



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Jamestown Elementary School
Address	18299 Fifth Avenue Jamestown, CA 95327
County-District-School (CDS) Code	55-72363-6054902
Principal	Mr. David Croy
District Name	Jamestown School District
SPSA Revision Date	December 3rd, 2019
Schoolsite Council (SSC) Approval Date	January 8th, 2020
Local Board Approval Date	January 15th, 2020

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The district's mission is to provide a healthy, safe, and enriching learning environment to help each and every child grow and achieve. Jamestown School District serves approximately 380 students in Transitional Kindergarten through eighth grade, and supports two school campuses.

School Profile

Jamestown School District was established in 1855. Jamestown Elementary School is committed to providing a healthy, safe, and enriching learning environment to help each child grow and achieve. The town of Jamestown is nestled in the foothills of California's gold country. Jamestown School takes pride in their highly trained and respected staff who provide quality instructional experiences for Jamestown's children through a traditional TK-8 program including a Spanish/English Dual Immersion Program in grades Kindergarten through 4th grade. Our school provides 1:1 technology devices for students in grades 1-8. Jamestown School provides an after school program for students in TK-2 grade and an after school PATHWAYS class for students in 3-8th grades with certificated teachers. We have a strong Title I program with a highly qualified Reading Specialist and support staff using evidence-based programs. Students enjoy a strong elementary sports program, music, visual art classes, classroom music, and band. The district has a school counselor, a Safe School Ambassador, and a Behavior and Attendance Support Assistant who all promote positive behavior intervention and support strategies along with Trauma Informed Practices.

Stakeholder 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

Stakeholder involvement is ongoing throughout the year, as our School Site Plan is directly tied to our LCAP plan. We have regular progress updates and meetings with all stakeholders (e.g. Parents, school site council, teachers, classified staff, management, bargaining units, and school leadership team) in order to seek feedback and input. The final review of the SPSA was reviewed by the school leadership team on January 6th, 2020, the SSC on January 8th, 2020 and brought to the Board for approval on February 12th, 2020.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	3.0%	3.29%	4.52%	9	10	16
African American	0.3%	0.66%	1.13%	1	2	4
Asian	0.3%	0.66%	0.56%	1	2	2
Filipino	1.3%	0.66%	0.28%	4	2	1
Hispanic/Latino	28.2%	26.32%	26.27%	84	80	93
Pacific Islander	%	%	0.28%			1
White	61.4%	60.53%	58.47%	183	184	207
Multiple/No Response	2.7%	5.26%	5.37%	8	16	19
Total Enrollment				298	304	354

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	60	58	68
Grade 1	34	43	49
Grade 2	32	38	49
Grade3	21	24	32
Grade 4	28	18	26
Grade 5	30	21	21
Grade 6	22	34	30
Grade 7	37	33	43
Grade 8	34	35	36
Total Enrollment	298	304	354

Conclusions based on this data:

1. Jamestown has had an increase in student population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	29	35	31	9.7%	11.5%	8.8%
Fluent English Proficient (FEP)	13	10	18	4.4%	3.3%	5.1%
Reclassified Fluent English Proficient (RFEP)	4		5	13.8%	0	14.3%

Conclusions based on this data:

1. We had a slight drop in our EL population and our RFEP rate could be higher.
2. We had a decrease in level of both designated and integrated ELD instruction.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20	24	36	20	24	35	19	24	35	100	100	97.2
Grade 4	26	17	26	24	17	26	24	17	26	92.3	100	100
Grade 5	31	22	21	30	22	21	30	22	21	96.8	100	100
Grade 6	23	38	30	23	37	27	23	37	27	100	97.4	90
Grade 7	34	34	39	34	34	39	34	34	39	100	100	100
Grade 8	33	27	35	32	27	34	32	27	34	97	100	97.1
All Grades	167	162	187	163	161	182	162	161	182	97.6	99.4	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2356.	2382.	2367.	0.00	0.00	5.71	31.58	33.33	14.29	5.26	25.00	28.57	63.16	41.67	51.43
Grade 4	2412.	2377.	2412.	0.00	0.00	3.85	20.83	29.41	15.38	29.17	11.76	38.46	50.00	58.82	42.31
Grade 5	2459.	2434.	2397.	6.67	0.00	4.76	16.67	18.18	23.81	36.67	18.18	4.76	40.00	63.64	66.67
Grade 6	2529.	2474.	2455.	8.70	2.70	0.00	43.48	21.62	11.11	34.78	29.73	37.04	13.04	45.95	51.85
Grade 7	2500.	2556.	2522.	0.00	11.76	2.56	17.65	50.00	35.90	52.94	17.65	35.90	29.41	20.59	25.64
Grade 8	2557.	2527.	2566.	15.63	3.70	17.65	31.25	25.93	26.47	31.25	37.04	38.24	21.88	33.33	17.65
All Grades	N/A	N/A	N/A	5.56	3.73	6.04	25.93	30.43	21.98	33.95	24.22	31.87	34.57	41.61	40.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.53	8.33	8.57	26.32	62.50	40.00	63.16	29.17	51.43
Grade 4	4.35	29.41	7.69	52.17	11.76	42.31	43.48	58.82	50.00
Grade 5	13.33	13.64	19.05	46.67	13.64	14.29	40.00	72.73	66.67
Grade 6	26.09	5.41	0.00	56.52	43.24	33.33	17.39	51.35	66.67
Grade 7	5.88	20.59	7.69	50.00	58.82	56.41	44.12	20.59	35.90
Grade 8	28.13	7.41	29.41	50.00	55.56	50.00	21.88	37.04	20.59
All Grades	14.91	13.04	12.09	47.83	44.10	41.76	37.27	42.86	46.15

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.53	0.00	8.57	36.84	50.00	42.86	52.63	50.00	48.57
Grade 4	0.00	0.00	3.85	65.22	41.18	46.15	34.78	58.82	50.00
Grade 5	16.67	4.55	4.76	36.67	63.64	23.81	46.67	31.82	71.43
Grade 6	21.74	5.41	7.41	60.87	48.65	44.44	17.39	45.95	48.15
Grade 7	8.82	17.65	20.51	61.76	61.76	56.41	29.41	20.59	23.08
Grade 8	18.75	7.41	26.47	59.38	51.85	50.00	21.88	40.74	23.53
All Grades	13.04	6.83	13.19	54.04	53.42	45.60	32.92	39.75	41.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.53	12.50	8.57	63.16	54.17	54.29	26.32	33.33	37.14
Grade 4	0.00	17.65	3.85	69.57	58.82	65.38	30.43	23.53	30.77
Grade 5	3.33	0.00	9.52	66.67	54.55	33.33	30.00	45.45	57.14
Grade 6	34.78	2.70	0.00	60.87	70.27	77.78	4.35	27.03	22.22
Grade 7	11.76	5.88	5.13	64.71	76.47	74.36	23.53	17.65	20.51
Grade 8	12.50	14.81	17.65	68.75	66.67	61.76	18.75	18.52	20.59
All Grades	11.80	8.07	7.69	65.84	65.22	62.64	22.36	26.71	29.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.26	4.17	5.71	31.58	58.33	42.86	63.16	37.50	51.43
Grade 4	13.04	5.88	3.85	43.48	29.41	53.85	43.48	64.71	42.31
Grade 5	13.33	4.55	4.76	53.33	50.00	28.57	33.33	45.45	66.67
Grade 6	26.09	10.81	0.00	60.87	54.05	51.85	13.04	35.14	48.15
Grade 7	5.88	17.65	12.82	58.82	70.59	61.54	35.29	11.76	25.64
Grade 8	15.63	11.11	26.47	62.50	55.56	50.00	21.88	33.33	23.53
All Grades	13.04	9.94	9.89	53.42	55.28	49.45	33.54	34.78	40.66

Conclusions based on this data:

1. There was a small drop in student participation.
2. Overall growth in ELA achievement in the areas of students exceeds and Nearly Met.
3. Writing skills and reading skills continued to need attention as 40% of the students scored in the below standard range.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20	24	36	20	24	35	20	24	35	100	100	97.2
Grade 4	26	17	26	25	17	26	25	17	26	96.2	100	100
Grade 5	31	22	21	31	22	21	31	22	21	100	100	100
Grade 6	23	38	30	22	38	27	22	38	27	95.7	100	90
Grade 7	34	34	39	34	34	39	34	34	39	100	100	100
Grade 8	33	27	35	32	27	34	32	27	34	97	100	97.1
All Grades	167	162	187	164	162	182	164	162	182	98.2	100	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2365.	2382.	2380.	0.00	0.00	5.71	30.00	29.17	25.71	25.00	25.00	20.00	45.00	45.83	48.57
Grade 4	2428.	2457.	2422.	0.00	5.88	3.85	16.00	35.29	7.69	48.00	29.41	50.00	36.00	29.41	38.46
Grade 5	2448.	2438.	2435.	9.68	0.00	9.52	9.68	9.09	4.76	22.58	31.82	19.05	58.06	59.09	66.67
Grade 6	2493.	2460.	2471.	9.09	7.89	3.70	18.18	10.53	18.52	40.91	23.68	25.93	31.82	57.89	51.85
Grade 7	2465.	2545.	2500.	0.00	14.71	7.69	11.76	26.47	20.51	41.18	29.41	23.08	47.06	29.41	48.72
Grade 8	2522.	2525.	2528.	6.25	11.11	11.76	18.75	11.11	17.65	31.25	40.74	26.47	43.75	37.04	44.12
All Grades	N/A	N/A	N/A	4.27	7.41	7.14	16.46	19.14	17.03	34.76	29.63	26.92	44.51	43.83	48.90

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.00	12.50	11.43	45.00	41.67	40.00	50.00	45.83	48.57
Grade 4	8.00	23.53	7.69	36.00	35.29	23.08	56.00	41.18	69.23
Grade 5	12.90	0.00	9.52	22.58	31.82	19.05	64.52	68.18	71.43
Grade 6	22.73	10.53	11.11	18.18	26.32	37.04	59.09	63.16	51.85
Grade 7	2.94	26.47	12.82	35.29	41.18	33.33	61.76	32.35	53.85
Grade 8	9.38	14.81	17.65	31.25	33.33	32.35	59.38	51.85	50.00
All Grades	9.76	14.81	12.09	31.10	34.57	31.87	59.15	50.62	56.04

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	8.33	8.57	50.00	41.67	51.43	40.00	50.00	40.00
Grade 4	4.00	11.76	7.69	44.00	47.06	53.85	52.00	41.18	38.46
Grade 5	6.45	0.00	0.00	45.16	40.91	47.62	48.39	59.09	52.38
Grade 6	9.09	5.26	11.11	54.55	36.84	48.15	36.36	57.89	40.74
Grade 7	2.94	8.82	5.13	38.24	64.71	43.59	58.82	26.47	51.28
Grade 8	9.38	7.41	17.65	50.00	66.67	38.24	40.63	25.93	44.12
All Grades	6.71	6.79	8.79	46.34	50.00	46.70	46.95	43.21	44.51

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	0.00	8.57	50.00	54.17	48.57	40.00	45.83	42.86
Grade 4	0.00	23.53	3.85	48.00	35.29	46.15	52.00	41.18	50.00
Grade 5	9.68	4.55	4.76	35.48	31.82	28.57	54.84	63.64	66.67
Grade 6	13.64	7.89	3.70	50.00	26.32	44.44	36.36	65.79	51.85
Grade 7	0.00	11.76	7.69	50.00	58.82	61.54	50.00	29.41	30.77
Grade 8	6.25	11.11	8.82	56.25	48.15	55.88	37.50	40.74	35.29
All Grades	6.10	9.26	6.59	48.17	42.59	49.45	45.73	48.15	43.96

Conclusions based on this data:

1. A small drop participated in CAASPP.
2. There was a decrease in students scores. The far below standards need to be targeted for intervention.
3. Math reasoning and math concepts are areas to focus on as 50% of students are still below standard.

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	6
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	4
Grade 6	*	*	*	*	*	*	*	5
Grade 7		*		*		*		*
Grade 8	*		*		*		*	
All Grades							28	28

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*		*		*	*	*
2	*	*	*	*	*	*		*	*	*
4		*	*	*	*	*		*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	*	10.71	42.86	42.86	*	35.71	*	10.71	28	28

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		*	*	*	*	*		*	*	*
1	*	*	*	*		*		*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*		*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	*	17.86	57.14	60.71	*	17.86		3.57	28	28

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*		*	*	*		*	*	*
2	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*		*	*	*
4		*		*	*	*	*	*	*	*
5	*	*		*	*	*	*	*	*	*
All Grades	*	7.14	*	28.57	46.43	32.14	*	32.14	28	28

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
5	*	*	*	*	*	*	*	*	
All Grades	50.00	14.29	46.43	71.43	*	14.29	28	28	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	50.00	42.86	42.86	50.00	*	7.14	28	28	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
2	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	
All Grades	*	14.29	46.43	46.43	*	39.29	28	28	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
2	*	*	*	*	*	*	*	*	
All Grades	*	14.29	57.14	67.86	*	17.86	28	28	

Conclusions based on this data:

1. This will be the first year in which scoring will be recorded using this new online test.
2. No data to conclude.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
354	78.0	8.8	0.3

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	31	8.8
Foster Youth	1	0.3
Homeless	33	9.3
Socioeconomically Disadvantaged	276	78.0
Students with Disabilities	51	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.1
American Indian	16	4.5
Asian	2	0.6
Filipino	1	0.3
Hispanic	93	26.3
Two or More Races	11	3.1
Pacific Islander	1	0.3
White	207	58.5

Conclusions based on this data:

1. School has a large socioeconomically disadvantaged population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="289 506 376 537">Orange</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="766 506 854 537">Yellow</p>	<p data-bbox="1177 426 1404 457">Suspension Rate</p>  <p data-bbox="1247 506 1334 537">Yellow</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="289 703 376 735">Orange</p>		

Conclusions based on this data:

1. School is making advancements in engagement and conditions.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 46.1 points below standard Declined -4.7 points 171	<p>English Learners</p>  No Performance Color 68.9 points below standard Increased ++12 points 29	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color 64.4 points below standard Declined Significantly -32.2 points 20	<p>Socioeconomically Disadvantaged</p>  Orange 55.2 points below standard Maintained -0.2 points 142	<p>Students with Disabilities</p>  No Performance Color 120.2 points below standard Declined Significantly -22.6 points 27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color 40.4 points below standard 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 53.3 points below standard Declined -6.3 points 57	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 Orange 42.4 points below standard Maintained ++1.9 points 89

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.4 points below standard 15	36.2 points below standard Maintained -0.1 points 14	44.2 points below standard Declined -7.5 points 137

Conclusions based on this data:

1. We continue to service the needs of the socioeconomically disadvantage subgroup.

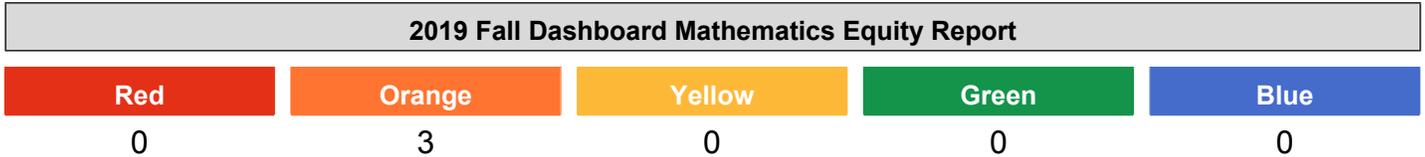
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 63.2 points below standard Declined -8.6 points 171	<p>English Learners</p>  No Performance Color 69.9 points below standard Declined -11 points 29	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color 104.4 points below standard Declined Significantly -41.7 points 20	<p>Socioeconomically Disadvantaged</p>  Orange 70.4 points below standard Declined -9 points 142	<p>Students with Disabilities</p>  No Performance Color 133.2 points below standard Declined Significantly -17.2 points 27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color 82.7 points below standard 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 49.3 points below standard Declined -8.6 points 57	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 Orange 66.6 points below standard Maintained -2.5 points 89

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.8 points below standard 15	48.5 points below standard Increased ++5.3 points 14	64.3 points below standard Declined -8.9 points 137

Conclusions based on this data:

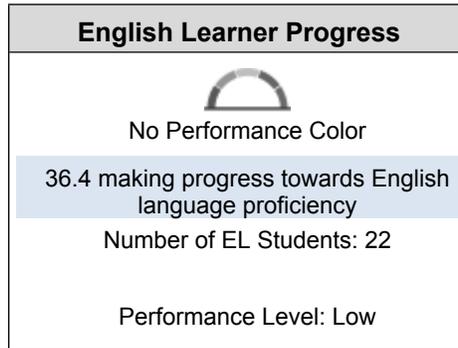
1. School needs to continue in the development Mathematics interventions for the socioeconomically disadvantaged.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
6	8	2	6

Conclusions based on this data:

- School must focus on the advancement of ELPI level.

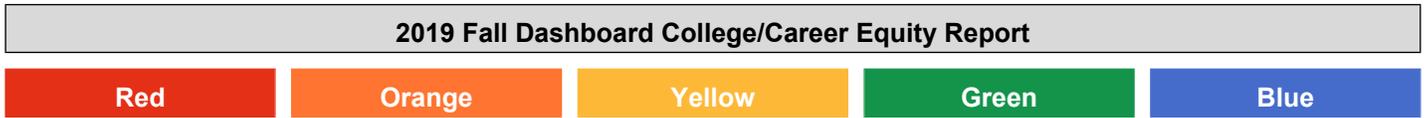
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- No data to report.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	2	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 13.6 Declined -1.9 375	<p>English Learners</p>  Green 3.1 Maintained +0.2 32	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  Orange 21.3 Declined -9.5 47	<p>Socioeconomically Disadvantaged</p>  Yellow 14 Declined Significantly -3.6 299	<p>Students with Disabilities</p>  Yellow 16.4 Declined -1.6 73

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 11.8 Declined -4.9 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.3 Declined -4.1 96	 No Performance Color 15.2 Increased +0.9 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 16.4 Maintained 0 220

Conclusions based on this data:

- School is seeing significant growth in student attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

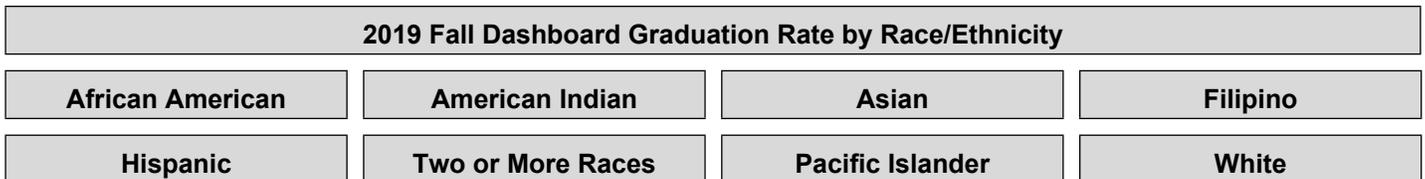
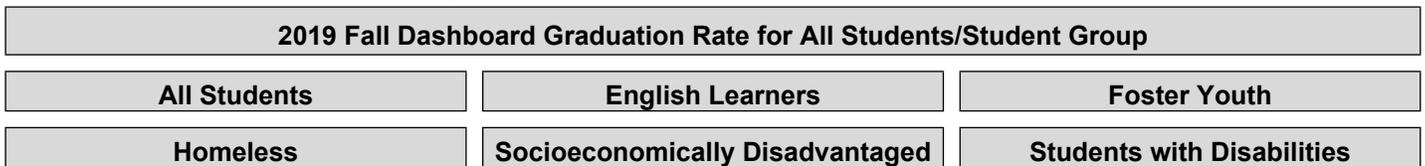
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

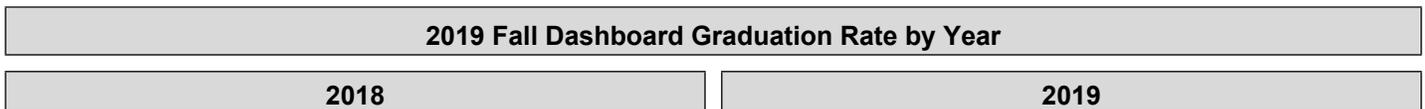
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Yellow</p> <p>6.4</p> <p>Declined Significantly -2.2</p> <p>392</p>	<p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>33</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Orange</p> <p>7.3</p> <p>Declined -6.7</p> <p>55</p>	<p>Yellow</p> <p>7.3</p> <p>Declined Significantly -2.2</p> <p>313</p>	<p>Orange</p> <p>12</p> <p>Declined -9.2</p> <p>75</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4	 No Performance Color 11.8 Increased +3.4 17	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.9 Declined -1.6 102	 No Performance Color 15.2 Increased +8.3 33	 No Performance Color Less than 11 Students - Data 1	 Yellow 5.6 Declined Significantly -4.9 231

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.5	6.4

Conclusions based on this data:

1. Student behavior is improving.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Achievement - Curriculum and Professional Development

Goal Statement

By the end of the current school year, student performance on end of year summative assessments in language arts and mathematics will improve by at least 3% over the previous year.

LCAP Goal

We will demonstrate significant growth for all students in ELA and Math. All students will increase proficiency in both ELA and Math for the 2019-2020 school year.

Basis for this Goal

We need to raise academic performance for students not yet meeting state standards in both Math and ELA.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
STAR Reading and STAR Math scores tend to align with CAASPP scores. Teachers can use monthly results for STAR assessments to measure student progress, determine intervention and enrichment activities, and then reassess to measure growth. Continue research on combo classes and track student progress to help determine interventions and placements for the following year. Maintain monthly collaboration days for teachers to review and share strategies and use of materials. Maintain licensing of researched-based software for intervention.	2018-2019 scores showed 21.98% of students with ELA scores of standard not met and 17.3% of students with Math scores of standard not met.	Increase to or above 25% for ELA and 20% for Math

Planned Strategies/Activities

Strategy/Activity 1

Instruction in adopted Math and ELA materials, Monthly STAR assessments, access to Reading Intervention materials and programs, Universal Interventions in each class, Tiered Interventions (FastForward, Front Row, SIPPS) in the Reading Lab, Edmentum Exact Path for students receiving Special Education Services.

Students to be Served by this Strategy/Activity

All students are will be served by this strategy/activity.

Timeline

Daily interventions, monthly assessments, monthly meetings to develop and support universal and Tier II interventions and data collection.

Person(s) Responsible

School Staff, Reading Specialist, Technology Specialist, School Administration.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Academic Achievement - Response to Instruction and Intervention

Goal Statement

For the 2019-2020 school year, regular monthly assessment will be administered and data analyzed in order to adjust instruction and increase overall student achievement in math and reading. The Response to Intervention model will continue to be monitored, as well as teachers working together to increase Universal and Tier 2 strategies for students whose achievement is below grade level.

LCAP Goal

All students will increase proficiency in ELA and mathematics by the end of the year.

Basis for this Goal

CAASPP scores for subgroups as measured by dashboard data are not demonstrating growth and movement towards meeting standards at the rate determined critical for student achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
STAR Reading and STAR Math scores tend to align with CAASPP scores. Teachers can use monthly results for STAR assessments to measure students progress, determine intervention and enrichment activities, and then reassess to measure progress. Continue staff time to research effective instructional strategies and target MTSS meetings to identify Universal and Tier II interventions to support all learners. Also create data tracking system to measure student progress and response to interventions. Maintain monthly collaboration days for teachers to review and share strategies and use of materials. Maintain licensing of researched-based software for intervention.	Students are making an average of 4 months growth per year in ELA and Math as measured by STAR tests.	Students will make one year Grade Equivalency growth in both Math and ELA scores as measured by benchmark assessments.

Planned Strategies/Activities

Strategy/Activity 1

Classroom teachers will implement instructional norms to facilitate evidenced based strategies of effective teaching in order to optimize student learning. Classroom teachers will increase formative assessments, summative assessments, feedback, and monthly assessments to address reading fluency and comprehension needs of targeted subgroups as well as overall math fluency and proficiency.

Teachers will identify and monitor students that are below reading and math grade level and provided strategic Universal and Tier II interventions, track interventions and student's response to intervention towards academic growth. MTSS meetings will support teachers developing a systematic list of researched based interventions and resources to support Universal and Tier II interventions and data tracking documents.

Hold RTI meetings to identify and target students at risk for not meeting academic growth on a consistent basis.

Provide regular math practice and along with progress monitoring data through small group instruction, individual practice, or online practice through REFLEX math, FRONT ROW math, FRECKLE programs or Exact Path for Special Education Students.

Continue licenses for Fast ForWord and Reading Assistant software.

Expand and continue implementation of Dual Immersion Classes.

Continue use of Calico Spanish and Escalante Programs for ELL students.

Provide training on developing lessons that differentiate instruction and provide supports that meet a diverse range of learners (Understanding by Design).

Students to be Served by this Strategy/Activity

All students, with a targeted focus on ELL, Foster/Homeless, and Special Education students.

Timeline

Monthly STAR results, DIBELS scores (3 times a year), Benchmark tests, and Spring CAASPP scores.

Person(s) Responsible

Teachers, Leadership Team, School Administration, Reading Specialist, ELPAC co-ordinator.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Social Emotional Learning

Goal Statement

All students in the Jamestown Elementary School District will be educated in a safe and respectful learning community

LCAP Goal

Understanding the importance and need for social emotional learning and the development of skills, the school staff will continue the process and training to become a Trauma Informed School that implements best practices related to this field. These universal approaches will be implemented and incorporated within the school environment to help foster and maintain a positive school culture.

Basis for this Goal

Discipline Data, Foster and Homeless Youth Data, California Healthy Kids Survey, Referrals to School Counselor, Attendance.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Universal Student Screening Risk for Student Behavior Surveys completed 3 times a year.	32.26% students show no evidence of At Risk Externalizing Behavior and 26.94% students show no evidence of At Risk Internalizing Behavior.	Teachers will increase skills and knowledge to support student social emotional connection to school, and students will have access to school counselor to build positive and functional communication skills, positive interpersonal skills and adherence to school rules and expectations.

Planned Strategies/Activities

Strategy/Activity 1

Teachers, BASA and Reflection Room staff will continue training and implementation on the purchased online SEL curriculum (Suite 360).
Safe School Ambassador to support student communication, conflict resolution, social skills, school safety and school connections.
BASA (Behavior and Attendance Support) to proactively address the behavioral needs of students and help team with attendance concerns (chronic absenteeism).
Structured recesses, weather permitting.
JTA Family Fun Nights to build home/school communication and collaboration.
Panther Prides and weekly drawings at Flag Friday.
MTSS teams to address both Social Emotional and Behavioral Universal and Tier II supports with corresponding interventions and data collection sheets.
Professional Development on strategies to support on-task behaviors in the classroom and reduction of elopement behaviors.

Each classroom will use tools and strategies to address sensory regulation needs.
Further training and monitoring of the creation and utilization of Safe Spaces in the classroom for all teachers.
Ongoing training and education on Anti-bullying and Anti-harassment procedures for all students and staff.
On site Counseling Services.
Monthly Character Award Assemblies.
Continue with Implementation of scheduled SART meetings to address attendance concerns.
Saturday School with gift cards drawing as an incentive to decrease chronic absenteeism.
Document home visits to address needs and supports provided.
Create daily activities to build student engagement along with weekly and daily drawings.
Create class-wide positive reinforcement and use of PBIS(Positive Behavior Intervention and Support)

Students to be Served by this Strategy/Activity

All students will be served by the strategy/activity.

Timeline

Daily Interventions, Monthly Assessments, Monthly meetings to develop and Support Universal and Tier II interventions and data collection, Planned team meetings with BASA, Safe School Ambassador, and Counselor. Each trimester staff will complete a Universal Screening Risks survey, if necessary conduct SART meetings; Employ the use of TCSOS BCBA support for at risk behavior students; and use RTI/PBIS team meetings to address behavioral concerns.

Person(s) Responsible

School Office, Administration, Counselor, Safe School Ambassador, BASA, teachers, Instructional Aides, and Yard Duty.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

By the end of the current school year, student performance on end of year summative assessments in language arts and mathematics will improve by at least 3% over the previous year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>STAR Reading and STAR Math scores tend to align with CAASPP scores. Teachers can use monthly results for STAR assessments to measure student progress, determine intervention and enrichment activities, and then reassess to measure growth.</p> <p>Continue research on Combo classes and track student progress to help determine interventions and placements for the following year.</p> <p>Maintain monthly collaboration days for teachers to review and share strategies and use of materials.</p> <p>Maintain licensing of researched-based software for intervention.</p>	<p>Increase 3% in the area of ELA and Math</p>	

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Instruction in adopted Math and ELA materials, Monthly STAR assessments, access to Reading Intervention materials and programs, Universal Interventions in each class, Tiered Interventions (FastForward, Front Row, SIPPS) in the Reading Lab, Edmentum Exact Path for students receiving Special Education Services.</p>	<p>State adopted instructional materials, reading intervention programs and staffing and frequent assessments were used. Universal intervention manuals were developed along with tiered interventions and supports as accessed by an online link through a district Google Drive folder. Addition of Exact Path for SWD for full implementation. Software licenses to support reading and math intervention.</p>		

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

For the 2018-2019 school year, regular monthly assessment will be administered and data analyzed in order to adjust instruction and increase overall student achievement in math and reading. The Response to Intervention model will continue to be monitored, as well as teachers working together to increase Universal and Tier 2 strategies for students whose achievement is below grade level.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>STAR Reading and STAR Math scores tend to align with CAASPP scores. Teachers can use monthly results for STAR assessments to measure students progress, determine intervention and enrichment activities, and then reassess to measure progress. Continue staff time to research effective instructional strategies and target MTSS meetings to identify Universal and Tier II interventions to support all learners. Also create data tracking system to measure student progress and response to interventions. Maintain monthly collaboration days for teachers to review and share strategies and use of materials. Maintain licensing of researched-based software for intervention.</p>	<p>Students will make one year Grade Equivalency growth in both Math and ELA scores.</p>	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Classroom teachers will implement instructional norms to facilitate evidenced based strategies of effective teaching in order to optimize student learning. Classroom teachers will increase formative assessments, summative assessments, feedback, and monthly assessments to address reading fluency and</p>			

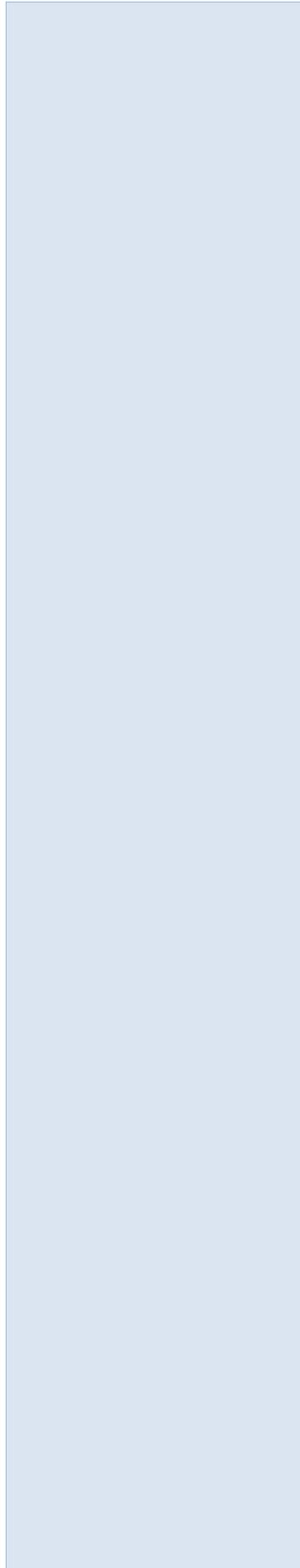
**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

comprehension needs of targeted subgroups as well as overall math fluency and proficiency. Teachers will identify and monitor students that are below reading and math grade level and provided strategic Universal and Tier II interventions, track interventions and student's response to intervention towards academic growth. MTSS meetings will support teachers developing a systematic list of researched based interventions and resources to support Universal and Tier II interventions and data tracking documents. Hold RTI meetings to identify and target students at risk for not meeting academic growth on a consistent basis. Provide regular math practice and along with progress monitoring data through small group instruction, individual practice, or online practice through REFLEX math, FRONT ROW math, FRECKLE programs or Exact Path for Special Education Students. Continue licenses for Fast ForWord and Reading Assistant software. Expand and continue implementation of Dual Immersion Classes. Continue use of Calico Spanish and Escalante Programs for ELL students. Provide training on developing lessons that differentiate instruction and provide supports that meet a diverse range of



**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

learners (Understanding
by Design).

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

All students in the Jamestown Elementary School District will be educated in a safe and respectful learning community

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Universal Student Screening Risk for Student Behavior Surveys completed 3 times a year.</p>	<p>Teachers will increase skills and knowledge to support student social emotional connection to school, and students will have access to school counselor to build positive and functional communication skills, positive interpersonal skills and adherence to school rules and expectations.</p>	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers, BASA and Reflection Room staff will be trained on the purchased online SEL curriculum (Suite 360). Addition of Safe School Ambassador to support student communication, conflict resolution, social skills, school safety and school connections. Addition of BASA (Behavior and Attendance Support) to proactively address the behavioral needs of students and help team with attendance concerns (chronic absenteeism). Structured recesses, weather permitting. JTA Family Fun Nights to build home/school communication and collaboration. Panther Prides and weekly drawings at Flag Friday.</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>MTSS teams to address both Social Emotional and Behavioral Universal and Tier II supports with corresponding interventions and data collection sheets.</p> <p>Professional Development on strategies to support on-task behaviors in the classroom and reduction of elopement behaviors.</p> <p>Training on creating Safe Spaces in the classroom for all teachers.</p> <p>Training on Anti-bullying and Anti-harassment procedures for all students and staff.</p> <p>Continue Counseling Services.</p> <p>Continue Monthly Character Award Assemblies.</p> <p>Create and Implement scheduled SART meetings to address attendance concerns.</p> <p>Saturday School with gift cards drawing as an incentive to decrease chronic absenteeism.</p> <p>Document home visits to address needs and supports provided.</p> <p>Create daily activities to build student engagement along with weekly and daily drawings.</p> <p>Create class-wide positive reinforcement (PomPAWS).</p>			

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	163,933
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
After School and Education Safety (ASES)	\$162,484	162,484.00
LCFF - Supplemental	\$778,591	778,591.00
Rural Education Achievement Program (REAP)	\$6,125	6,125.00
Title I	\$132,893	132,893.00
Title II Part A: Improving Teacher Quality	\$14,915	14,915.00
Title III Part A: Language Instruction for LEP Students	\$0	0.00
Other	\$16,125	16,125.00

Expenditures by Funding Source

Funding Source

Amount

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

School Site Council Membership

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

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

Name of Members	Role
David Croy	Principal
Kaila Ready	Classroom Teacher
Sheri Betz	Classroom Teacher
Nicole Ironside	Classroom Teacher
Lisa Kasper	Other School Staff
Tiffany LaMendola	Parent or Community Member
Maggie Hodson	Parent or Community Member
Candy Bishop	Parent or Community Member
Mary Bento	Parent or Community Member
Sandip Patel	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



Other: School Site Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 1/8/2020.

Attested:



Principal, Mr. David Croy on 1/8/2020



SSC Chairperson, Maggie Hodson on 1/8/2020

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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

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

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program