



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kenilworth Junior High School	49708626062137	April 23, 2026	May 12, 2026

Purpose and Description

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

Schoolwide Program

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

Kenilworth Junior High School's plan for meeting ESSA requirements is aligned to the district's Local Control and Accountability Plan and reflected in the goals, actions, and expenditures outlined in the SPSA. The plan is informed by student achievement, engagement, and climate data and is designed to improve outcomes for all students, particularly student groups with identified areas of need. Federal, state, and local resources are coordinated to support evidence-based strategies focused on high-quality teaching and learning, equity and access, student wellness and safety, and family engagement.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Kenilworth Junior High School uses surveys throughout the school year to gather student, family, and staff input and to inform school improvement efforts. Each year, the school administers the comprehensive YouthTruth Survey to students, families, and staff to gather data related to school climate, belonging, engagement, relationships, and communication. In addition, YouthTruth Pulse Surveys are administered during the year to gather more timely feedback and monitor student experience.

This year, student participation in YouthTruth increased significantly, supported by administration during Advisory. Staff and family participation also increased, although additional participation from both groups is still needed to strengthen the usefulness of the data for schoolwide improvement. Survey results continue to help the school identify strengths and areas of need and inform actions related to student connectedness, trusted adult relationships, attendance, school climate, and family engagement.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted throughout the school year through both formal and informal visits. Formal observations provide insight into instructional planning, implementation of district-adopted curriculum, student engagement, and classroom environment. Informal observations support a consistent administrative presence in classrooms and provide regular opportunities to monitor instructional practice, student participation, and the effectiveness of schoolwide support structures.

Observations this year showed many positive instructional practices, including standards-aligned instruction, student collaboration, and the use of technology and discussion structures to support learning. At the same time, observations reinforced the need for alignment and continued attention to differentiation, targeted supports, and inclusive instructional practices in order to improve outcomes for English Learners, Students with Disabilities, and other identified student groups. Classroom observations continue to inform priorities for instructional improvement and support ongoing reflection on teaching and learning across the school.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

2024–25 CAASPP, Dashboard, ELPAC, and YouthTruth data were used to identify schoolwide strengths and areas of need and to inform SPSA goals. Data indicate relative strength in ELA and English Learner Progress, while mathematics, science, chronic absenteeism, and student connectedness remain priorities for improvement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers collaborate during Wednesday meeting times, including department and cross-grade collaboration, to review student progress and discuss instructional practice. The use of curriculum-embedded assessments is ongoing, while the use of common assessments and other progress-monitoring data to inform instructional adjustments is beginning in some departments and remains an important area for growth. Continued focus is needed to strengthen consistent use of assessment data to support differentiation, targeted intervention, and instructional decision-making for identified student groups.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

97% of Kenilworth teachers meet applicable ESEA and state credentialing requirements and are appropriately assigned.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have access to district-adopted instructional materials, coaching support, and professional development in core content areas through both site-based and district-level support.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All assessments are aligned to adopted California state standards and are used to monitor student progress.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers have access to ongoing professional development through district offerings, site-allocated funding, and support connected to recently adopted instructional materials. KJHS also provides site-based support through collaboration with Special Education teachers, the ELRT Coordinator, and ELD teachers to strengthen accommodations, English Learner services, and inclusive instructional practices. Professional learning continues to support implementation aligned with the California English Learner Roadmap.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have weekly time allotted for grade level collaboration and professional learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All students are provided access to district-adopted curriculum and state-approved instructional materials aligned to grade-level California state standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers provide the required instructional minutes for students and maintain accompanying weekly engagement documentation in accordance with district and state requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Intervention courses are assigned within the English and Math departments to provide targeted academic support. Kenilworth also uses push-in supports and collaboratively taught courses to meet the needs of students with IEPs while supporting access to grade-level instruction in the general education setting.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials, including related technology resources, are provided to all staff and students to support access to grade-level instruction and standards-aligned learning.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers are expected to use state-approved, district-adopted instructional materials and standards-aligned supplemental and intervention resources to support student learning.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Kenilworth Junior High School uses Title I funds and special education resources to support targeted academic interventions, including ELD classes aligned to students' language proficiency levels and collaboratively taught English and Math classes for students with IEPs. Kenilworth also offers an after-school Homework Club, open to all students, to provide additional academic support.

Evidence-based educational practices to raise student achievement

Evidence-based educational practices are supported through ongoing professional development, collaboration with district staff, partnership with the Sonoma County Office of Education, and the implementation of research-based instructional strategies.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Kenilworth has two academic counselors, three marriage and family therapists, a school psychologist, and two administrators who all play a role in supporting underachieving students and meeting with their families. We also partner with community programs such as Mentor Me and use outreach tools like ParentSquare, social media, and school tours with the principal.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The overall site program is regularly reviewed through School Site Council, the Principal's Advisory Committee, and staff meetings. Student data and survey results are used to inform discussions, monitor progress, and guide decisions about site goals, actions, and services. While the PTSA provides strong support for the school community, KJHS recognizes the need to increase parent/guardian and student voice within School Site Council to ensure broader representation. Strengthening engagement in ELAC also remains a priority area for the site.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to provide services and supports that enable students who are not yet meeting grade-level standards to access targeted academic, language, and social-emotional support. These services include a bilingual instructional assistant, two guidance counselors, support and intervention classes, intervention materials and instruction, and collaborative time for teacher professional learning, data analysis, and instructional planning.

Fiscal support (EPC)

Fiscal support is provided to increase student achievement and improve access to academic, behavioral, and social-emotional supports. Resources support guidance counselors, Student Advisors, marriage and family therapists, zero-period courses, collaboratively taught classes, ELD courses, an English Learner Resource Teacher, after-school Homework Club, and grade-level professional learning, collaboration, and training for staff.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The development and annual review of the 2026–27 SPSA included consultation with School Site Council, ELAC, PTSA, staff, and the Principal's Advisory Committee (PAC). The finalized SPSA is shared with PAC and ELAC, and input from these groups is considered as part of the review and refinement process.

School Site Council is the primary group responsible for the annual development, monitoring, and approval of the SPSA. Meetings are held monthly from September through May. Initial meetings focus on reviewing implementation of the current plan and progress toward SPSA goals. Additional meetings are used to review data, identify needs, and revise goals, strategies, and expenditures for the upcoming school year. The final meeting is used to review the completed plan, approve the SPSA, and obtain required signatures.

Resource Inequities

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

As a Title I school, Kenilworth Junior High School uses supplemental Title I funds to support improved academic achievement and access to targeted interventions for students who are under-resourced and/or not yet meeting grade-level standards. In reviewing LEA and school-level budgeting, no resource inequities were identified.

Family engagement continues to be an area for growth. KJHS will continue to strengthen outreach to all educational partners, with particular attention to families of English Learners and other student groups identified through school and district data. The school will review participation patterns, identify accessible meeting times and relevant topics, and use multiple communication methods to increase family participation in ELAC, School Site Council, PTSA, and LCAP input opportunities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.26%	0.73%	0.37%	2	6	3
African American	1.16%	1.82%	1.11%	9	15	9
Asian	3.08%	2.06%	2.22%	24	17	18
Filipino	0.51%	0.36%	0.12%	4	3	1
Hispanic/Latino	43.39%	41.75%	41.63%	338	344	338
Pacific Islander	0.13%	0.24%	0.25%	1	2	2
White	46.08%	48.06%	48.65%	359	396	395
Two or More Races	5.26%	4.85%	5.67%	41	40	46
Not Reported	0.13%	0.12%	%	1	1	
Total Enrollment				779	824	812

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 7	412	411	406
Grade 8	367	413	406
Total Enrollment	779	824	812

Conclusions based on this data:

- Enrollment at Kenilworth declined slightly for the 2025–2026 school year. While there is no single identified cause, this appears to be related to lower enrollment at several feeder schools. We will continue to monitor these trends as part of ongoing planning.

School and Student Performance Data

English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	92	77	62	11.8%	9.3%	7.6%
Fluent English Proficient (FEP)	189	203	190	24.3%	24.6%	23.4%

Conclusions based on this data:

- The number and percentage of English Learners have steadily decreased over the past three years, from 92 students (11.8%) in 2022–23 to 62 students (7.6%) in 2024–25.
- While the Fluent English Proficient population has remained relatively stable, continued attention to English Learner progress and reclassification remains important.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	410	411	399	404	403	383	403	403	383	98.5	98.1	96
Grade 8	365	409	403	360	394	382	359	393	381	98.6	96.3	94.8
All Grades	775	820	802	764	797	765	762	796	764	98.6	97.2	95.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2559.	2537.	2565.	19.60	12.16	19.06	37.72	38.21	36.55	23.08	22.08	26.63	19.60	27.54	17.75
Grade 8	2542.	2558.	2551.	11.42	13.49	12.34	28.97	36.39	34.65	33.15	24.94	26.77	26.46	25.19	26.25
All Grades	N/A	N/A	N/A	15.75	12.81	15.71	33.60	37.31	35.60	27.82	23.49	26.70	22.83	26.38	21.99

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	19.90	13.15	16.75	64.48	63.52	67.80	15.62	23.33	15.45
Grade 8	15.04	17.56	15.49	53.76	56.74	57.22	31.20	25.70	27.30
All Grades	17.59	15.33	16.12	59.39	60.18	62.52	23.02	24.50	21.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	26.63	19.35	28.61	50.00	56.82	58.01	23.37	23.82	13.39
Grade 8	15.41	21.37	17.59	61.62	55.98	57.22	22.97	22.65	25.20
All Grades	21.32	20.35	23.10	55.50	56.41	57.61	23.18	23.24	19.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	15.75	9.93	14.14	73.00	75.93	75.39	11.25	14.14	10.47
Grade 8	11.70	11.96	12.34	73.26	73.79	70.87	15.04	14.25	16.80
All Grades	13.83	10.93	13.24	73.12	74.87	73.13	13.04	14.20	13.63

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	18.45	16.87	17.02	68.58	61.54	67.54	12.97	21.59	15.45
Grade 8	12.26	17.56	17.06	69.36	67.94	68.24	18.38	14.50	14.70
All Grades	15.53	17.21	17.04	68.95	64.70	67.89	15.53	18.09	15.07

Conclusions based on this data:

1. In 2024–25, overall ELA outcomes improved slightly, with 51.31% of students meeting or exceeding standards and the percentage of students not meeting standards decreasing to 21.99%.
2. Subclaim data suggest growth in writing and reading, especially in reducing the percentage of students performing below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	410	411	399	398	401	385	398	401	385	97.1	97.6	96.5
Grade 8	365	409	403	353	396	379	353	396	378	96.7	96.8	94
All Grades	775	820	802	751	797	764	751	797	763	96.9	97.2	95.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2547.	2531.	2541.	21.36	14.96	18.44	22.86	22.69	24.16	28.14	31.67	29.61	27.64	30.67	27.79
Grade 8	2540.	2561.	2549.	13.03	19.95	17.72	19.55	20.71	19.05	31.16	28.03	30.95	36.26	31.31	32.28
All Grades	N/A	N/A	N/A	17.44	17.44	18.09	21.30	21.71	21.63	29.56	29.86	30.28	31.69	30.99	30.01

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	20.85	16.71	18.96	48.99	53.37	53.25	30.15	29.93	27.79
Grade 8	12.75	18.94	14.29	56.94	56.31	58.73	30.31	24.75	26.98
All Grades	17.04	17.82	16.64	52.73	54.83	55.96	30.23	27.35	27.39

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	18.59	11.22	14.81	57.79	62.09	61.04	23.62	26.68	24.16
Grade 8	13.31	17.93	18.78	59.21	56.31	57.14	27.48	25.76	24.07
All Grades	16.11	14.55	16.78	58.46	59.22	59.11	25.43	26.22	24.12

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	17.84	11.97	15.32	64.07	69.33	63.38	18.09	18.70	21.30
Grade 8	14.73	17.42	15.87	62.04	66.16	64.55	23.23	16.41	19.58
All Grades	16.38	14.68	15.60	63.12	67.75	63.96	20.51	17.57	20.45

Conclusions based on this data:

1. In 2024–25, overall mathematics achievement showed modest improvement, with 39.72% of students meeting or exceeding standards and the percentage of students not meeting standards decreasing slightly to 30.01%.
2. Performance trends suggest continued growth opportunities in mathematical reasoning and communication, while maintaining high participation and strengthening support for students performing at the nearly met and not met levels remain important priorities.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1538.9	1524.7	1563.8	1554.8	1520.2	1559.0	1522.5	1528.6	1567.9	35	39	28
8	1529.0	1543.3	1588.8	1545.2	1539.2	1600.0	1512.1	1546.9	1577.1	26	30	34
All Grades										61	69	62

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	20.00	20.51	42.86	40.00	38.46	25.00	17.14	25.64	14.29	22.86	15.38	17.86	35	39	28
8	16.00	26.67	44.12	32.00	36.67	26.47	28.00	23.33	14.71	24.00	13.33	14.71	25	30	34
All Grades	18.33	23.19	43.55	36.67	37.68	25.81	21.67	24.64	14.52	23.33	14.49	16.13	60	69	62

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	48.57	28.21	50.00	28.57	46.15	28.57	8.57	12.82	7.14	14.29	12.82	14.29	35	39	28
8	40.00	23.33	50.00	28.00	53.33	23.53	12.00	13.33	14.71	20.00	10.00	11.76	25	30	34
All Grades	45.00	26.09	50.00	28.33	49.28	25.81	10.00	13.04	11.29	16.67	11.59	12.90	60	69	62

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	8.57	5.13	32.14	20.00	25.64	17.86	34.29	46.15	32.14	37.14	23.08	17.86	35	39	28
8	0.00	6.67	29.41	8.00	26.67	17.65	40.00	40.00	26.47	52.00	26.67	26.47	25	30	34
All Grades	5.00	5.80	30.65	15.00	26.09	17.74	36.67	43.48	29.03	43.33	24.64	22.58	60	69	62

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	11.43	12.82	28.57	57.14	53.85	57.14	31.43	33.33	14.29	35	39	28
8	20.00	20.00	52.94	44.00	56.67	29.41	36.00	23.33	17.65	25	30	34
All Grades	15.00	15.94	41.94	51.67	55.07	41.94	33.33	28.99	16.13	60	69	62

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	80.00	56.41	60.71	8.57	30.77	28.57	11.43	12.82	10.71	35	39	28
8	68.00	63.33	70.59	16.00	26.67	17.65	16.00	10.00	11.76	25	30	34
All Grades	75.00	59.42	66.13	11.67	28.99	22.58	13.33	11.59	11.29	60	69	62

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	8.57	7.69	39.29	28.57	43.59	21.43	62.86	48.72	39.29	35	39	28
8	4.00	16.67	38.24	12.00	40.00	17.65	84.00	43.33	44.12	25	30	34
All Grades	6.67	11.59	38.71	21.67	42.03	19.35	71.67	46.38	41.94	60	69	62

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	14.29	10.26	17.86	60.00	79.49	78.57	25.71	10.26	3.57	35	39	28
8	8.00	6.67	2.94	76.00	83.33	91.18	16.00	10.00	5.88	25	30	34
All Grades	11.67	8.70	9.68	66.67	81.16	85.48	21.67	10.14	4.84	60	69	62

Conclusions based on this data:

1. In 2024–25, English learner performance improved across multiple ELPAC measures, including higher overall mean scale scores and an increase in students achieving Level 4 overall proficiency from 23.19% to 43.55%.
2. Growth is especially evident in listening, reading, and writing, where the percentage of students at the beginning level declined, while continued attention is needed to support students moving from Levels 2 and 3 to full English proficiency.

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
812	45.7%	7.6%	0.2%
Total Number of Students enrolled in Kenilworth Junior High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	62	7.6%
Foster Youth	2	0.2%
Homeless	3	0.4%
Socioeconomically Disadvantaged	371	45.7%
Students with Disabilities	117	14.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.1%
American Indian	3	0.4%
Asian	18	2.2%
Filipino	1	0.1%
Hispanic	338	41.6%
Two or More Races	46	5.7%
Pacific Islander	2	0.2%
White	395	48.6%

Conclusions based on this data:

1. Kenilworth's student population reflects both demographic diversity and varied student needs, including 45.7% socioeconomically disadvantaged students, 14.4% students with disabilities, and 7.6% English learners.

2. These data reinforce the importance of sustaining inclusive systems and targeted supports that address the needs of student groups requiring additional academic, behavioral, and social-emotional support.

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The 2025 Fall Dashboard indicates relative strength in English Language Arts and English Learner Progress, with ELA performing at the Green level and English Learner Progress at the Blue level. These results suggest that current instructional supports and systems for language development are producing positive outcomes.

2. Mathematics and Chronic Absenteeism remain areas for continued focus, both identified at the Orange level, while Suspension Rate at Yellow suggests some progress in school climate and student behavior but also indicates room for continued improvement.

School and Student Performance Data

Academic Performance English Language Arts

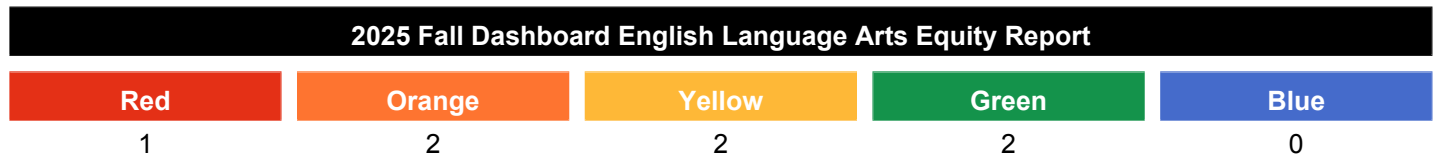
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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  Green 1.6 points below standard Increased 8 points 760 Students	English Learners  Orange 70.8 points below standard Increased 18.2 points 162 Students	Long-Term English Learners  Orange 91.7 points below standard Increased 23.7 points 47 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Yellow 42.1 points below standard Increased 4.8 points 346 Students

Students with Disabilities  Red 110.8 points below standard Declined 5.2 points 116 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 37.2 points above standard Increased 41.4 points 18 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 33 points below standard Increased 14.6 points 314 Students
Two or More Races  Green 23.5 points above standard Declined 3.5 points 45 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 21 points above standard Maintained -0.2 points 368 Students

Conclusions based on this data:

1. The 2025 Fall Dashboard ELA data show overall strong performance for all students at the Green level, with White students and students identifying as Two or More Races also performing in the Green range. Hispanic students, socioeconomically disadvantaged students, English learners, and long-term English learners all increased, indicating progress across several student groups.
2. Students with disabilities remain the most significant area of concern in ELA, performing in the Red range and declining from the prior year. Continued focus is also needed to accelerate achievement for English learners, long-term English learners, Hispanic students, and socioeconomically disadvantaged students, who remain below standard despite growth.

School and Student Performance Data

Academic Performance Mathematics

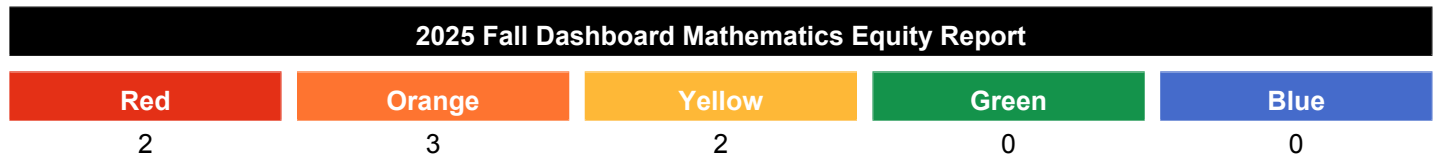
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 31.4 points below standard Maintained -2.9 points 760 Students	English Learners  Orange 98.7 points below standard Increased 8.7 points 165 Students	Long-Term English Learners  Red 136.4 points below standard Declined 9.1 points 46 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Orange 73 points below standard Declined 8.6 points 348 Students

Students with Disabilities  Red 140.2 points below standard Declined 14.6 points 115 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 21.1 points above standard Increased 51.2 points 18 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 60 points below standard Maintained 2.8 points 317 Students
Two or More Races  Yellow 20.7 points below standard Declined 21.6 points 44 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 8.3 points below standard Declined 8.2 points 366 Students

Conclusions based on this data:

1. The 2025 Fall Dashboard Mathematics data indicate that mathematics remains an area of need for Kenilworth, with All Students performing in the Orange range and no student groups performing in the Green or Blue ranges. English learners showed improvement, but most student groups remained below standard.
2. Students with disabilities and long-term English learners are the most significant areas of concern in mathematics, both performing in the Red range and declining from the prior year. Continued focus is also needed for socioeconomically disadvantaged students, Hispanic students, White students, and students identifying as Two or More Races, who remain below standard.

School and Student Performance Data

Academic Performance Science

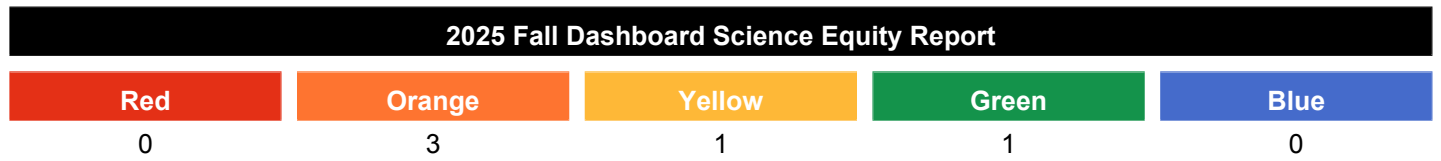
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 52.8 science points Declined 2.5 points 393 Students	English Learners  Orange 37.2 science points Declined 2.6 points 89 Students	Long-Term English Learners  No Performance Color 32.9 science points Maintained -0.8 points 28 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 44.9 science points Declined 3.6 points 187 Students

Students with Disabilities  Orange 36.2 science points Declined 4 points 69 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 46.7 science points Maintained -1.3 points 172 Students
Two or More Races  No Performance Color 55.3 science points Declined 9.4 points 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 58.5 science points Maintained -1.9 points 181 Students

Conclusions based on this data:

1. The 2025 Fall Dashboard Science indicator places KJHS in the Yellow range for All Students, indicating moderate overall performance in science.

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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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
 Blue	 Blue
73.6 making progress.	74.3 making progress.
Number Students: 53 Students	Number Students: 35 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
5.7%	20.8%	0%	73.6%

Conclusions based on this data:

- English Learner Progress is a clear strength for Kenilworth, with both English Learners and Long-Term English Learners performing in the Blue range and more than 73% of students making progress by advancing at least one ELPI level.
- While the majority of students are making progress, continued support is needed for the smaller group of students who maintained lower ELPI levels or decreased a level, in order to accelerate language growth and support reclassification.

School and Student Performance Data

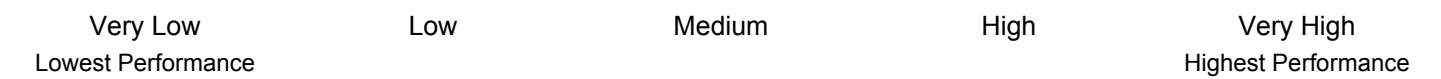
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

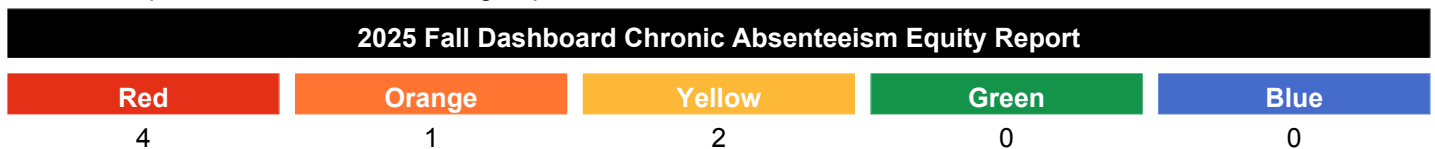
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Orange 15.6% Chronically Absent Maintained 0.3 826 Students	English Learners Red 20.8% Chronically Absent Maintained -0.2 77 Students	Long-Term English Learners Red 24% Chronically Absent Increased 2.6 50 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged Orange 20.4% Chronically Absent Declined 2.2 382 Students

Students with Disabilities  Red 24.8% Chronically Absent Maintained -0.4 129 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 11.1% Chronically Absent Increased 11.1 18 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 15.1% Chronically Absent Declined 3.7 345 Students
Two or More Races  Yellow 14.9% Chronically Absent Declined 2.2 47 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Red 16.7% Chronically Absent Increased 4 401 Students

Conclusions based on this data:

1. Chronic absenteeism remains a significant area of concern, with All Students performing in the Orange range and several student groups, including English learners, long-term English learners, students with disabilities, and White students, in the Red range.
2. While Hispanic students and students identifying as Two or More Races showed improvement, chronic absenteeism increased for long-term English learners and White students and remained high for students with disabilities and socioeconomically disadvantaged students, indicating a need for continued targeted attendance supports.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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RedOrangeYellowGreenBlue
 Lowest PerformanceHighest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

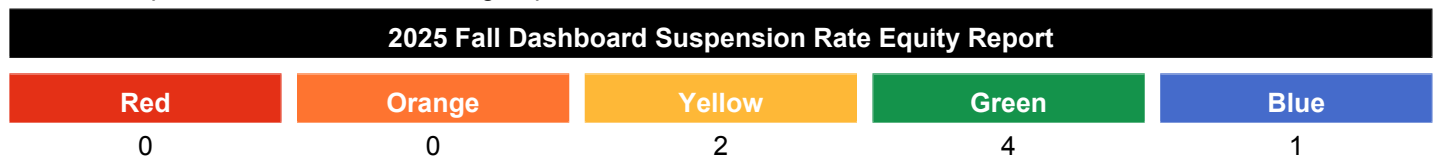
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 2.6% suspended at least one day Maintained 0% 834 Students	English Learners  Green 3.8% suspended at least one day Declined 3.1% 78 Students	Long-Term English Learners  Green 4% suspended at least one day Declined 4.9% 50 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Yellow 4.4% suspended at least one day Maintained 0.2% 387 Students

Students with Disabilities  Green 3.1% suspended at least one day Declined 3.8% 131 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Green 4% suspended at least one day Declined 0.8% 346 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 47 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 2% suspended at least one day Increased 1% 406 Students

Conclusions based on this data:

1. Suspension data suggest relative stability overall, with All Students in the Yellow range and several student groups, including English learners, long-term English learners, students with disabilities, and Hispanic students, performing in the Green range or better.
2. While overall suspension rates remain relatively low, socioeconomically disadvantaged students and White students remain areas for continued focus, as both student groups are in the Yellow range and White students showed an increase from the prior year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will graduate PCS college and career ready
By June 2027, Students with Disabilities will improve in English Language Arts (ELA) and mathematics by at least 30 points, moving from -100.4 to -70.4 in ELA and -139.8 to -109.8 in Mathematics.

Goal 1

By June 30, 2027, the percent of English Learners who Met or Exceeded Standard on the SBAC Mathematics assessment will increase by 10 (from 107.3 to 97.3 points below standard) or more points as reported on the California School Dashboard.

By June 30, 2027, the percent of Students with Disabilities who Met or Exceeded Standard on the SBAC Mathematics assessment will increase by 10 (from 125.6 to 115.6 points below standard) or more points as reported on the California School Dashboard.

By June 30, 2027, the percent of Hispanic students who Met or Exceeded Standard on the SBAC Mathematics assessment will increase by 10 (from 62.8 to 52.8 points below standard) or more points as reported on the California School Dashboard.

By June 30, 2027, the percent of Socioeconomically Disadvantaged students who Met or Exceeded Standard on the SBAC Mathematics assessment will increase by 10 (from 64.4 to 54.4 points below standard) or more points as reported on the California School Dashboard.

Identified Need

CAASPP Scores and Subgroups Below Standard

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Assessment	Based on 2023–24 CAASPP Mathematics results, identified student groups were performing below standard in mathematics. 2024–25 results show mixed outcomes, with improvement for English Learners, maintained performance for Hispanic students, and declines for Students with Disabilities and Socioeconomically Disadvantaged students. These results indicate that	In 2026–27, identified student groups will demonstrate improved mathematics performance on the CAASPP as measured by increased rates of students meeting or exceeding standard and improved performance on the California School Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	mathematics achievement remains an area of need for the identified student groups.	
MDTP Assessments	Based on MDTP results, identified student groups demonstrated gaps in prerequisite mathematics skills as measured by the district MDTP benchmark.	MDTP results will show improvement for each identified student group, as measured by an increase in the percentage of students meeting benchmark and/or a reduction in identified prerequisite skill gaps.
CAASPP/SBAC Interim Assessment Blocks	Based on Smarter Balanced Interim Assessment results, identified student groups demonstrated areas of need in grade-level Math skills as measured by the district assessment benchmark.	Each identified student group, as measured by an increase in the percentage of students meeting benchmark and/or a reduction in identified prerequisite skill gaps.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Include collaborative, co-taught Math class sections in the master schedule at each grade level to provide targeted support for students not meeting grade-level standards in Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students approaching grade-level standards in Mathematics, including English Learners and Socioeconomically Disadvantaged Students

Strategy/Activity

Include a section of AVID in the master schedule to support college and career readiness and promote academic achievement through WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading), helping students meet grade-level standards in Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

26,000

Source(s)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

7th and 8th grade math students utilize a Common Core-aligned digital textbook, which integrates the Standards for Mathematical Practice and supports development of the 4Cs (critical thinking, communication, collaboration, and creativity). Homework support is available through online hints and resources. To ensure equitable access, physical textbooks provided upon request for students who need them.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide staffing for after-school Homework Club, including targeted support for English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

17000

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of MDTP diagnostic assessments and selected Smarter Balanced Interim Assessment Blocks (IABs) and/or Focused Interim Assessment Blocks (FIABs) in Math to monitor student progress on grade-level standards and identify prerequisite skill gaps. Following each assessment window, teachers will analyze student results individually and collaboratively in department/PLC meetings to identify trends, determine which students need additional time and support, and plan targeted instructional next steps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students performing below standard in Mathematics based on state and local assessments.

Strategy/Activity

Provide supplementary instruction using the Study Island program to reinforce grade-level standards and support skill development for students requiring additional academic intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

1100

Discretionary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue implementation of the bell schedule with an Advisory period to support academic check-ins, relationship building, and targeted interventions, while refining the structure to improve effectiveness and better respond to student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During the 2025–26 school year, KJHS implemented targeted mathematics support through designated intervention classes embedded in the master schedule and maintained after-school tutoring through Homework Club. Support for English Learners was further strengthened by ensuring targeted assistance, including bilingual support, was available during Homework Club. These strategies were designed to provide both structured intervention during the school day and additional academic support beyond the instructional day.

Overall, these strategies were partially effective in advancing the goal. English Learners demonstrated some improvement, and Hispanic students generally maintained performance levels; however, Students with Disabilities and Socioeconomically Disadvantaged students declined. These outcomes indicate that, while current interventions provided some benefit, additional refinement is needed to ensure supports are consistently differentiated, accessible, and responsive to the specific learning needs of each identified student group.

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

Based on available information, there were no significant differences between the intended implementation and budgeted expenditures. All strategies were generally implemented as planned.

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 this analysis, KJHS will adjust its strategies by shifting from Math Workshop to restructured collaborative (co-taught) mathematics classes to better support students who are not meeting grade-level standards. KJHS will also continue efforts to offer a section of AVID to provide additional support embedded in the school day. These changes are reflected in the revised strategies and actions under this goal in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will graduate PCS college and career ready.

By June 2027 the percent of English Learners who are improving on the ELPAC will increase 10% to 57.6% as measured by the ELPI.

By June 2027, Students with Disabilities will improve in English Language Arts (ELA) and mathematics by at least 30 points, moving from -100.4 to -70.4 in ELA and -139.8 to -109.8 in mathematics.

Goal 2

By June 30, 2027, the percent of English Learners who Met or Exceeded Standard on the SBAC English Language Arts assessment will increase by 10 (from 89 to 79 points below standard) or more points as reported on the California School Dashboard.

By June 30, 2027, the percent of Students with Disabilities who Met or Exceeded Standard on the SBAC English Language Arts Assessment will increase by 10 (from 105.7 to 95.7 points below standard) or more points as reported on the California School Dashboard.

By June 30, 2027, the percent of Hispanic students who Met or Exceeded Standard on the SBAC English Language Arts Assessment will increase by 10 (from 47.6 to 37.6 points below standard) or more points as reported on the California School Dashboard.

By June 30, 2027, the percent of Socioeconomically Disadvantaged students who Met or Exceeded Standard on the SBAC English Language Arts assessment will increase by 10 (from 47 to 37 points below standard) or more points as reported on the California School Dashboard.

Identified Need

CAASPP Scores and subgroups below standard

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/SBAC ELA Assessment	Based on 2023–24 CAASPP English Language Arts results, identified student groups were performing below standard in ELA. 2024–25 results show improvement for English Learners, Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged students, while Students with Disabilities	In 2026–27, identified student groups will demonstrate improved English Language Arts performance on the CAASPP as measured by increased rates of students meeting or exceeding standard and improved performance on the California School Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	declined. These results indicate that current ELA supports contributed to growth for several student groups, but additional support is still needed for more consistent outcomes across all identified groups.	
CAASPP/SBAC Interim Assessment Blocks	Based on Smarter Balanced Interim Assessment results, identified student groups demonstrated areas of need in grade-level English Language Arts skills as measured by the district assessment benchmark.	Each identified student group, as measured by an increase in the percentage of students meeting benchmark and/or a reduction in identified prerequisite skill gaps.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Include collaborative, co-taught English class sections in the master schedule at each grade level to provide targeted support for students not meeting grade-level standards in English Language Arts (ELA).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting or approaching grade-level standards in ELA, including English Learners and Socioeconomically Disadvantaged Students

Strategy/Activity

Include a section of AVID in the master schedule to support college and career readiness and promote academic achievement through WICOR strategies (Writing, Inquiry, Collaboration,

Organization, and Reading), helping students meet grade-level standards in ELA. Related expenditures are included under Goal 1.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff the after-school Homework Club, with targeted academic support for English Learners. Related expenditures are included under Goal 1.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities and English Learners

Strategy/Activity

Utilize Renaissance Learning programs to assess student progress, inform instruction, and provide targeted intervention for students not meeting grade-level standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

500

Discretionary

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue implementation of the bell schedule with an Advisory period to support academic check-ins, relationship building, and targeted interventions, while refining the structure to improve effectiveness and better respond to student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will administer selected Smarter Balanced Interim Assessment Blocks (IABs) and/or Focused Interim Assessment Blocks (FIABs) in English Language Arts to monitor student progress on grade-level standards and identify prerequisite skill gaps. Following each assessment window, teachers will analyze student results individually and collaboratively in department/PLC meetings to identify trends, determine which students need additional time and support, and plan targeted instructional next steps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During the 2025–26 school year, KJHS implemented strategies to improve English Language Arts outcomes for identified student groups, including designated ELD instruction, co-taught English classes, Homework Club support, and access to digital literacy tools. These strategies were designed to provide targeted literacy support during and beyond the instructional day.

Overall, these strategies were partially effective in advancing the goal. Dashboard data show improvement for English Learners, Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged students, while All Students performed in the Green range. However, Students with Disabilities declined and remained in the Red range. These outcomes indicate that current strategies supported growth for several groups, but further refinement is needed to ensure supports are consistently differentiated and effective for all targeted students, particularly Students with Disabilities.

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

All strategies and expenditures aligned with the articulated goal were implemented as intended.

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

As a result of this analysis, several changes will be made to strengthen support for targeted student groups and improve outcomes in English Language Arts. KJHS will continue efforts to offer an AVID course to support academic achievement through structured skill-building in reading, writing, organization, and collaboration. The school will also continue implementation of the current bell schedule with one weekly Advisory period and will refine Advisory to increase its effectiveness in supporting academic check-ins and targeted interventions. Targeted assistance for English Learners will continue through Homework Club. These changes are reflected in the updated strategies and activities under this goal in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

By January of 2027, the percentile rank of students who respond positively to the following YouthTruth question will increase by 15 percentile points: "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."

Goal 3

Kenilworth Junior High School will strengthen parent, student, and community engagement to promote student success and a positive school climate.

Identified Need

Continue to support and expand school community events that promote engagement, connection, and a positive school climate.
Increase meaningful participation in school decision-making processes, including Site Council and LCAP school representation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site Council Input	In 2025–26, parent participation in School Site Council was minimal and remains a significant area of need.	In 2026–27, KJHS will prioritize a substantial increase in parent participation in School Site Council to ensure stronger family representation and more meaningful involvement in school decision-making processes.
School Surveys/Youth Truth Survey	In 2025–26, school survey and YouthTruth data provided input from students, families, and staff regarding school climate, belonging, engagement, and communication.	In 2026–27, survey participation will be maintained or increased, and survey results will continue to inform school improvement efforts related to engagement, connection, and school climate.
ParentSquare Engagement	In 2025–26, ParentSquare was used weekly to communicate school information, events, and updates to families, with ongoing family engagement through digital communication.	In 2026–27, ParentSquare engagement will increase or be maintained at a strong level, supporting timely communication and stronger family connection to school information and events.
AERIES Portal Visits	In 2025–26, families accessed the AERIES Portal to monitor grades, attendance, and student information, though	In 2026–27, family use of the AERIES Portal will increase, supporting stronger family awareness of student progress,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	usage varied across households.	attendance, and school information.
ELAC Meeting Attendance	In 2025–26, ELAC meetings were held to provide input and engagement opportunities for families of English Learners, with attendance established but still needing growth.	In 2026–27, ELAC participation will increase, and meetings will continue to provide meaningful opportunities for family input and engagement in support of English Learners.
PTSA Meeting Attendance	In 2025–26, PTSA meetings were held monthly and PTSA continued to provide valuable support through school events and activities. At the same time, meeting attendance was limited to Board members, indicating a need to expand broader family participation.	In 2026–27, KJHS will increase outreach and engagement efforts to expand family attendance at PTSA meetings beyond Board membership and strengthen broader parent participation in the school community.
LCAP Committee Attendance	In 2025–26, participation in LCAP engagement opportunities was extremely limited, with only minimal parent representation.	In 2026–27, KJHS will prioritize increased parent participation in the LCAP process to ensure broader family input and more meaningful representation in school and district decision-making.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Active parent participation in IEP and transition meetings, including those for incoming 6th-grade students and rising 9th graders transitioning to high school, to support continuity of services and collaborative planning for student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

KJHS will administer YouthTruth and other school surveys during Advisory to maintain strong student participation and gather feedback on school climate, engagement, and student experience. Results will be used to inform school improvement efforts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All incoming 6th Grade Students

Strategy/Activity

Incoming students and families are engaged through 6th grade feeder-school tours, parent tours with the principal, and a fall Preview Night to support a smooth transition and strengthen school-family connections.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 8th Grade Students

Strategy/Activity

8th Grade Field Trip to Casa Grande High School and Sonoma State University to support high school transition and college awareness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers use the Aeries Portal to maintain gradebooks, providing students and families with real-time access to academic progress. In addition, progress reports are communicated through ParentSquare, and printed report cards are sent home at the end of each semester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers, administrators, coaches, and designated staff use ParentSquare to provide timely and consistent communication with students, families, and colleagues. KJHS also uses ParentSquare to send a weekly community newsletter with a principal’s message, upcoming events, and important school information to keep families informed and support engagement in the school community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

KJHS will continue to hold regular ELAC meetings and improve outreach and communication efforts to increase participation from families of English Learners. ELD teachers will maintain ongoing communication with parents to support student progress, language development, and meaningful family engagement in school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
500	Discretionary

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Spanish-Speaking English Learners and their Families

Strategy/Activity

Bilingual Clerk in the main office provides language support and accessible communication for Spanish-speaking students and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

KJHS will partner with PTSA to increase family involvement by promoting meetings, events, and volunteer opportunities through ongoing outreach and communication. Efforts will focus on expanding participation beyond current board membership and strengthening family engagement in the school community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

KJHS will strengthen parent participation in the LCAP process by increasing outreach, communication, and awareness of opportunities for family input.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

KJHS will intentionally introduce families to opportunities for school participation during Orientation and Back to School Night. Families will receive information about the purpose and importance of parent/guardian involvement in School Site Council, PTSA, and LCAP engagement opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

KJHS will implement targeted outreach to increase family participation in School Site Council. Outreach will include clear communication about the role of School Site Council, the meeting schedule, the time commitment, and the impact parent/guardian representatives have on school planning, budget decisions, and monitoring progress toward SPSA goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During the 2025–26 school year, KJHS implemented multiple strategies to strengthen parent, student, and community involvement, including the weekly community newsletter, family outreach through ParentSquare, school events, ELAC meetings, PTSA collaboration, and administration of the YouthTruth survey. Administering the YouthTruth survey during Advisory was especially effective and led to a significant increase in student participation, along with increases in staff and family participation.

Overall, these strategies were partially effective in advancing the goal. While YouthTruth participation increased, particularly among students, additional participation from staff and families is still needed to more fully inform schoolwide improvement efforts. In addition, parent and caregiver participation in School Site Council and LCAP representation declined, indicating a continued need to strengthen outreach and expand meaningful family involvement in school and district decision-making.

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

All other strategies and expenditures remained consistent with the original plan.

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 this analysis, KJHS will continue to refine strategies to strengthen parent, student, and community involvement. The school will continue to enhance Fall Preview Night and encourage greater teacher participation in order to provide a more engaging experience for incoming families. KJHS will also continue to strengthen family communication through the weekly community newsletter and ParentSquare, while increasing outreach to improve participation in PTSA, School Site Council, ELAC, and LCAP engagement opportunities. Advisory will continue to be used for YouthTruth survey administration to maintain strong student participation, with additional focus on increasing staff and family participation to better guide schoolwide improvement. These changes are reflected in the updated strategies, actions, and metrics under this goal in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

By January of 2027, the percentile rank of students who respond positively to the following YouthTruth question will increase by 15 percentile points: "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."

Goal 4

By January of 2027, the percentile rank of students who respond positively to the following YouthTruth question will increase by 10 percentile points (from 19th to 29th) "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."

Identified Need

Reduction of suspension and truancy rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Suspension rate	2025 California School Dashboard Suspension Rate data indicate that KJHS is in the Yellow performance level for All Students.	In 2026–27, KJHS will maintain or improve Suspension Rate outcomes through continued efforts to reduce suspensions for All Students and identified student groups.
Chronic Absenteeism Rate	In 2024–25, KJHS was in the Orange range for Chronic Absenteeism. In 2025–26, KJHS remained in the Orange range, with 15.6% of students identified as chronically absent. Chronic absenteeism remained a significant area of concern, particularly for English Learners, Long-Term English Learners, Students with Disabilities, and White students, who were in the Red range.	In 2026–27, KJHS will improve Chronic Absenteeism outcomes by reducing the percentage of students identified as chronically absent and improving overall Dashboard performance, with particular attention to student groups with the highest rates of chronic absenteeism.
YouthTruth Survey	In January 2024, KJHS scored 3.13 on the YouthTruth survey item, "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it." In January 2025, KJHS scored	In 2026–27, KJHS will increase its percentile rank on this YouthTruth survey item from the 19th percentile to the 29th percentile or higher.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3.07 and ranked in the 19th percentile on this item.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Advisors provide ongoing check-ins and support for students identified as struggling by counselors and teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students are referred to the school's counseling team, which includes Marriage and Family Therapists (MFTs) and the school psychologist, for social-emotional and behavioral support as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development and associated travel costs support ongoing learning for KJHS teachers, with a focus on bias, inclusivity, racism, and diversity. These efforts aim to foster a school environment that is supportive, equitable, and reflective of the diverse backgrounds and experiences of all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

5,000

Discretionary

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers lead a beginning-of-year “Bootcamp” to review school policies, expectations, and resources with students, helping to establish a positive, consistent, and inclusive school culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will meet in grade-level, departmental, or cross-department groups during shortened Wednesdays to collaborate on strategies that support student achievement and social-emotional interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

KJHS will maintain the Wellness Center as a supportive space where students can access a quiet, structured environment to regulate, reset, and receive support during the school day. The Wellness Center will serve as an option for students who need time to de-escalate, manage stress, or take a brief break in order to return to class ready to engage in learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Kenilworth will continue to collaborate with community partners, including the Petaluma Education Foundation, Mentor Me, and Keep Kids in School to create safe, supportive spaces on campus where students can access services and receive meaningful guidance from mentors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

The ELRT Coordinator oversees ELPAC testing, manages the reclassification process for English Learners, and monitors the progress of reclassified students. The ELRT Coordinator also collaborates with staff to review student data, identify students eligible for reclassification, and ensure English Learners and reclassified students receive appropriate support for continued language development and academic success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

26,000

Source(s)

District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Five sections of designated ELD are included in the master schedule to support students who score an overall 1 or 2 on the ELPAC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

130,000

Source(s)

District Funded

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Activities Director stipend to support a positive school culture through the planning and coordination of student events including carnivals, dances, and spirit days.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1500

Source(s)

Discretionary

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue refining our bell schedule that includes an Advisory period to provide time for academic check-ins, relationship building, and targeted interventions based on student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Rallies and/or assemblies will be added to the instructional calendar to strengthen student connections, build school spirit, and foster a sense of belonging on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement a student recognition system to celebrate academic achievement, positive behavior, and personal growth through rallies and/or assemblies, announcements, and classroom acknowledgments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1000	Discretionary

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

KJHS will provide supervised blacktop activities, sports, and games during unstructured time to promote positive peer connections, increase student engagement, and support student well-being through movement and outdoor activity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
500	Discretionary

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During the 2025–26 school year, KJHS implemented multiple strategies to improve student well-being and strengthen connections between students and adults on campus. These included continued use of the Wellness Center, expanded lunchtime blacktop activities, Breaking Down the Walls workshops, collaboration with community partners such as the Petaluma Education Foundation and Mentor Me, four sections of designated ELD, student events supported through the Activities Director stipend, an Advisory period built into the bell schedule, and three school rallies/assemblies. Together, these strategies were intended to create a more connected, supportive, and positive school environment.

Overall, these strategies provided important opportunities for student support, engagement, and relationship building. However, YouthTruth data indicate that further work is needed to ensure more students feel they have a trusted adult on campus they can turn to when upset, stressed, or having problems. These results suggest that, while the school has implemented a number of positive structures and activities, greater focus is needed on deepening student-adult relationships, increasing student awareness of available supports, and strengthening student recognition efforts so that more students feel seen, supported, and connected at school.

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

There was a difference between the intended implementation and the budgeted expenditures for this goal. Due to district budget reductions, KJHS was unable to hire additional Behavior Intervention Assistants as originally planned. As a result, the school implemented this goal using existing staff and available supports rather than expanded behavioral intervention staffing.

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 this analysis, KJHS will continue to refine strategies to strengthen students' connection to school and trusted adults. The school will continue efforts to offer an AVID section, depending on the master schedule and section allocation, and will continue refining the bell schedule to support Advisory, relationship building, academic check-ins, and targeted interventions. KJHS will also place increased emphasis on student recognition, rallies, and assemblies to strengthen belonging and positive school culture. Although Breaking Down the Walls will not be implemented again next year, the school will continue other strategies that promote student connection and support. These changes are reflected in the updated strategies and activities under this goal in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$209,100.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$17,000.00

Subtotal of additional federal funds included for this school: \$17,000.00

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 (\$)
Discretionary	\$10,100.00
District Funded	\$182,000.00

Subtotal of state or local funds included for this school: \$192,100.00

Total of federal, state, and/or local funds for this school: \$209,100.00

School Site Council Membership

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

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

Name of Members	Role
Whitney Cottrell	Principal
Jessica Dennen	Other School Staff
Sheila Garvey	Classroom Teacher
Dionne Mantoani	Classroom Teacher
Lauren Parnes	Classroom Teacher
Josh Erickson	Parent or Community Member
Annie Nagel	Other School Staff
Leadership Students	Secondary Student
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on 04/23/2026.

Attested:



Principal, Whitney Cottrell on 04/23/2026



SSC Chairperson, Josh Erickson on 04/23/2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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