



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
Petaluma Junior High School	49708626060230	April 2, 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.

Petaluma Junior High School's SPSA maximizes our available resources and is aligned with the PCS Local Control and Accountability Plan (LCAP), which focuses on Common Core State Standards, communication with our school community through engagement and improved services, and connections that support academic success for all district students through the provision of a safe, supportive and inclusive environment. Additionally, Petaluma Junior High School's SPSA represents the goals and programs required in the Every Student Succeeds Act (ESSA). As authorized in ESSA, Petaluma Junior High School's SPSA supports improving student group performance through the use of funding described in our annual goals, strategies, proposed expenditures and activities for student groups. Building on our process of using data collected from multiple sources in timely periods, we will continue to use data to assess the effectiveness of our teaching practices, our curriculum and course offerings, our opportunities for staff, student and parent engagement, and the resources we offer and the strategies we use to support our students' academic, behavioral, and social-emotional growth.

Petaluma Junior High School believes that placing an emphasis on positive school culture, connectedness, inclusion and relationships is the precursor to our students' academic success. This is why many of the activities outlined in our goals cite efforts to strengthen school culture, connectedness, inclusion and relationships, such as the implementation of positive behavioral

interventions and supports (PBIS) and restorative practices. In reviewing the California School Dashboard for the Fall of 2026, we've identified that certain student subgroups, some of whom make up a significant portion of our population, are struggling with academic success and have high rates of chronic absenteeism and suspension. These specific subgroups are our Hispanic population, our English Learners, and our students with disabilities. By placing particular emphasis on increasing these struggling subgroups' connectedness to school, while also making sure that all students benefit from school-wide programs to increase academic success and continue to decrease chronic absenteeism and suspension rates.

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).

PJHS has conducted several surveys in order to gather staff, student, parent, and community input for the year. Surveys include the following: YouthTruth pulse and annual surveys to students, staff and families that gather data on student, staff, and family connectedness to school.

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 occur weekly by both administrators and have included input from district office directors and assistant superintendents. All classrooms are visited. Observations illustrate teacher collaboration, planning, and structured activities through the use of district adopted curriculum and educational technology. Teachers have been utilizing time reserved during the work week (Wednesdays) to support student discourse, academic achievement, and increased collaboration including, but not limited to, department meetings, grade level meetings, staff meetings and professional learning networks. Administrators keep track of classrooms observed, and work to rotate through staff consistently.

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)

SBAC and CAASPP data shows the need for an increased focus on mathematics in particular. This is also supported by CPM standardized tests. Looking at the California Dashboard for PJHS, all students in sub categories (Latinx, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities) need added supports.

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

Teachers collaborate during grade level, staff, department, and professional learning network meetings at least once a month (Wednesdays). This time is used to discuss and plan curriculum and assessments, to review assessment data, to align school-wide expectations and practices, to collaborate across grade levels and subjects, and to look at individual student needs. This data is used to determine student needs and provide necessary interventions as needed. Common assessments have been implemented across departments, with specific emphasis on Math.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

97% of staff meet ESEA requirements for highly qualified teachers.

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 school board approved curriculum and texts, coaching support, and professional development.

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

All assessments are aligned to the Common Core standards

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

Teachers have the support of department chairs, certificated librarian and bilingual staff. All staff are provided with support specific to their English Learners; including assessment data, primary language support, support with designated and integrated ELD, and support with implementing strategies in support of EL students through the ELRT, bilingual clerk, a two bilingual instructional assistants, who also offer after school tutoring on Wednesdays for English Learners. There is also support for Special Education through case managers/SPED teachers, and a Study Skills class.

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

Teachers have time allotted monthly for grade level meetings, department meetings PLN, and other collaborative meetings.

Teaching and Learning

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

All students are provided with district adopted curriculum along, and staff receive a materials budget that is state approved and aligned to grade level CCSS.

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

All teachers adhere to the recommended instructional minutes for all students.

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

All class periods follow the schedule with an emphasis on key standards. There are structured interventions provided to students as needed, as well as an embedded Advisory period for all students.

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

Adopted standards based instructional materials as well as related technology are provided to all staff and students.

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 use state approved adopted materials and standard aligned materials.

Opportunity and Equal Educational Access

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

Interventions are provided to students as needed, monitored through data review, discussions at grade-level, PAC, and whole staff meetings.

Evidence-based educational practices to raise student achievement

Evidence based educational practices are supported through targeted professional development, partnerships with the district office, the Sonoma County Office of Education, and researched based practices.

Parental Engagement

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

On-site resources include: PTSA, School Site Council, ELAC, YouThrive, Mentor Me, Keeping Kids In School, as well as ongoing opportunities to develop and sustain community partnerships. These include meetings, communication through Parent Square, social media, daily audio announcements, weekly video announcements, website updates, school site events, and student recognitions such as Student of the Month awards.

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)

NA

Funding

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

Title 1 Funds will provide a section to our ELA department to decrease class sizes and increase support, after school tutoring, and enrichment activities. Services provided by categorical funds include bilingual clerk, bilingual instructional assistant, counselors, ELRT, intervention materials and instruction, along with collaboration time for teaching professional learning and planning.

Fiscal support (EPC)

NA

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

Section 1: Stakeholder Engagement

Description of Involvement Process Implemented

We had PTSA general meetings to look at our priorities for 2025/26 school year on: 9/25, 10/13, 1/12, 3/2.

ELAC meetings were held on 10/2, 12/4, 3/26.

School Site Council (SSC) meetings were held on 10/17, 2/26, 4/2, and 5/15.

The School Site Council was asked to discuss, review, give feedback, ask questions of and approve the SPSA for PJHS. Approval of the plan was at the April 2, 2026 SSC meeting.

The goals of the SPSA were addressed at ELAC meetings in the 25/26 school year (dates above). The ELAC completed a needs assessment on 12/4/26 and attendees provided specific feedback to integrate into the SPSA. That feedback was reviewed by ELAC at 3/26/26 meeting. ELAC feedback was also reviewed by SSC at 4/2/26 meeting.

The SPSA's goals and areas of focus are aligned with the district's LCAP.

Resource Inequities

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

N/A

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	0.44%	0.93%	1.10%	2	4	5
African American	0.67%	0.70%	0.22%	3	3	1
Asian	0.67%	0.93%	1.76%	3	4	8
Filipino	0%	0.47%	0.44%	0	2	2
Hispanic/Latino	31.93%	35.28%	35.02%	144	151	159
Pacific Islander	0.67%	0.47%	0.44%	3	2	2
White	61.42%	56.54%	56.17%	277	242	255
Two or More Races	4.21%	3.97%	4.19%	19	17	19
Not Reported	0%	0.70%	0.66%	0	3	3
Total Enrollment				451	428	454

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 7	214	227	227
Grade 8	237	201	227
Total Enrollment	451	428	454

Conclusions based on this data:

1. Our enrollment has increased from prior year.
2. PJHS's Latino/Hispanic population, as well as the White population, are by far the most dominant student sub groups
3. Our student subgroups are staying consistent.

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	31	33	26	6.9%	7.7%	5.7%
Fluent English Proficient (FEP)	84	70	82	18.6%	16.4%	18.1%
Reclassified Fluent English Proficient (RFEP)	77			17%		

Conclusions based on this data:

1. PJHS's population of English Learners has fluctuated over the last three years.
2. The population of Fluent English Proficient has remained steady over the last three years, with an increase this year.
3. The data of Reclassified Fluent English Proficient is incomplete.

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	209	224	227	204	217	224	204	217	224	97.6	96.9	98.7
Grade 8	235	205	228	228	191	226	228	191	226	97.0	93.2	99.1
All Grades	444	429	455	432	408	450	432	408	450	97.3	95.1	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2533.	2544.	2543.	11.27	12.44	13.84	35.78	30.88	37.05	27.45	35.02	26.34	25.49	21.66	22.77
Grade 8	2565.	2537.	2566.	18.42	9.42	15.49	37.72	31.94	37.17	18.42	29.84	24.34	25.44	28.80	23.01
All Grades	N/A	N/A	N/A	15.05	11.03	14.67	36.81	31.37	37.11	22.69	32.60	25.33	25.46	25.00	22.89

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	14.71	16.13	17.86	56.86	68.66	60.71	28.43	15.21	21.43
Grade 8	20.18	11.52	25.22	57.46	63.87	52.21	22.37	24.61	22.57
All Grades	17.59	13.97	21.56	57.18	66.42	56.44	25.23	19.61	22.00

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	20.59	17.51	15.18	52.94	58.53	60.71	26.47	23.96	24.11
Grade 8	19.74	9.47	16.81	52.19	54.21	51.77	28.07	36.32	31.42
All Grades	20.14	13.76	16.00	52.55	56.51	56.22	27.31	29.73	27.78

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	8.82	16.13	12.95	75.49	69.59	73.21	15.69	14.29	13.84
Grade 8	15.79	17.28	13.72	69.74	68.06	77.43	14.47	14.66	8.85
All Grades	12.50	16.67	13.33	72.45	68.87	75.33	15.05	14.46	11.33

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	14.22	16.13	17.86	66.67	66.36	66.52	19.12	17.51	15.63
Grade 8	25.44	18.32	19.91	62.72	63.87	64.60	11.84	17.80	15.49
All Grades	20.14	17.16	18.89	64.58	65.20	65.56	15.28	17.65	15.56

Conclusions based on this data:

1. Overall student participation has remained high over the 3 years.
2. Overall student achievement of standard met and exceeded increased last year.
3. Writing continues to be an area of greatest need, while Listening continues to be the area of greatest strength

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	209	224	227	206	222	223	206	222	223	98.6	99.1	98.2
Grade 8	235	205	228	228	198	226	227	198	226	97.0	96.6	99.1
All Grades	444	429	455	434	420	449	433	420	449	97.7	97.9	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2523.	2531.	2531.	15.05	16.22	17.04	21.36	22.52	23.77	32.52	29.73	30.94	31.07	31.53	28.25
Grade 8	2525.	2511.	2525.	16.30	8.59	15.04	12.78	16.16	14.16	33.48	28.79	26.11	37.44	46.46	44.69
All Grades	N/A	N/A	N/A	15.70	12.62	16.04	16.86	19.52	18.93	33.03	29.29	28.51	34.41	38.57	36.53

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	16.02	17.12	17.04	49.03	51.80	55.61	34.95	31.08	27.35
Grade 8	15.86	7.58	12.39	44.49	50.51	46.90	39.65	41.92	40.71
All Grades	15.94	12.62	14.70	46.65	51.19	51.22	37.41	36.19	34.08

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	14.08	18.92	14.35	61.17	54.95	59.19	24.76	26.13	26.46
Grade 8	12.78	10.10	16.37	58.15	55.05	55.31	29.07	34.85	28.32
All Grades	13.39	14.76	15.37	59.58	55.00	57.24	27.02	30.24	27.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	12.62	10.81	10.76	62.14	67.57	65.47	25.24	21.62	23.77
Grade 8	12.78	10.10	12.39	63.88	63.13	61.06	23.35	26.77	26.55
All Grades	12.70	10.48	11.58	63.05	65.48	63.25	24.25	24.05	25.17

Conclusions based on this data:

- Over the last three years, the percentage of students tested have increased.
- Communicating Reasoning continues to be an area of strength, with over 3/4 of students meeting or exceeding standard last year.
- The percentage of students exceeding standard has increased from prior year.

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	1527.3	1536.6	1521.6	1543.3	1539.5	1534.8	1510.7	1533.3	1507.8	13	22	13
8	1565.5	1453.7	1535.2	1561.1	1433.2	1540.9	1569.4	1473.9	1529.0	16	15	13
All Grades										29	37	26

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	30.77	31.82	15.38	15.38	27.27	30.77	23.08	18.18	30.77	30.77	22.73	23.08	13	22	13
8	43.75	0.00	38.46	37.50	13.33	15.38	6.25	26.67	0.00	12.50	60.00	46.15	16	15	13
All Grades	37.93	18.92	26.92	27.59	21.62	23.08	13.79	21.62	15.38	20.69	37.84	34.62	29	37	26

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	46.15	45.45	46.15	23.08	27.27	30.77	0.00	4.55	0.00	30.77	22.73	23.08	13	22	13
8	56.25	6.67	46.15	31.25	26.67	7.69	0.00	6.67	7.69	12.50	60.00	38.46	16	15	13
All Grades	51.72	29.73	46.15	27.59	27.03	19.23	0.00	5.41	3.85	20.69	37.84	30.77	29	37	26

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	23.08	18.18	0.00	7.69	18.18	0.00	0.00	27.27	61.54	69.23	36.36	38.46	13	22	13
8	18.75	0.00	15.38	50.00	6.67	15.38	12.50	20.00	15.38	18.75	73.33	53.85	16	15	13
All Grades	20.69	10.81	7.69	31.03	13.51	7.69	6.90	24.32	38.46	41.38	51.35	46.15	29	37	26

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	30.77	18.18	15.38	38.46	50.00	61.54	30.77	31.82	23.08	13	22	13
8	31.25	0.00	30.77	56.25	33.33	30.77	12.50	66.67	38.46	16	15	13
All Grades	31.03	10.81	23.08	48.28	43.24	46.15	20.69	45.95	30.77	29	37	26

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	69.23	72.73	61.54	7.69	4.55	23.08	23.08	22.73	15.38	13	22	13
8	81.25	33.33	61.54	6.25	6.67	0.00	12.50	60.00	38.46	16	15	13
All Grades	75.86	56.76	61.54	6.90	5.41	11.54	17.24	37.84	26.92	29	37	26

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	23.08	13.64	0.00	7.69	45.45	38.46	69.23	40.91	61.54	13	22	13
8	37.50	0.00	23.08	37.50	13.33	15.38	25.00	86.67	61.54	16	15	13
All Grades	31.03	8.11	11.54	24.14	32.43	26.92	44.83	59.46	61.54	29	37	26

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	23.08	13.64	0.00	38.46	63.64	92.31	38.46	22.73	7.69	13	22	13
8	12.50	0.00	0.00	75.00	40.00	69.23	12.50	60.00	30.77	16	15	13
All Grades	17.24	8.11	0.00	58.62	54.05	80.77	24.14	37.84	19.23	29	37	26

Conclusions based on this data:

1. There was a big increase in students scoring a 4 overall last year.
2. The Speaking domain is the area where most students are demonstrating strength on the subtest, but still is lower than two years ago.
3. The Reading domain is the area where most students are struggling on the subtest, with over 60% of students scoring at the beginning level.

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
454	45.4%	5.7%	0.0%
Total Number of Students enrolled in Petaluma 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	26	5.7%
Foster Youth	0	0.0%
Homeless	1	0.2%
Socioeconomically Disadvantaged	206	45.4%
Students with Disabilities	92	20.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2%
American Indian	5	1.1%
Asian	8	1.8%
Filipino	2	0.4%
Hispanic	159	35%
Two or More Races	19	4.2%
Pacific Islander	2	0.4%
White	255	56.2%

Conclusions based on this data:

1. Our total population of students includes 45.4% of students that or socioeconomically disadvantaged

2. Our SWD subgroup is significantly high at roughly 20%
3. Hispanic students make up the second largest sub group of the student population at 35%, which is consistent from prior year.

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  Green
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- Student suspension rates (conditions & climate) continue to be area with the greatest improvement in the Green zone.
- Mathematics continues to be an area that needs to be improved.
- ELA increased into the green zone.

School and Student Performance Data

Academic Performance English Language Arts

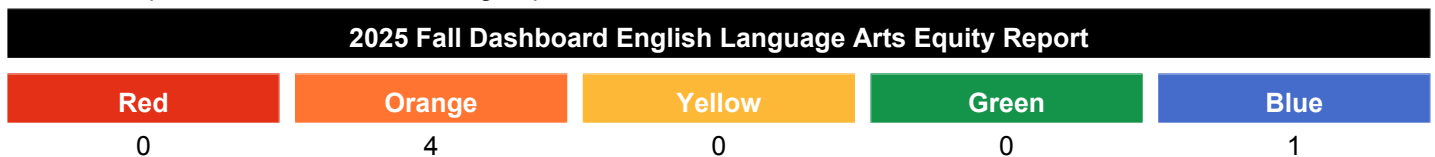
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 3.1 points below standard Increased 11.6 points 435 Students	English Learners Orange 91.3 points below standard Increased 4.2 points 82 Students	Long-Term English Learners No Performance Color 95.6 points below standard Declined 14.3 points 14 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged Orange 44.3 points below standard Maintained 1.8 points 198 Students

Students with Disabilities  Orange 87.2 points below standard Increased 8.5 points 89 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 47.1 points below standard Declined 7.2 points 151 Students
Two or More Races  No Performance Color 2.2 points above standard Declined 18.4 points 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 23.9 points above standard Increased 24.3 points 245 Students

Conclusions based on this data:

1. A subgroup that struggled significantly in prior years is Students with Disabilities. This group increased by 8.5 points.
2. Another subgroup that also struggled significantly is English Learners. This group is still significantly below standard, but did increase.
3. All students increased by 11 points.

School and Student Performance Data

Academic Performance Mathematics

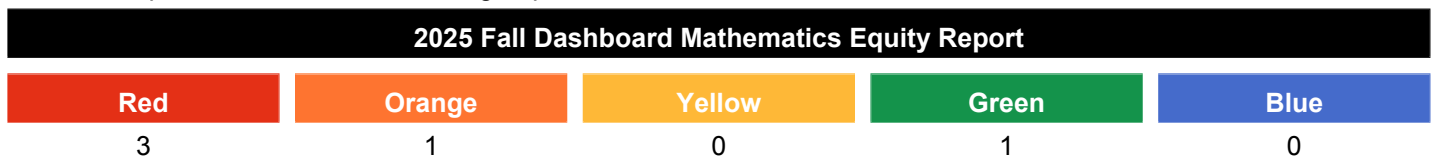
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 46.1 points below standard Maintained 1.2 points 434 Students	English Learners  Red 147 points below standard Declined 12.6 points 82 Students	Long-Term English Learners  No Performance Color 169.2 points below standard Declined 35.9 points 14 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Orange 88.8 points below standard Declined 12.1 points 197 Students

Students with Disabilities  Red 144.2 points below standard Declined 13.6 points 89 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Red 99.3 points below standard Declined 23.1 points 151 Students
Two or More Races  No Performance Color 18.7 points below standard Increased 19.5 points 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 15.2 points below standard Increased 13.2 points 244 Students

Conclusions based on this data:

1. A subgroup that struggled significantly is Students with Disabilities. This group is 144 points below standard in Math.
2. Another subgroup that struggled significantly is English Learners. This group is 147 points below standard in Math
3. Our overall student performance in Math maintained at 1.2 points

School and Student Performance Data

Academic Performance Science

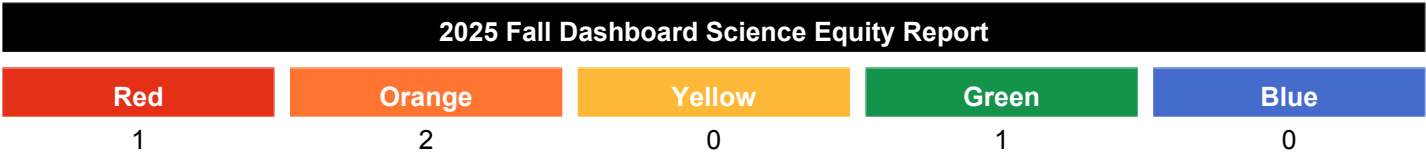
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This section provides number of student groups in each level.



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 49.7 science points Maintained 1.3 points 218 Students	English Learners  No Performance Color 34.8 science points Maintained 0.8 points 48 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Orange 41.1 science points Declined 4 points 107 Students

Students with Disabilities  Red 33.5 science points Declined 5 points 45 Students	African American  No Performance Color 0 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 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 44.4 science points Maintained -0.3 points 87 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 53.9 science points Increased 4.1 points 109 Students

Conclusions based on this data:

1. All students maintained at 1.3 points
2. Students with disabilities declined by 5 points
3. EI students and Hispanic subgroups also maintained

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 46.2 making progress. Number Students: 26 Students	 No Performance Color 57.1 making progress. Number Students: 14 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.7%	46.2%	0%	46.2%

Conclusions based on this data:

- 57% of LTEL's are making progress towards proficiency
- 46% of EL's maintained levels 1 through 3H.
- 46% progressed at least 1 ELPI level

School and Student Performance Data

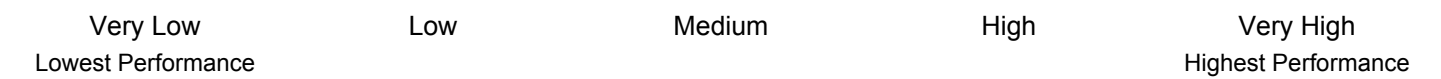
Academic Performance College/Career Report

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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. n/a
- 2. na
- 3. na

School and Student Performance Data

Academic Engagement Chronic Absenteeism

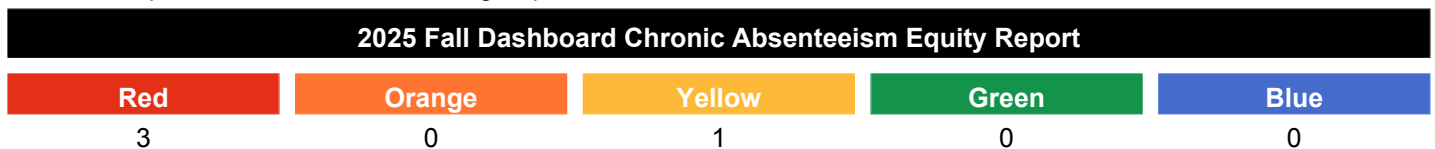
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 17.4% Chronically Absent Increased 1 470 Students	English Learners No Performance Color 18.5% Chronically Absent Increased 1.5 27 Students	Long-Term English Learners No Performance Color 20% Chronically Absent Declined 2.2 15 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged Red 27.7% Chronically Absent Increased 3.1 220 Students

Students with Disabilities  Red 26.2% Chronically Absent Increased 5.2 103 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Red 24% Chronically Absent Increased 7.8 167 Students
Two or More Races  No Performance Color 13.6% Chronically Absent Declined 2.2 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 13.7% Chronically Absent Declined 2.8 263 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged is the subgroup with the highest percentage of chronically absent students, at 27%.
2. LTEL's, Two or More Races, and White students all declined in chronic absenteeism.
3. Our overall student performance in chronic absenteeism increased by 1%

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. n/a

2. na

3. na

School and Student Performance Data

Conditions & Climate Suspension Rate

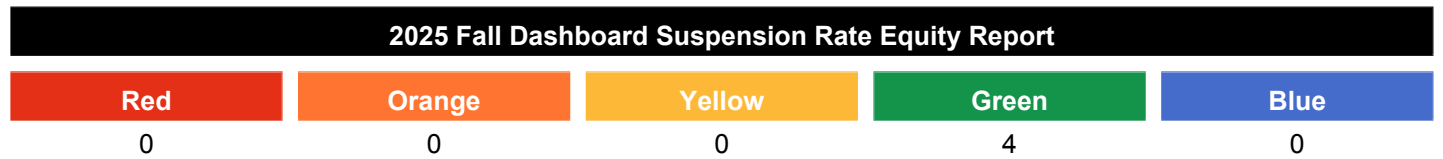
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This section provides number of student groups in each level.



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  Green 2.7% suspended at least one day Declined 2.9% 476 Students	English Learners  No Performance Color 7.1% suspended at least one day Declined 5.1% 28 Students	Long-Term English Learners  No Performance Color 0% suspended at least one day Declined 17.9% 16 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Green 3.6% suspended at least one day Declined 4.6% 223 Students

Students with Disabilities  Green 6.7% suspended at least one day Declined 2.6% 105 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Green 3.5% suspended at least one day Declined 3.4% 170 Students
Two or More Races  No Performance Color 4.5% suspended at least one day Declined 0.5% 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 1.5% suspended at least one day Declined 2.9% 266 Students

Conclusions based on this data:

1. All sub groups declined from prior year
2. EL and SED students had significant declines of about 5%
3. LTEL's had the largest decline of 17%

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

District LCAP Goal 1: All students will graduate PCS college and career ready.

Goal 1

School Goal 1: All students below standard will increase CAASPP Scores in ELA and Math by at least 20 points by 2027

Identified Need

There are large gaps between outcomes for student groups which ultimately results in disproportionate access to grade level content.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard: ELA	White students scored 8 points above standard. Hispanic students scored 47.2 points below standard. Socioeconomically disadvantaged students scored 36 points below standard.	By June 2027, these 3 student groups will increase performance by 20 percentage points
CA School Dashboard: Math	White students scored 32.7 points below standard. Hispanic students scored 93 points below standard. Socioeconomically disadvantaged students scored 76.7 points below standard.	By June 2027, these 3 student groups will increase performance by 20 percentage points
Professional Development Targeting Diversity, Equity and Inclusion	Professional development opportunities for teachers focused on	An increase in professional development opportunities for teachers focused on equity/anti-bias training, classroom circles and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	equity/anti-bias training, classroom circles, and Universal Design for Learning:	Universal Design for Learning: 6 or more sessions each year by June of 2027

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

Math and English departments will develop common assessments to track student progress and achievement, with the guidance from admin and district-wide teams.

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)

None Specified

None Specified

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

Develop a more robust after school tutoring program targeting support for EL and SWD.

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)

5000

Title I

None Specified

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

Continued training for all staff in equity/anti-bias, PBIS and Restorative Practices, with an increased emphasis on classroom circles, in order to foster a healthy, safe and welcoming environment and to promote positive and supportive interactions among students and between students and staff.

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)

0

Source(s)

None Specified

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

Refine academic strategies and intervention groups to be utilized during Advisory

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)

0

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.

- #1 - School Culture & Climate Committee (PBIS Team) has implemented Tier 1 & most of Tier 2 supports, and will be working on finalizing Tier 2 and establish Tier 3 in the 26/27 school year.
- #2 - Math department have begun a curriculum alignment, and has begun implementing common assessments with the district-wide Math team.
- #3 - All staff have been trained in at least four sessions of welcoming schools, as well as anti-bullying and anti-bias training.

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

N/A

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.

No changes

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

District LCAP Goal 2: By January of 2027, the percent of students who respond positively to the following Youth Truth question will increase by 12%: "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."

Goal 2

School Goal 2: All student scholars identify a trusted adult on campus and families feel engaged with the school site

Identified Need

Chronic absenteeism is very high for all students. Suspension rates are high for English Learners and socioeconomically disadvantaged students and very high for students with disabilities. Students need increased access to social-emotional supports to be in school due to rise in anxiety and mental health concerns, resulting for some in school avoidance. Students reporting that they have a Trusted Adult on campus are low.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Chronic Absenteeism	All reported students groups have a high chronic absenteeism rate, with an overall chronic absenteeism rate of 20.6%.	By June 2027, all student chronic absenteeism rate will be below 10%
CA Dashboard: Suspension Rate	All reported student groups have a high suspension rate of 8% of students being suspended for at least one day	By June 2027, all student suspension rate will be below 6%
Youth Truth Family Survey	Family Survey - Engagement: "I feel engaged with my school," Score 31% Positive	By June 2027, families reporting that they feel engaged with their school will increase by 10 percentage points
Youth Truth Student Survey	Student Survey - Trusted Adult: "When I'm feeling upset, stressed, or having problems, there is someone at school that I can talk to about it" , Score 52% strongly agree or agree	By June 2027, students reporting that they have a trusted adult on campus will increase by 10 percentage points

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

Keep families apprised of attendance concerns by: regularly sending revised truancy letters (which promote collaboration between school and families) and holding SART meetings to address chronically absent students in order to collaborate with families to come up with solutions to improve attendance.

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)

None Specified

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

School Culture & Climate Committee will take the lead on implementing Positive Behavioral Intervention Systems (PBIS) school-wide in order to establish Tier 1 behavioral supports for students to prevent behaviors leading to suspension, to promote positive interactions between students and staff, and creating an overall welcoming and supportive campus climate. Professional Development trainings offered to BBCC at start of school year, with additional monthly meetings establish throughout the school year.

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)

None Specified

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

Utilize restorative practices following behavioral infractions, including: a revised referral form, which includes restorative questions for students; a restorative reentry meeting following suspension; and follow up access to student advisor and counseling services in order to promote other means of

correction in lieu of exclusionary consequences and to decrease reoccurrence of behavioral infractions.

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)

None Specified

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

Promote opportunities for parent engagement through all campus events such as Back to School Night and Open House; monthly Bantam Tours for prospective families; routine PTSA and ELAC meetings; SST, 504 and IEP meetings; and monthly Coffee with the Principal meetings.

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)

None Specified

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

Revised bell schedule that includes an Advisory period three times a week in a homeroom format, which will provide the environment to increase student/staff connection, as well as host targeted intervention groups.

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)

None Specified

Strategy/Activity 6

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)
	None Specified
	None Specified

Strategy/Activity 7

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)
	District Funded

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.

School culture and climate team has met bi-monthly and continues to revise procedures to increase student connectedness to campus. Youth Truth Trusted Adult response grew by 11% from prior year. Monthly SART meetings with families have been successful in reducing chronic absenteeism, and suspension rates have decreased for all groups from prior year as well due to ongoing PBIS and restorative practice training.

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

None

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.

No changes

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

District LCAP Goal 3: By June 2027, Students with Disabilities will improve in English Language Arts (ELA) and mathematics by at least 30 points, moving from -91.5 to -61.5 in ELA and -132.3 to -102.3 in mathematics.

Goal 3

School Goal 5: By June 2027, Students with Disabilities will improve in English Language Arts (ELA) and mathematics by at least 30 points, moving from -100.2 to -70.2 in ELA and -145.3 to -115.3 in mathematics.

Identified Need

Per the CA Dashboard, ELA and Math scores for students with disabilities both fall in the Very Low category. To address this, all students with disabilities will have access to rigorous, relevant and engaging ELA and Math courses that result in an increase in ELA and Math scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard ELA scores for Students with Disabilities	Students with disabilities scored very low on the ELA CAASPP assessment at 102 points below standard	By June 2027, SWD scores in ELA CAASPP assessment will increase by 20 percentage points
CA Dashboard Math scores for Students with Disabilities	Students with disabilities scored very low on the Math CAASPP assessment at 142.6 points below standard	By June 2027, SWD scores in Math CAASPP assessment will increase by 20 percentage points
Youth Truth Student Survey	Student Survey - Academic Challenge: "My teachers explain things in a way that I understand," Score 39% positive for students with disabilities, compared to a score of 61% positive for general education peers (difference of 22%). Student Survey - Relationships: "How many of your teachers are not just satisfied if you pass, they care if you're really learning?," Score 33% positive for students with disabilities, compared to a score of 45% positive for general education peers (difference of 12%).	SWD responses on Youth Truth survey related to teacher differentiated instruction will increase by 10 percentage points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Staff Survey	Staff Survey - Professional Development and Support: "My professional development over the last year has provided me with teaching strategies to better meet my students' needs," Score 18% positive.	Staff reporting on Youth Truth survey that PD prepares them to meet the needs of all students will increase by 10 percentage points.

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

Provide rigorous, relevant and engaging curriculum in ELA and Math. SDC students will utilize Everyday Math curriculum in Math and Read 180/System 44 curriculum in ELA. RSP students will utilize CPM curriculum in Math and StudySync curriculum in ELA. Supplemental ELA, math and science curriculum will be utilized for both SDC and RSP students: BrainPop, NewsELA, and NoRedInk.

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)

Students with Disabilities

Strategy/Activity

Provide training to general education and special education teachers in Universal Design for Learning to promote access for students with disabilities to rigorous, relevant and engaging learning experiences. Focus professional development, staff meetings and department meetings on UDL implementation and support.

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)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Provide opportunities for students with disabilities to enroll in general and special education courses appropriate for their ability: SDC English, RSP English, general education English with study skills support; SDC math, RSP math, co-taught general education math, general education math and accelerated math with study skills support.

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 4

Students to be Served by this Strategy/Activity

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

Dually-Identified Students

Strategy/Activity

Provide special education teachers with Integrated ELD training and general education teachers with Designated ELD training. Focus professional development, staff meetings and department meetings on Integrated/Designated ELD implementation support.

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)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, but specifically students with disabilities.

Strategy/Activity

Department chairs will work with admin in the planning and implementation of common instructional practices and assessments, and then measure data on student academic progress.

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)

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)
	District Funded

Strategy/Activity 7

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)
	None Specified

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.

Our site continues to hold SST. 504, IEP, and other meetings specifically for EL's and SWD to discuss the least restrictive environment, as well access to more gen ed and elective courses.

Supplemental resources and training have been provided to teachers to better support these students. Our SPED department is revising how we offer Study Skills, and will transition to a goal-based model based on IEP goals in Math or ELA. Additionally, our SPED dept will begin the transition away from RSP course in ELA and Math, to a co-teaching model over the next couple of years

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

As we begin pushing more students into co-lab as the LRE, RSP numbers may gradually decrease. This may result in the collapse or consolidation of sections at some point.

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.

none

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 4

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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Strategy/Activity 2

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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	None Specified
	None Specified
	None Specified
	None Specified

Strategy/Activity 3

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)
	None Specified

Strategy/Activity 4

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)
	None Specified

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
------------------	-------------------------	------------------

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)
	None Specified

Strategy/Activity 2

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)
	None Specified

Strategy/Activity 3
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)
	None Specified

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	\$5,000.00

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	\$5,000.00

Subtotal of additional federal funds included for this school: \$5,000.00

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 (\$)
	\$0.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$5,000.00

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

Name of Members	Role
Ray McClintock	Principal
Terri Filippo	Other School Staff
Stacey Brown	Other School Staff
Teresa Tennison	Parent or Community Member
Tom Lang	Classroom Teacher Parent or Community Member
Jen Friesen	Other School Staff
Aviana Zander	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/2/26.

Attested:

	Principal, Ray McClintock on 4/2/26
	SSC Chairperson, Teresa Tennison on 4/2/26

Instructions

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

Developed by the California Department of Education, January 2019