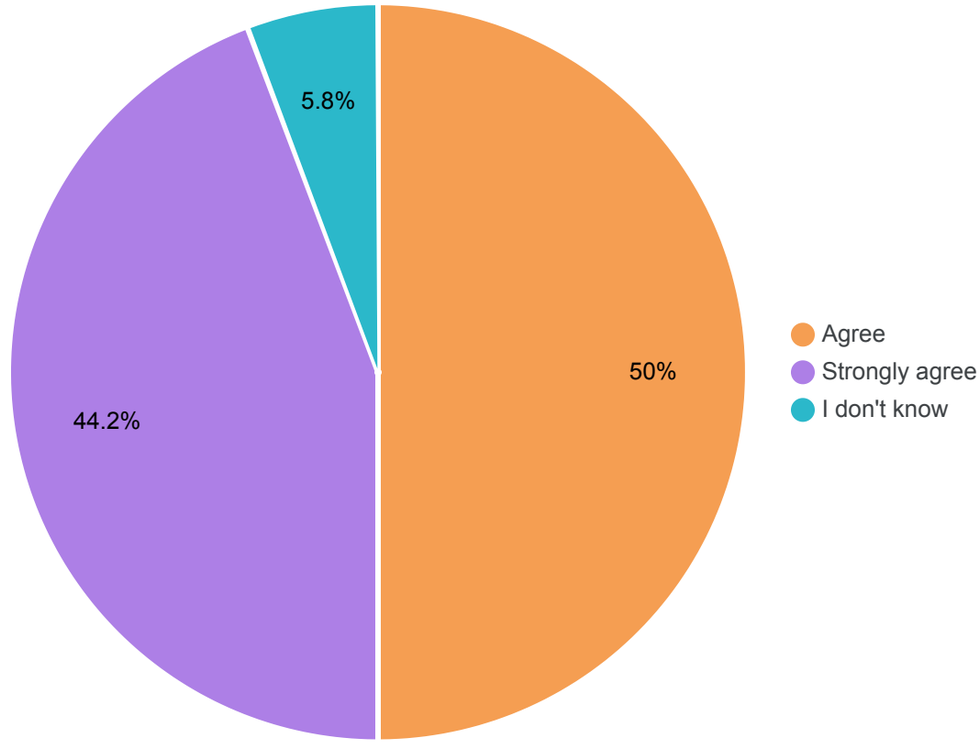


J. F. Smith Elementary

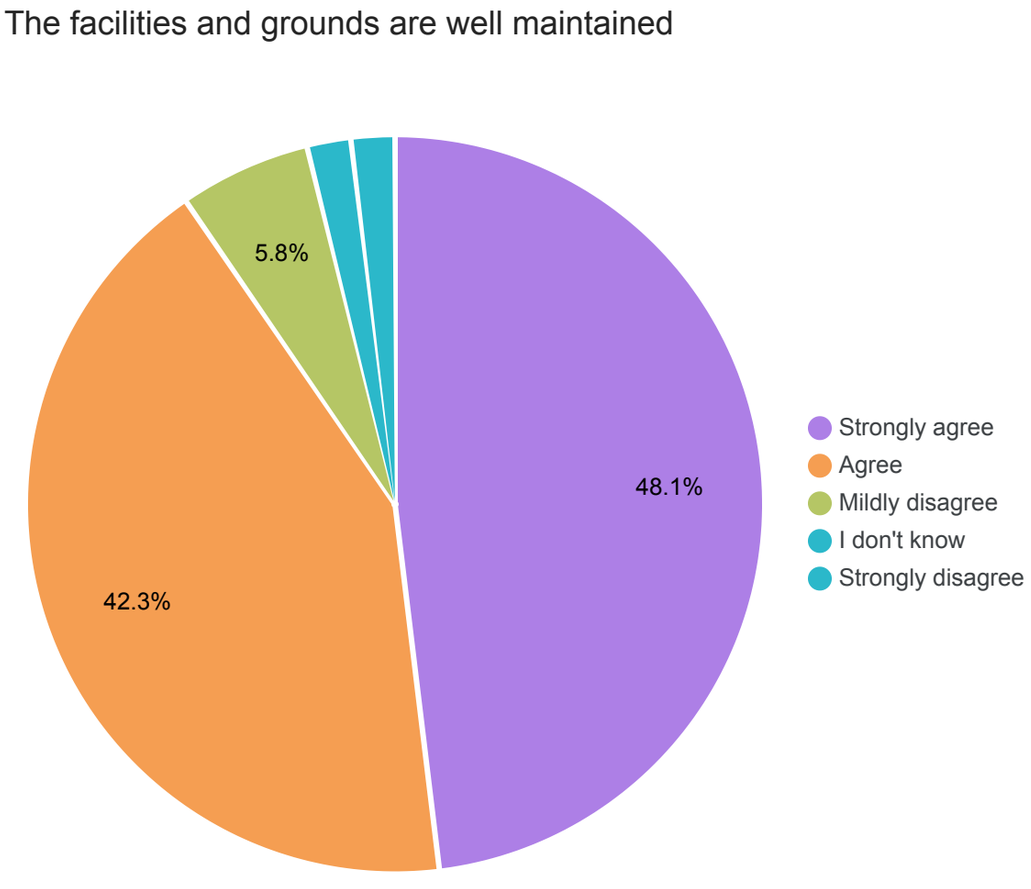


J. F. Smith Elementary

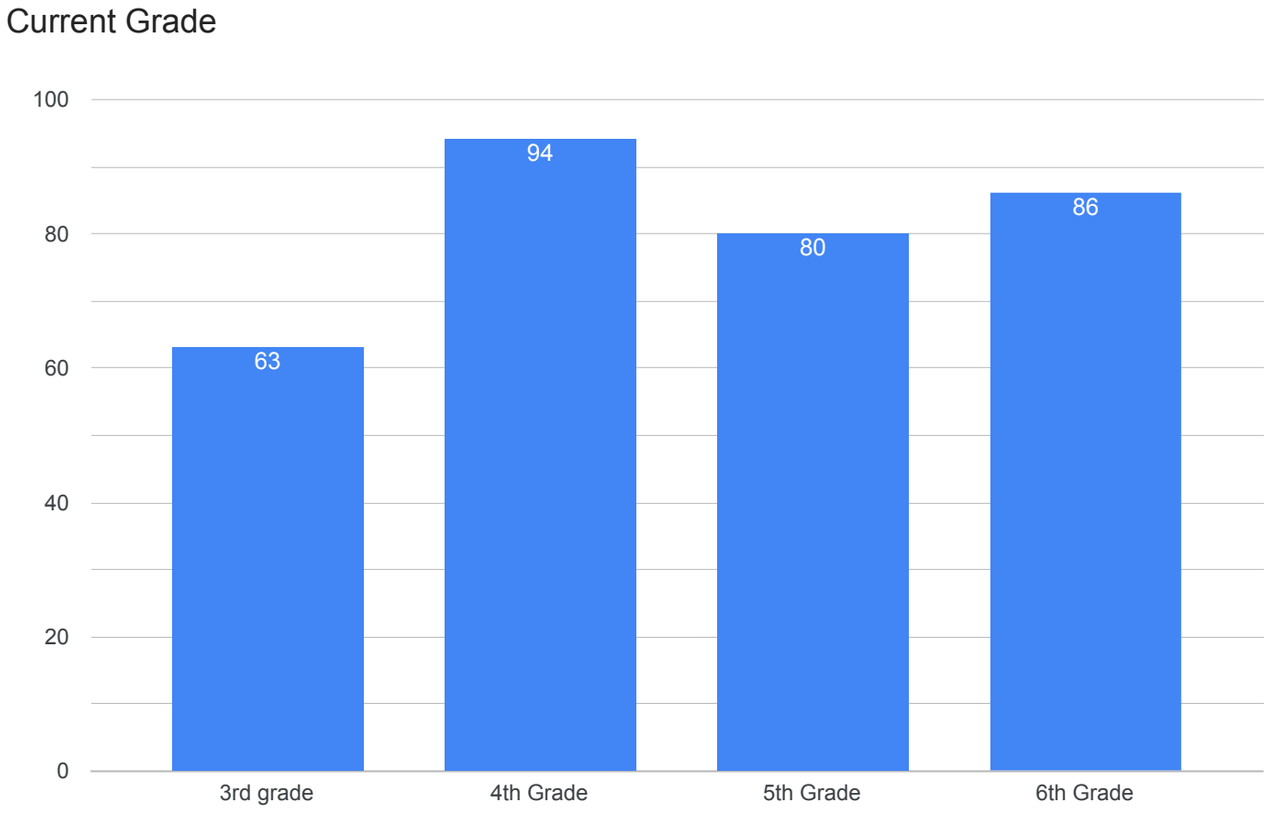
The school has a way to recognize positive behavior among students



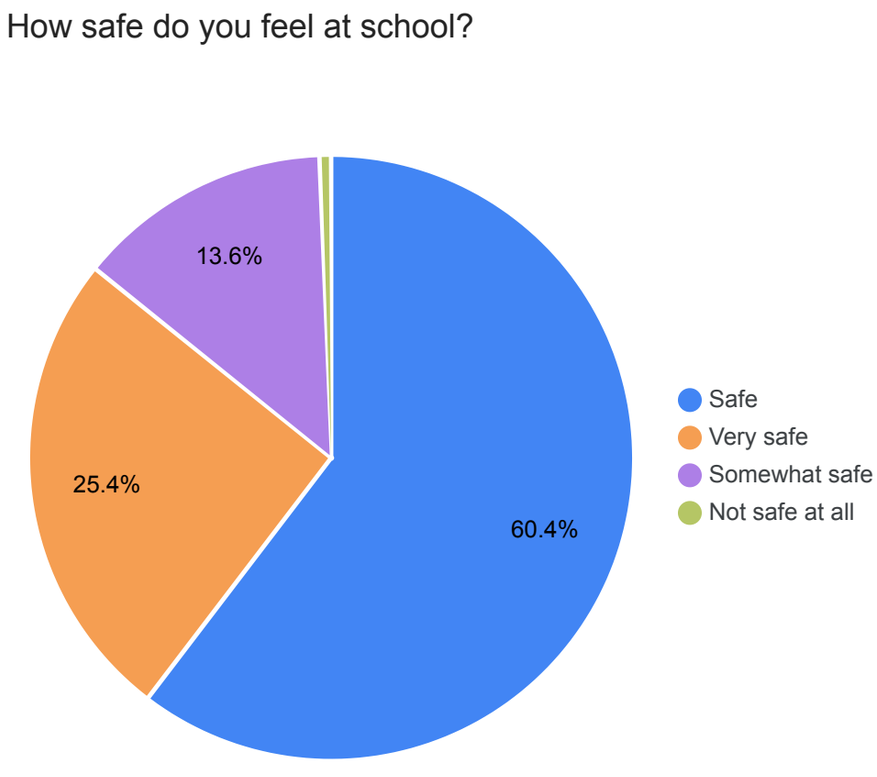
J. F. Smith Elementary



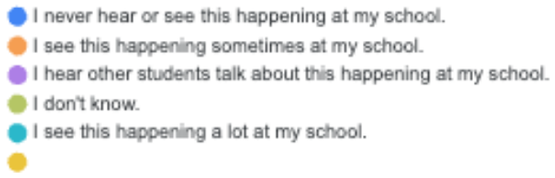
J.F. Smith Elementary



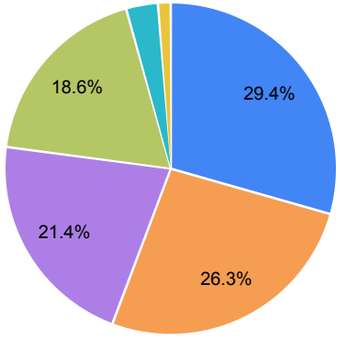
J.F. Smith Elementary



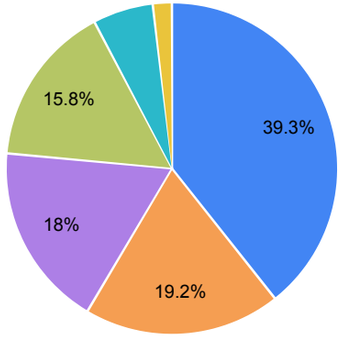
J.F. Smith Elementary: How much do you find the following to be a problem at your school?



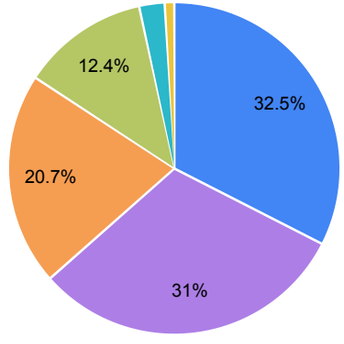
Bullying



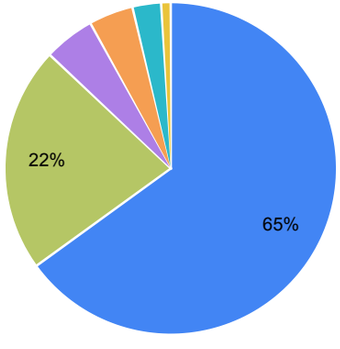
Harassment & Intimidation



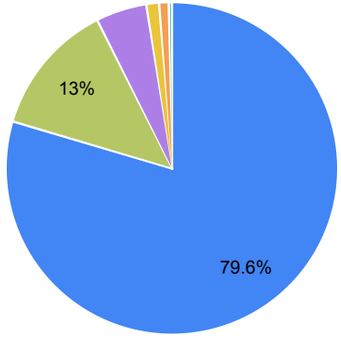
Fights & Assault



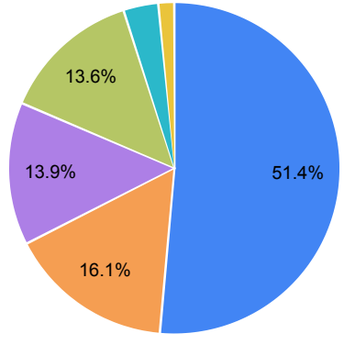
Student interest in Gangs



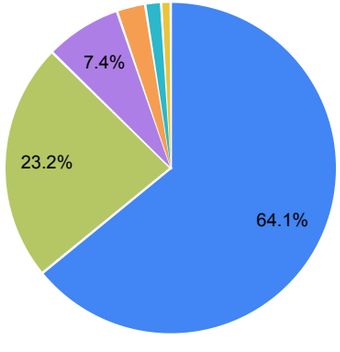
Illegal weapons



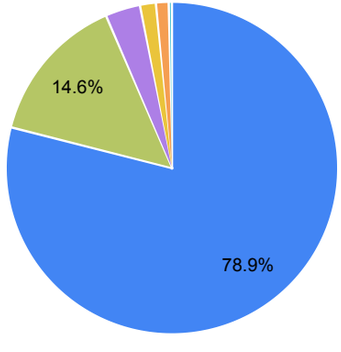
Graffiti & Vandalism



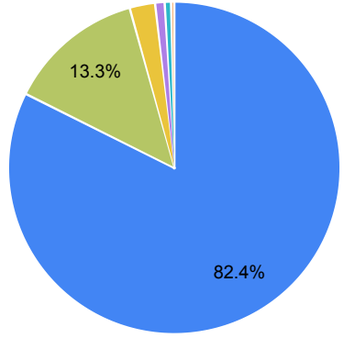
People trespassing on campus



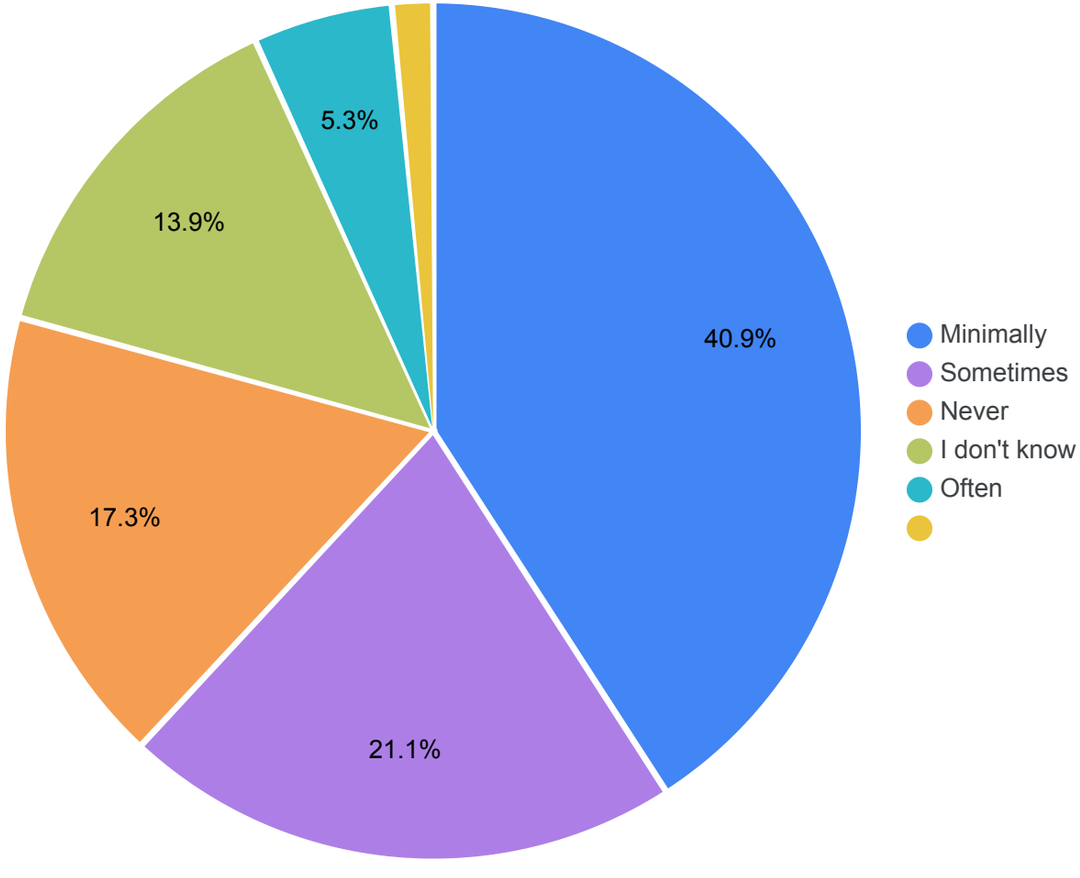
Drug use



Alcohol use



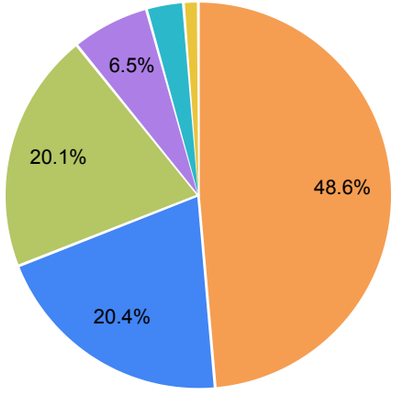
J.F. Smith Elementary: How often do you hear or see any act of bullying at your school?



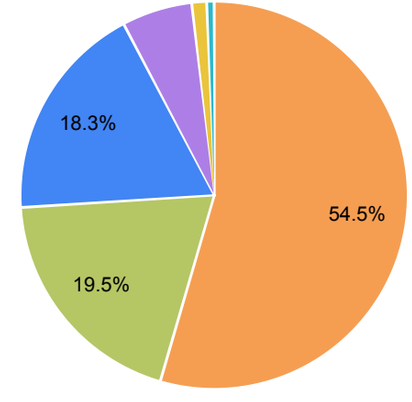
J.F. Smith Elementary: Students at my school get put down because of their ___.



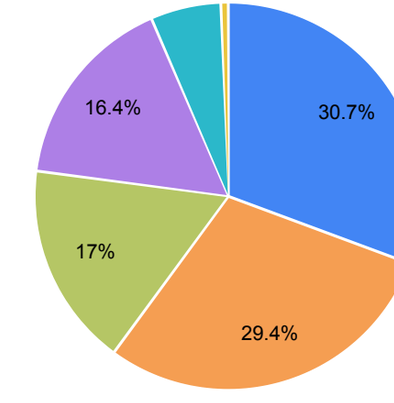
Race



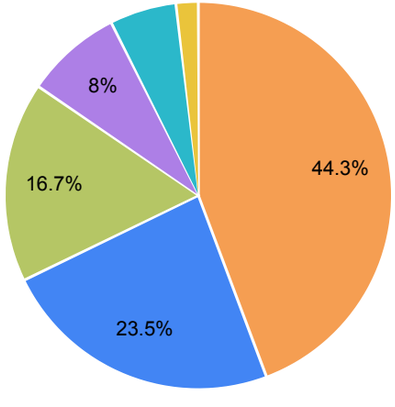
Gender or Gender Identification



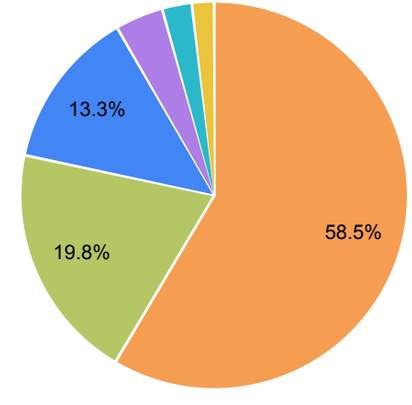
Learning difficulties



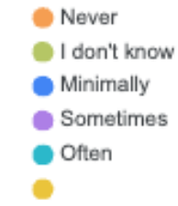
Clothing or physical appearance



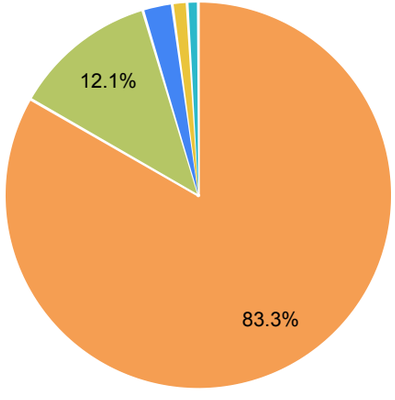
Religion or cultural practices



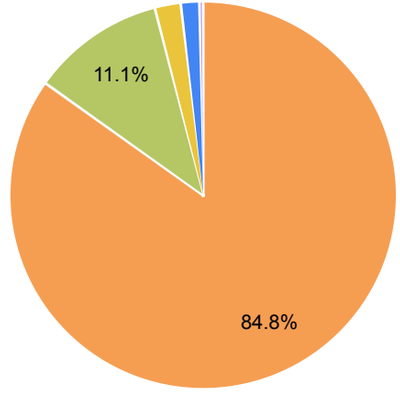
J.F. Smith Elementary: How often do you hear ADULTS at your school make fun of differences such as___.



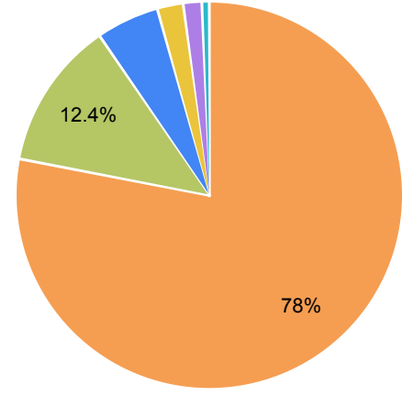
Race



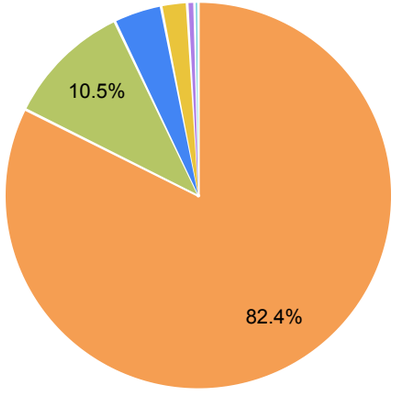
Gender or Gender Identification



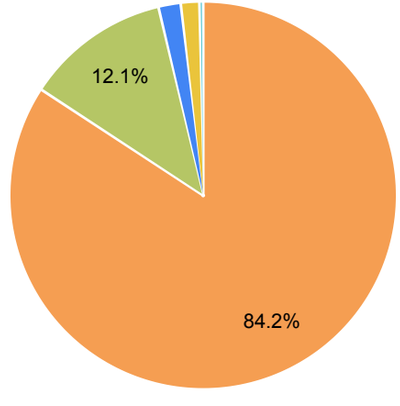
Learning difficulties



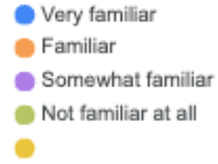
Clothing or physical appearance



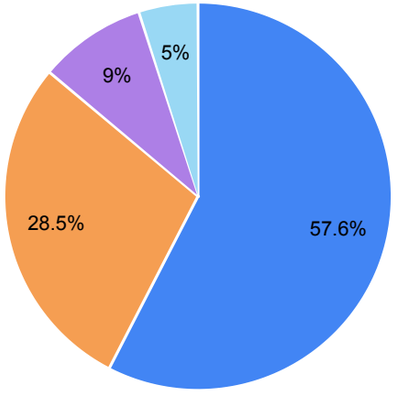
Religion or cultural practices



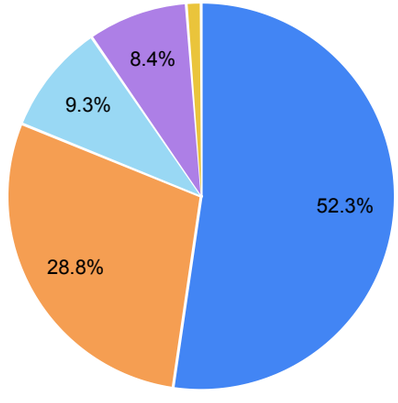
J.F. Smith Elementary: How familiar are you with the following?



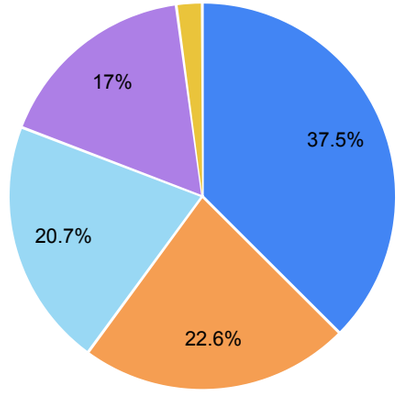
Classroom rules and consequences



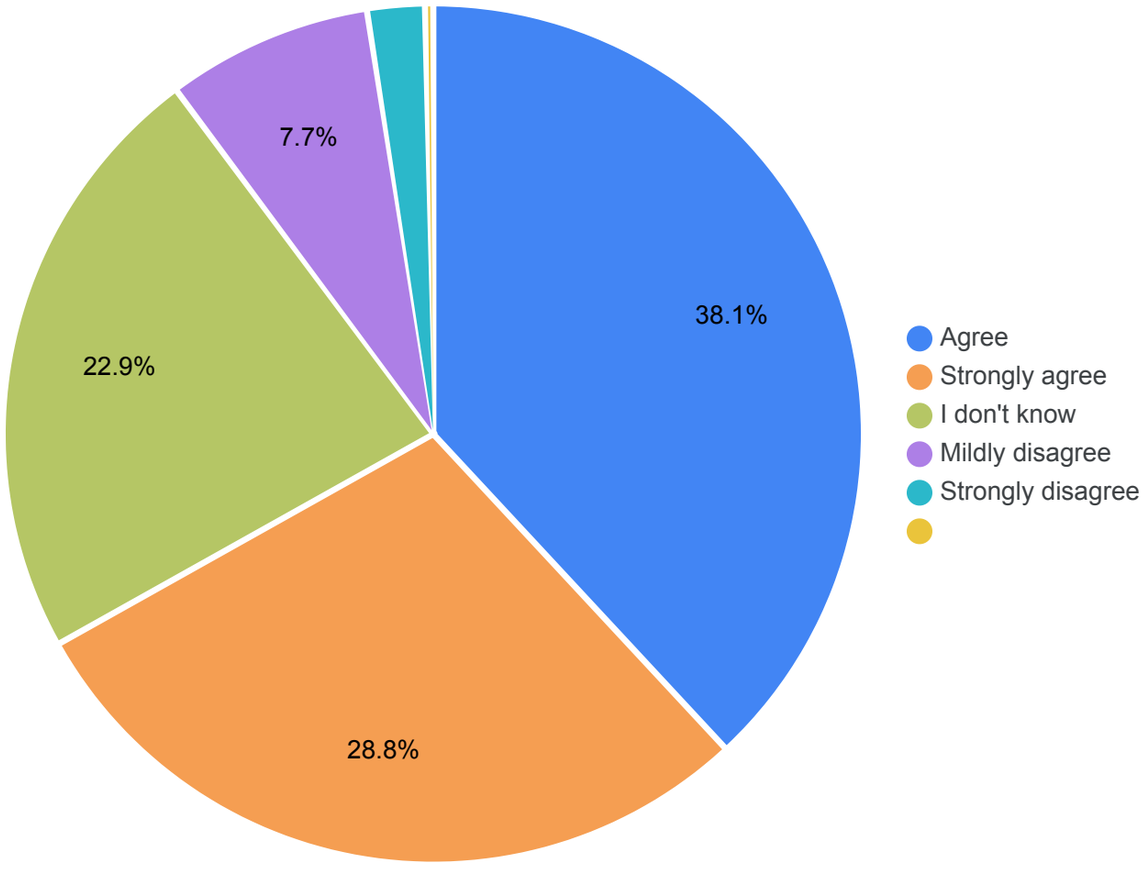
School-wide rules and consequences



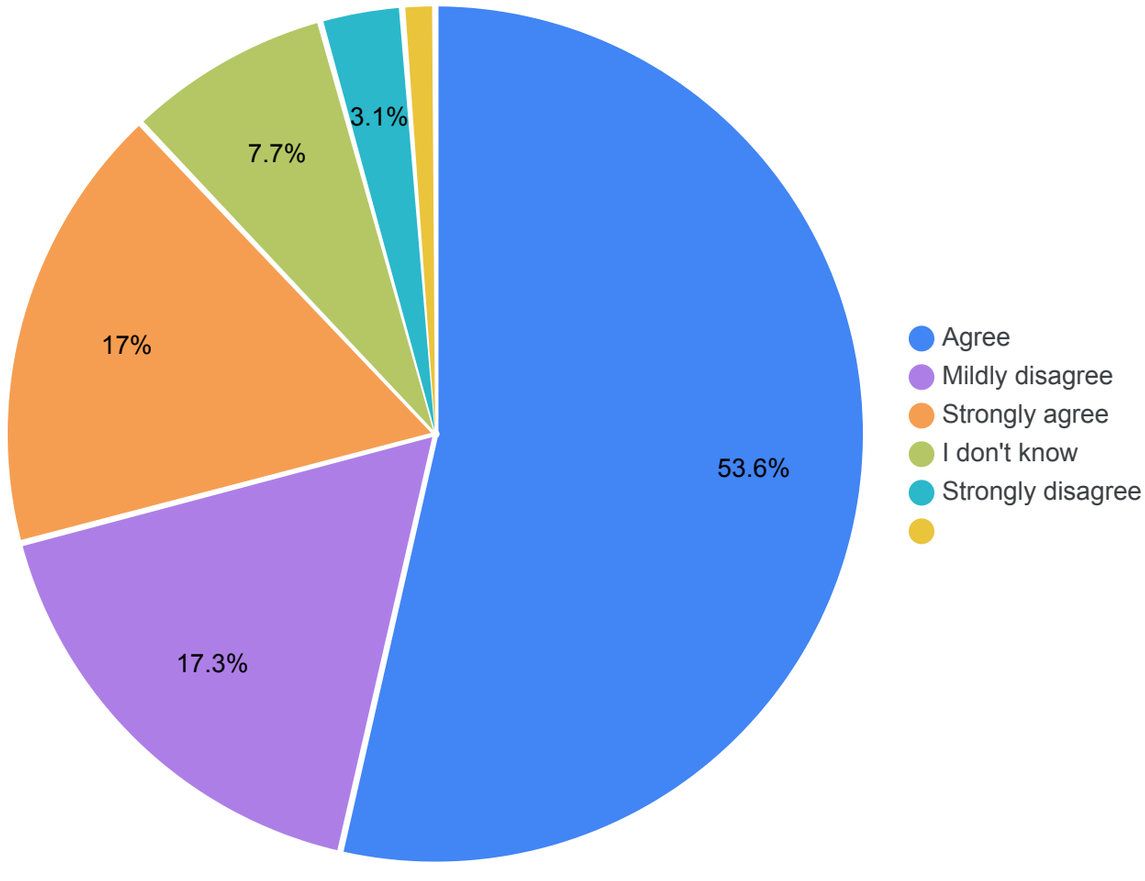
Cyberbullying rules and consequences



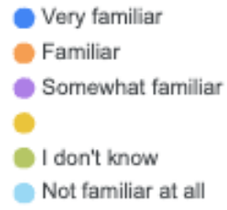
J.F. Smith Elementary: I think that suspensions and expulsions are assigned when necessary.



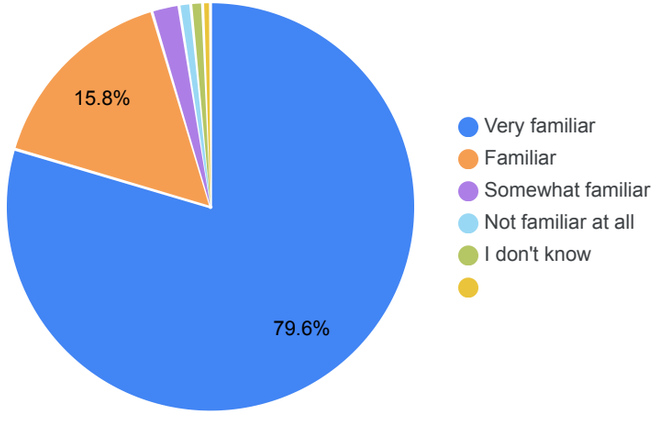
J.F. Smith Elementary: The facilities and grounds are well maintained at my school.



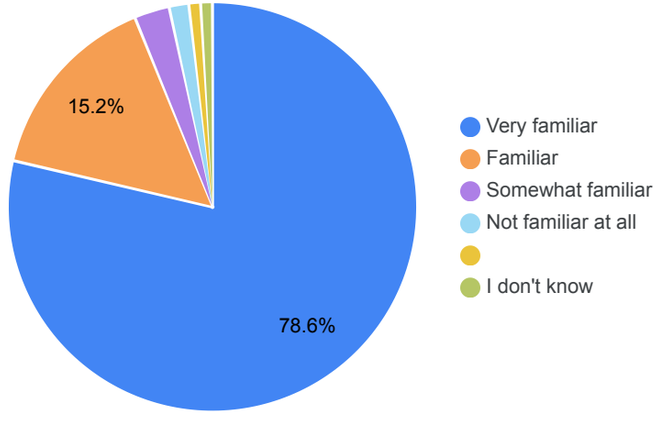
J.F. Smith Elementary: How well do understand your school Emergency procedures?



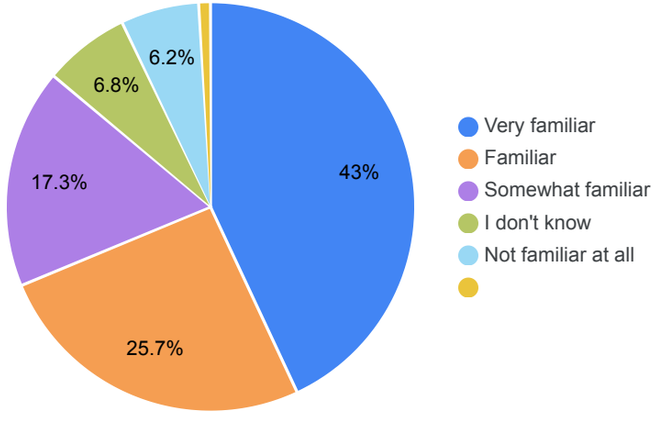
Fire Drill



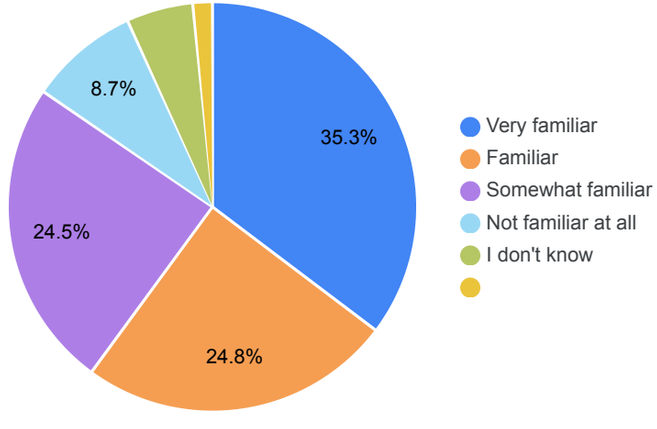
Earthquake Drill



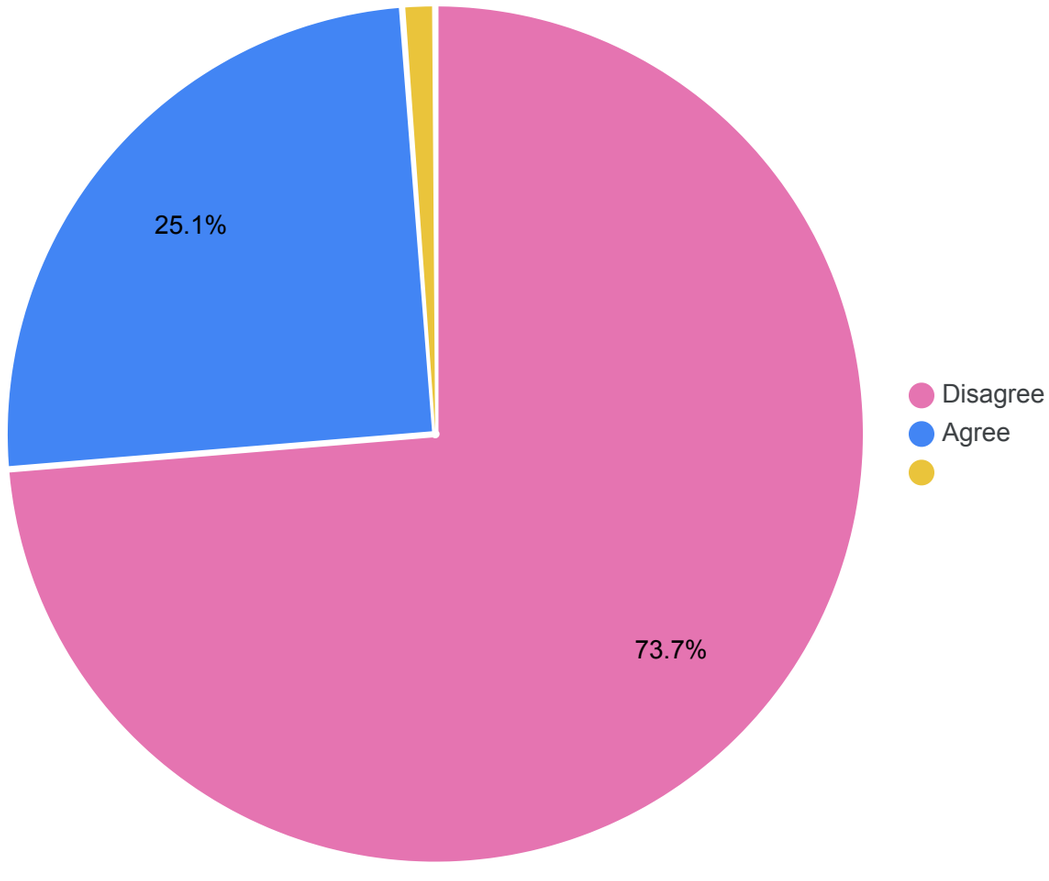
Shelter in Place



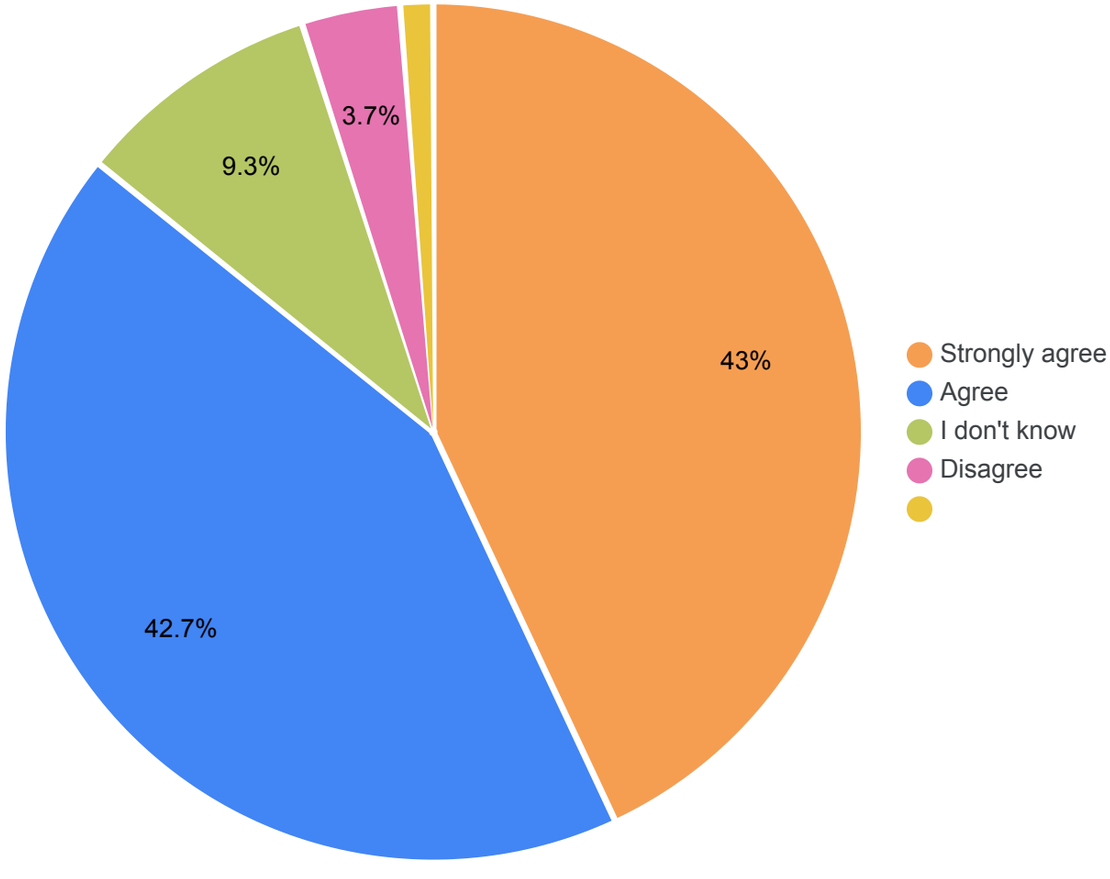
Run, Hide, Defend



J.F. Smith Elementary: I am aware of the District's Wellness Connections webpage.



J.F. Smith Elementary: My school has a way to recognize positive behavior among students.



EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

GENERAL BUDGET/UNRESTRICTED LOTTERY

FY 2026-27

SCHOOL:	JF SMITH	SITE #	018	ALLOCATION:	$	52,809.00
			3 digits - 0##			

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Hourly Teacher	010-1100-0	1120	00-1170	1000	018		
SEAT School Enrichment*(required $55.86 x 125 hours)*	010-1100-0	1120	00-1170	1000	018	6,983	CONTRACTED SEAT HOURS
Substitute Teachers (*paid by site)*	010-1100-0	1150	00-1170	1000	018		
Subs for absences are charged to the District:	010-1100-0	1150	00-1298	1000	081		
*Other**	010-1100-0		00-1170		018		
21.88% *Benefits*	010-1100-0	3xx1	00-1170		018	1,527	
Classified Salaries (for timesheets)							
Hourly Classroom Aide / Paraprofessional	010-1100-0	2190	00-1170	1000	018		
Hourly M&O / Custodian	010-1100-0	2224	00-1170	8100	018		
Hourly Clerical	010-1100-0	2460	00-1170	2700	018		
Hourly Health Aide	010-1100-0	2950	00-1170	3140	018		
Hourly Noon Duty	010-1100-0	2950	00-1170	3900	018		
*Other**	010-1100-0		00-1170		018		
35.38% *Benefits*	010-1100-0	3xx2	00-1170		018	-	
Supplies (for POs & reimbursements)							
Books	**010-1100-0**	**4200**	**00-1170**	**1000**	**018**		
Classroom Supplies	**010-1100-0**	**4310**	**00-1170**	**1000**	**018**		
Office Supplies	**010-1100-0**	**4351**	**00-1170**	**2700**	**018**		
Equipment $500 -4,999 *(function depends on use*)*	010-1100-0	4400	00-1170		018		
*Other**	010-1100-0		00-1170		018		
Other Services & Operating Costs (for POs & reimbursements)							
Travel/Conference	010-1100-0	5210	00-1170	1000	018		
Conference Registration Fees	010-1100-0	5220	00-1170	1000	018		
Mileage Reimbursement	010-1100-0	5299	00-1170	1000	018		
Maintenance Repair	010-1100-0	5610	00-1170	8100	018		
Computer Repair	010-1100-0	5611	00-1170	1000	018		
Copier Maintenance *(required = Purchasing PO)*	010-1100-0	5615	00-1170	1000	**018**		
Consultant/Contractors	**010-1100-0**	**5815**	**00-1170**	**1000**	**018**		
web subscriptions and software	**010-1100-0**	**5826**	**00-1170**	**1000**	**018**		
Field Trip	010-1100-0	5840	00-1170	1000	018		
*Other**	010-1100-0		00-1170		018		
*Other**	010-1100-0		00-1170				

**Fill out with Business Office - we're happy to help*

		TOTAL BUDGET	8,510
			should match Allocation
		variance:	44,300

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

SUPPLEMENTAL BUDGET

FY 2026-27

pbis

SCHOOL:	JF SMITH	SITE #	018	ALLOCATION:	$ 25,728.00
			3 digits - 0##		

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Certificated Salaries (for timesheets)						
Hourly Teacher	010-0159-0	1120	00-1590	1000	018	
Hourly Teacher	010-0159-0	1120	00-1590	1000	018	
Substitute Teachers (*paid by site)*	010-0159-0	1150	00-1590	1000	018	
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	
*Other**	010-0159-0		00-1590		018	
21.88% Benefits	010-0159-0	3xx1	00-1590		018	
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	018	
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	018	
Hourly Clerical	010-0159-0	2460	00-1590	2700	018	
Hourly Health Aide	010-0159-0	2950	00-1590	3140	018	
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	018	
*Other**	010-0159-0		00-1590		018	
35.38% Benefits	010-0159-0	3xx2	00-1590			
Supplies (for POs & reimbursements)						
Books	**010-0159-0**	**4200**	**00-1590**	**1000**	**018**	
Classroom Supplies /Instructional Supplies Classroom	**010-0159-0**	**4310**	**00-1590**	**1000**	**018**	
Office Supplies	**010-0159-0**	**4351**	**00-1590**	**2700**	**018**	
Parts/Supplies M.O.T.	**010-0159-0**	**4365**	**00-1590**	**8100**	**018**	
Equipment $500 -4,999 *(function depends on use*)*	010-0159-0	4400	00-1590		018	
*Other**	010-0159-0		00-1590		018	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-0159-0	5210	00-1590	1000	018	
Conference Registration Fees	010-0159-0	5220	00-1590	1000	018	
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	018	
Maintenance Repair	010-0159-0	5610	00-1590	8100	018	
Computer Repair	010-0159-0	5611	00-1590	1000	018	
Copier Maintenance	010-0159-0	5615	00-1590	1000	**018**	
Consultant/Contractors	**010-0159-0**	**5815**	**00-1590**	**1000**	**018**	
Software, Subscriptions & Licenses	**010-0159-0**	**5826**	**00-1590**	**1000**	**018**	
Field Trip	010-0159-0	5840	00-1590	1000	018	
*Other**	010-0159-0		00-1590		018	
*Other**	010-0159-0		00-1590			

*Fill out with Business Office - we're happy to help

TOTAL BUDGET -

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202

should match Allocation

variance: 25,728

6.20%	OASDI (CL)	331X						
1.45%	Medicare (CE & CL)	332X						
0.05%	State Unemployment (CE & CL)	350X						
1.275%	Workers Comp (CE & CL)	360X						

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

TITLE III BUDGET
FY 2026-27

SCHOOL:	JF SMITH	SITE #	018	ALLOCATION:	$ 3,732.00
			3 digits - 0##		

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Hourly Teacher	060-4203-0-	1120	00-1551	1000	018		
Hourly Teacher	060-4203-0-	1120	00-1551	1000	018		
Substitute Teachers (*paid by site)*	060-4203-0-	1150	00-1551	1000	018		
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081		
*Other**	060-4203-0-		00-1551		018		
21.88% Benefits	060-4203-0-	3xx1	00-1551				
Classified Salaries (for timesheets)							
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	018		
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	018		
Hourly Clerical	060-4203-0-	2460	00-1551	2700	018		
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	018		
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	018		
*Other**	060-4203-0-		00-1551		018		
35.38% Benefits	060-4203-0-	3xx2	00-1551				
Supplies (for POs & reimbursements)							
Books	**060-4203-0-**	**4200**	**00-1551**	**1000**	**018**		
Classroom Supplies	**060-4203-0-**	**4310**	**00-1551**	**1000**	**018**		for EL students
Office Supplies	**060-4203-0-**	**4351**	**00-1551**	**2700**	**018**		
Parts/Supplies M.O.T.	**060-4203-0-**	**4365**	**00-1551**	**8100**	**018**		
Equipment $500 -4,999 *(function depends on use*)*	060-4203-0-	4400	00-1551		018		
*Other**	060-4203-0-		00-1551		018		
Other Services & Operating Costs (for POs & reimbursements)							
Travel/Conference	060-4203-0-	5210	00-1551	1000	018		
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	018		
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	018		
Maintenance Repair	060-4203-0-	5610	00-1551	8100	018		
Computer Repair	060-4203-0-	5611	00-1551	1000	018		
Copier Maintenance	060-4203-0-	5615	00-1551	1000	**018**		
Consultant/Contractors	**060-4203-0-**	**5815**	**00-1551**	**1000**	**018**		
Software, Subscriptions & Licenses	**060-4203-0-**	**5826**	**00-1551**	**1000**	**018**		
Field Trip	060-4203-0-	5840	00-1551	1000	018		
*Other**	060-4203-0-		00-1551		018		
*Other**	060-4203-0-		00-1551				

**Fill out with Business Office - we're happy to help*

TOTAL BUDGET -

should match Allocation

variance: 3,732

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

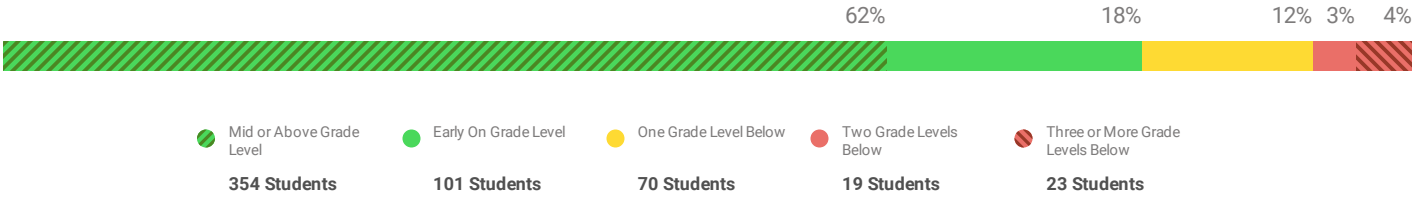
Diagnostic Results

School	JAMES FRANKLIN SMITH ELEMENTARY
Subject	Reading
Academic Year	2025 - 2026
Diagnostic	Most Recent
Prior Diagnostic	None

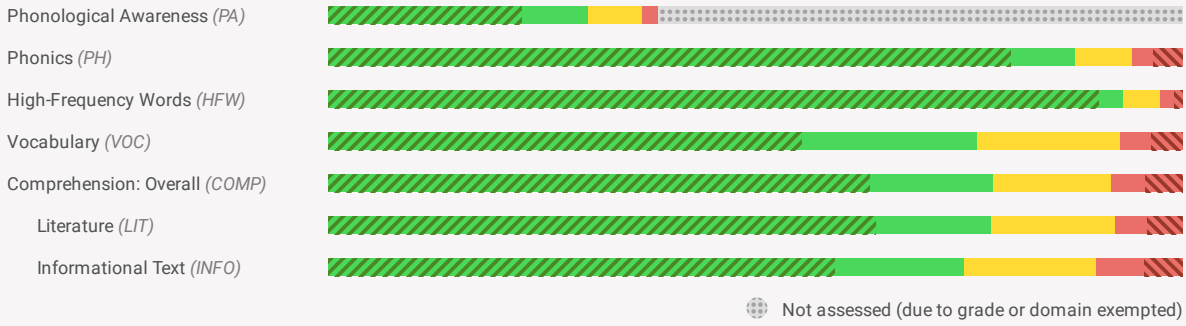
Criterion Referenced

Overall Placement

Students Assessed/Total: **567/567**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		58%	30%	12%	0%	0%	73/73
Grade 1		60%	15%	17%	8%	0%	72/72
Grade 2		66%	22%	7%	5%	0%	73/73
Grade 3		62%	25%	7%	3%	4%	73/73

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Diagnostic Results

School	JAMES FRANKLIN SMITH ELEMENTARY
Subject	Reading
Academic Year	2025 - 2026
Diagnostic	Most Recent
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 4		69%	9%	14%	0%	7%	97/97
Grade 5		60%	17%	12%	6%	6%	84/84
Grade 6		62%	12%	16%	2%	8%	95/95

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Learning Today, Leading Tomorrow

James Franklin Smith Elementary School
Parent Involvement Policy
2025-2026

James Franklin Smith Elementary School recognizes that parents, guardians, and care takers are essential partners in supporting student success and achievement. The school is committed to fostering meaningful collaboration between home and school by promoting open communication, providing opportunities for family involvement, and encouraging active participation in the educational process. Through ongoing partnerships with families, staff, and the community, James Franklin Smith Elementary strives to create a welcoming, inclusive, and supportive environment where all students can thrive academically, socially, and emotionally. Parents, and guardians are encouraged to become actively involved in the school community in the following ways:

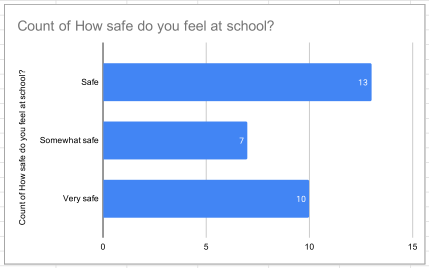
- Become a part of the School Site Council (SSC). The SSC will review schoolwide programs each spring and provide input on categorical program needs and assessment data.
- Every November, attend Parent-Teacher conferences.This builds a partnership between you and your child's teacher early in the school year.
- Attend parent workshops and events offered by the school, PTA, and district office including, Back to School Night, Open House, Kindergarten Orientation, Transitional Kindergarten Orientation, Coffee with the Principal, Attendance Workshops, Parent Education Nights, PTA Events-join PTA and attend PTA meetings, PTA hosted family social events at the school including: (Multicultural Night, Movie Night, holiday events, end of the year carnival).
- Review the school's website and school's calendar weekly to support learning and events https://jfsmith.eesd.org.
- Join the English Advisory Committee, and District English Language Advisory Committee.

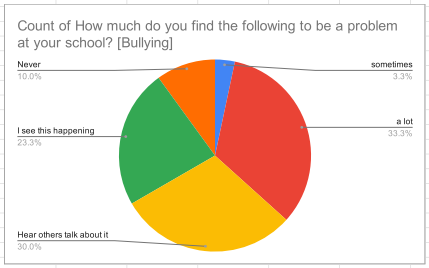


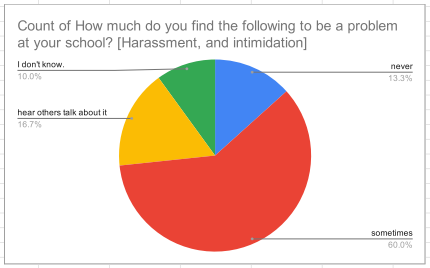
Learning Today, Leading Tomorrow

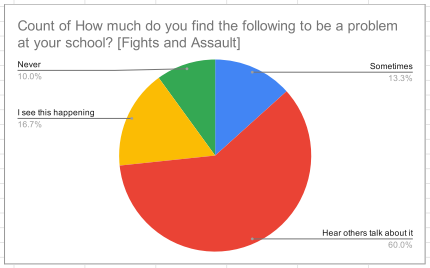
- Read the weekly Principal's update communication to stay informed with school and District events and news. This is sent via ParentSquare. The weekly updates are offered in English, Spanish, and Vietnamese.
- Check your child's homework folder and planner for additional classroom and school communication.
- Students are assessed regularly for progress monitoring during the school year and scores of these assessments are shared with parents and guardians. The assessments include: (for grades 1-6:) iReady Diagnostic Reports (taken 3 times per year-kindergarten takes the i-Ready assessment two-times per year), report cards, progress reports, CAASPP State Assessment for grades 3-6, CAST Science Assessment for 5th grade.

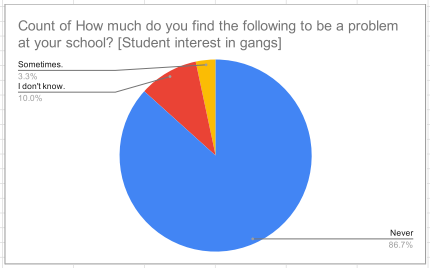
We look forward to partnering with you to support student success, strengthen our school community, and ensure all students have a positive, safe, and enriching educational experience at James Franklin Smith Elementary School.

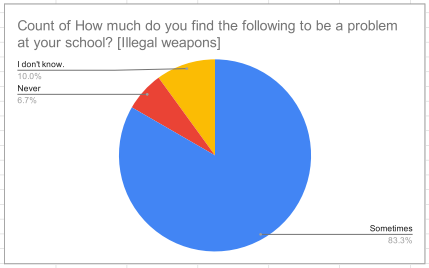

Count of How safe do you feel at school?
Count of How safe do you feel at school?
Safe
Somewhat safe
Very safe
13
7
10
0
5
10
15

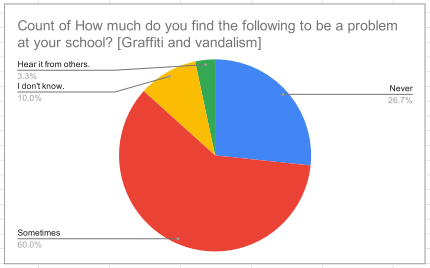

Count of How much do you find the following to be a problem at your school? [Bullying]
Never
10.0%
sometimes
3.3%
a lot
33.3%
I see this happening
23.3%
Hear others talk about it
30.0%

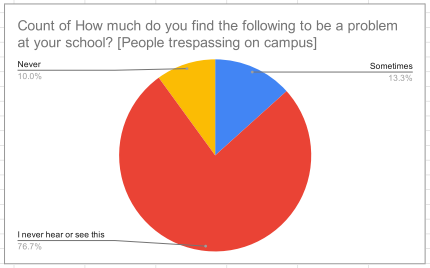

Count of How much do you find the following to be a problem at your school? [Harassment, and intimidation]
I don't know.
10.0%
never
13.3%
hear others talk about it
16.7%
sometimes
60.0%

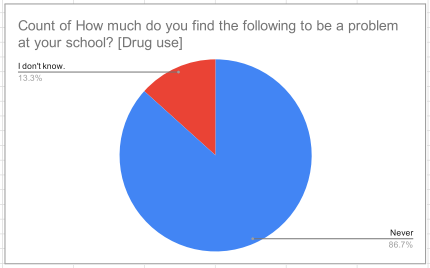

Count of How much do you find the following to be a problem at your school? [Fights and Assault]
Never
10.0%
Sometimes
13.3%
I see this happening
16.7%
Hear others talk about it
60.0%

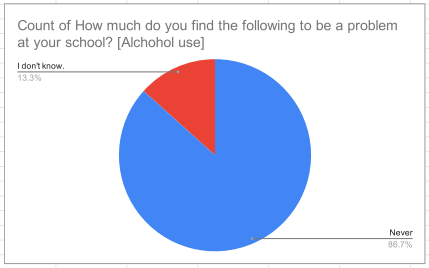

Count of How much do you find the following to be a problem at your school? [Student interest in gangs]
Sometimes.
3.3%
I don't know.
10.0%
Never
86.7%

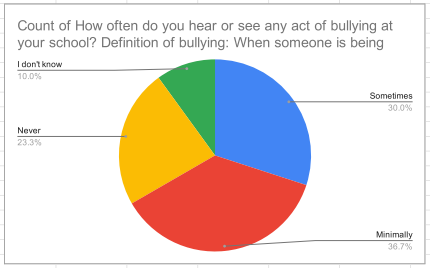

Count of How much do you find the following to be a problem at your school? [Illegal weapons]
I don't know.
10.0%
Never
6.7%
Sometimes
83.3%

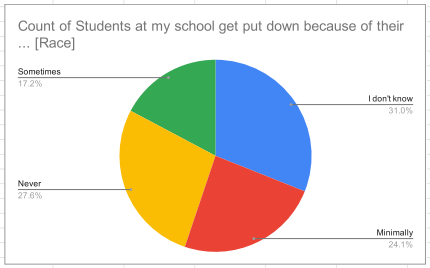

Count of How much do you find the following to be a problem at your school? [Graffiti and vandalism]
Hear it from others.
3.3%
I don't know.
10.0%
Never
26.7%
Sometimes
60.0%

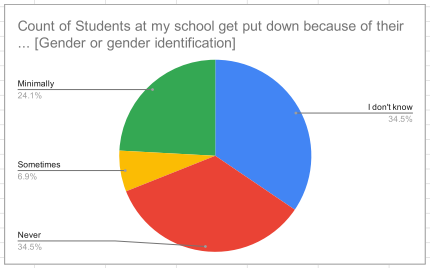

Count of How much do you find the following to be a problem at your school? [People trespassing on campus]
Never
10.0%
Sometimes
13.3%
I never hear or see this
76.7%

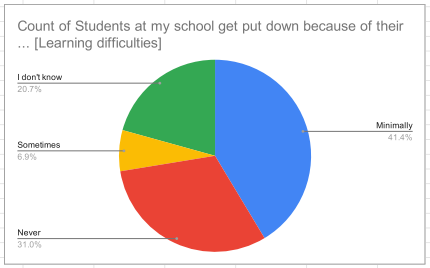

Count of How much do you find the following to be a problem at your school? [Drug use]
I don't know.
13.3%
Never
86.7%

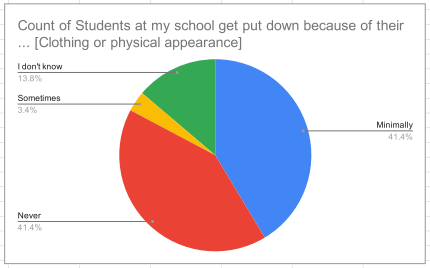

Count of How much do you find the following to be a problem at your school? [Alchohol use]
I don't know.
13.3%
Never
86.7%

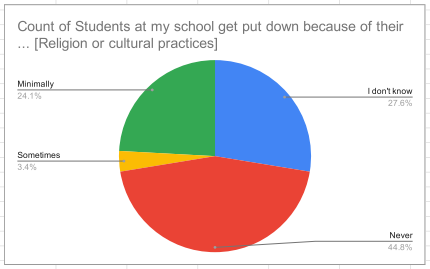

Count of How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being
I don't know
10.0%
Sometimes
30.0%
Never
23.3%
Minimally
36.7%

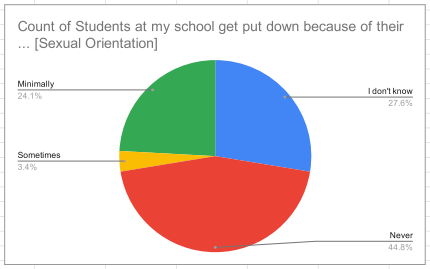

Count of Students at my school get put down because of their ... [Race]
Sometimes
17.2%
I don't know
31.0%
Never
27.6%
Minimally
24.1%

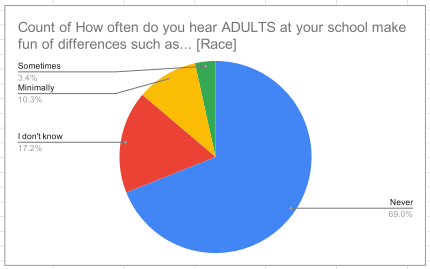

Count of Students at my school get put down because of their ... [Gender or gender identification]
Minimally
24.1%
I don't know
34.5%
Sometimes
6.9%
Never
34.5%

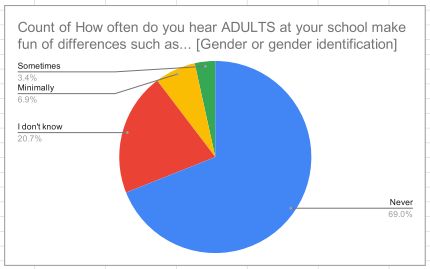

Count of Students at my school get put down because of their ... [Learning difficulties]
I don't know
20.7%
Minimally
41.4%
Sometimes
6.9%
Never
31.0%

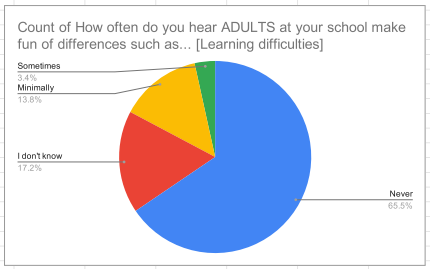

Count of Students at my school get put down because of their ... [Clothing or physical appearance]
I don't know
13.8%
Sometimes
3.4%
Minimally
41.4%
Never
41.4%

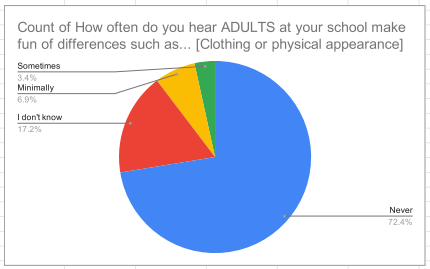

Count of Students at my school get put down because of their ... [Religion or cultural practices]
Minimally
24.1%
I don't know
27.6%
Sometimes
3.4%
Never
44.8%


Count of Students at my school get put down because of their ... [Sexual Orientation]
Minimally
24.1%
I don't know
27.6%
Sometimes
3.4%
Never
44.8%

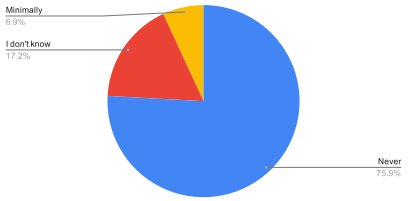

Count of How often do you hear ADULTS at your school make fun of differences such as... [Race]
Sometimes
3.4%
Minimally
10.3%
I don't know
17.2%
Never
69.0%


Count of How often do you hear ADULTS at your school make fun of differences such as... [Gender or gender identification]
Sometimes
3.4%
Minimally
6.9%
I don't know
20.7%
Never
69.0%

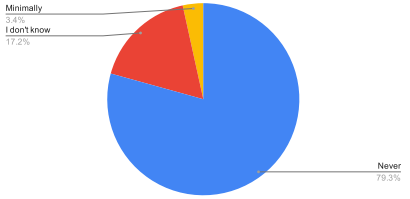

Count of How often do you hear ADULTS at your school make fun of differences such as... [Learning difficulties]
Sometimes
3.4%
Minimally
13.8%
I don't know
17.2%
Never
65.5%


Count of How often do you hear ADULTS at your school make fun of differences such as... [Clothing or physical appearance]
Sometimes
3.4%
Minimally
6.9%
I don't know
17.2%
Never
72.4%

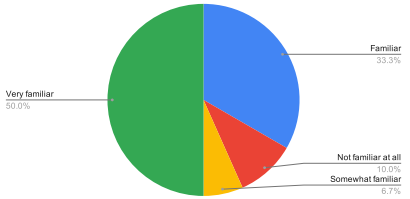
Count of How often do you hear ADULTS at your school make fun of differences such as... [Religion or cultural practices]



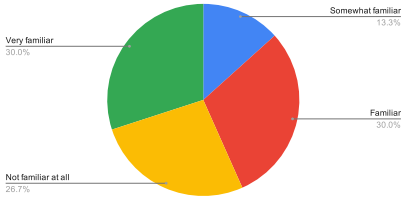
Count of How often do you hear ADULTS at your school make fun of differences such as... [Sexual Orientation]



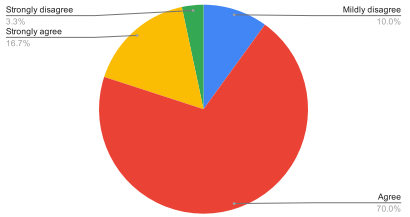
Count of How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]



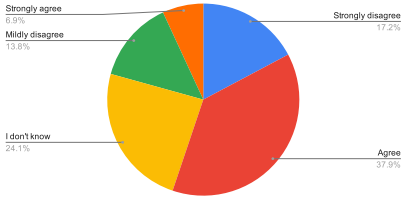
Count of How familiar are you with the following? [Cyberbullying rules and consequences when those rules are



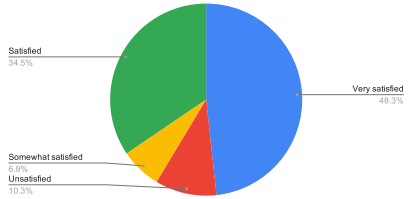
Count of I think Staff enforces rules fairly and appropriately.



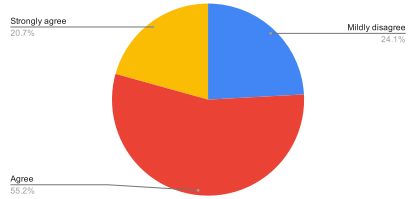
Count of I think that suspensions and expulsions are assigned when necessary.



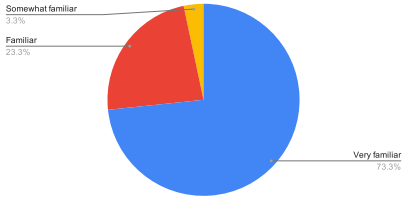
How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?



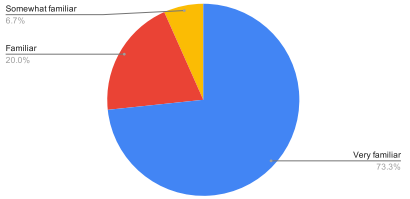
Count of My school provides adequate training for staff on school policies and procedures.



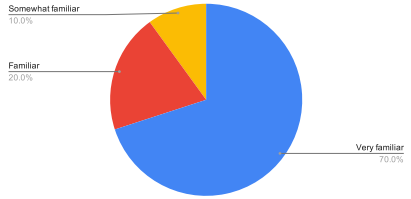
Count of How well do understand your school Emergency procedures? [Fire Drill]



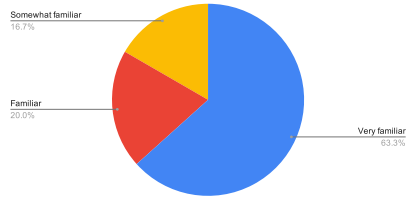
Count of How well do understand your school Emergency procedures? [Earthquake Drill]

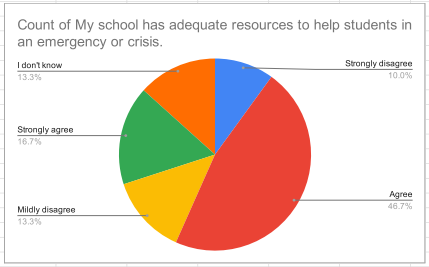


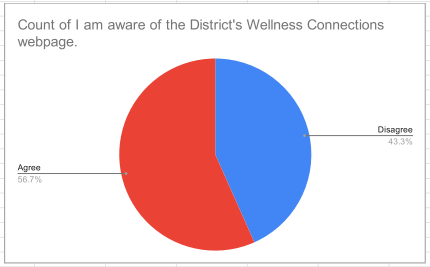
Count of How well do understand your school Emergency procedures? [Shelter in Place]

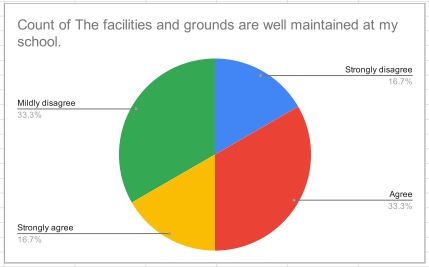


Count of How well do understand your school Emergency procedures? [Run, Hide, Defend]




Count of My school has adequate resources to help students in an emergency or crisis.
I don't know
13.3%
Strongly disagree
10.0%
Strongly agree
16.7%
Agree
46.7%
Mildly disagree
13.3%


Count of I am aware of the District's Wellness Connections webpage.
Disagree
43.3%
Agree
56.7%


Count of The facilities and grounds are well maintained at my school.
Strongly disagree
16.7%
Mildly disagree
33.3%
Agree
33.3%
Strongly agree
16.7%