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	Chinese Camp School
Address	13444 Red Hills Road Chinese Camp, CA 95309
County-District-School (CDS) Code	55-72363-6054852
Principal	Mr. David Croy
District Name	Jamestown School District
SPSA Revision Date	**December 3, 2019**
Schoolsite Council (SSC) Approval Date	**January 8, 2020**
Local Board Approval Date	**January 15, 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, and supports two school campuses.

School Profile

Chinese Camp Science Academy is committed to providing a healthy, safe, and enriching learning environment to help each child grow and achieve. Chinese Camp Science Academy is located in the middle of the Red Hills Habitat in Chinese Camp and offers an integrated, hands-on STEM based instructional program for grades 3-6. Frequent and engaging field trips, guest speakers and community partnerships are an integral part of the educational experience. The teachers and staff are highly trained and respected and provide quality instructional experiences with a focus on STEAM (Science, Technology, Engineering, Art, and Math) curriculum. Students are provided 1:1 technology devices, enjoy an elementary sports program, music, visual art classes, classroom music, and band, as well as an after school program . We have a strong Title I program with a highly qualified Reading Specialist and support staff using evidence-based programs. The district has a school counselor and is available to provide services at Chinese Camp. The school promotes positive behavior intervention and support strategies along with Trauma Informed Practices, and Restorative Justice.

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 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 6, 2020, the SSC on January 8, 2019 and brought to the Board for approval on February 12, 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	6.9%	6.67%	%	2	2	
African American	%	%	%			
Asian	%	%	%			
Filipino	%	%	%			
Hispanic/Latino	20.7%	20.00%	20%	6	6	6
Pacific Islander	%	%	%			
White	65.5%	70.00%	73.33%	19	21	22
Multiple/No Response	3.5%	%	3.33%	1		1
			Total Enrollment	29	30	30

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade3	9	8	6
Grade 4	6	10	7
Grade 5	7	8	10
Grade 6	7	4	7
Total Enrollment	29	30	30

Conclusions based on this data:

1. District maintains the school at a 15:1 student to teacher ratio.

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	4	4	2	13.8%	13.3%	6.7%
Fluent English Proficient (FEP)	0	0	0	0.0%	0	0.0%
Reclassified Fluent English Proficient (RFEP)			0	0.0%	0	0.0%

Conclusions based on this data:

1. Decline in students of EL attending this site.

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	*	*	6	*	*	6	*	*	6			100
Grade 4	*	*	7	*	*	7	*	*	7			100
Grade 5	*	*	10	*	*	10	*	*	10			100
Grade 6	*	*	7	*	*	7	*	*	7			100
All Grades	30	29	30	29	29	30	29	29	30	96.7	100	100

* 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	34.48	31.03	23.33	20.69	24.14	36.67	27.59	31.03	30.00	17.24	13.79	10.00

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	37.93	27.59	30.00	37.93	62.07	53.33	24.14	10.34	16.67

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	27.59	17.24	13.33	58.62	58.62	76.67	13.79	24.14	10.00

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	27.59	31.03	20.00	62.07	65.52	76.67	10.34	3.45	3.33

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	24.14	17.24	26.67	58.62	65.52	60.00	17.24	17.24	13.33

Conclusions based on this data:

1. Students as a whole made significant progress towards standards met.

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	*	*	6	*	*	6	*	*	6			100
Grade 4	*	*	7	*	*	7	*	*	7			100
Grade 5	*	*	10	*	*	10	*	*	10			100
Grade 6	*	*	7	*	*	7	*	*	7			100
All Grades	30	29	30	29	29	30	29	29	30	96.7	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	17.24	17.24	3.33	37.93	31.03	46.67	24.14	31.03	36.67	20.69	20.69	13.33

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	24.14	31.03	23.33	55.17	41.38	56.67	20.69	27.59	20.00

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	24.14	20.69	10.00	48.28	58.62	73.33	27.59	20.69	16.67

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	20.69	20.69	13.33	44.83	44.83	56.67	34.48	34.48	30.00

Conclusions based on this data:

1. Students made significant progress towards standards met and nearly met.

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

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

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

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

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

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

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

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

Conclusions based on this data:

1.

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**
30	**60.0**	**6.7**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	2	6.7
Homeless	1	3.3
Socioeconomically Disadvantaged	18	60.0
Students with Disabilities	1	3.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Hispanic	6	20.0
Two or More Races	1	3.3
White	22	73.3

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics No Performance Color		

Conclusions based on this data:

1. Students behaviorally function well in this setting.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	
23.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased ++13.7 points	2	
30		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	19.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2	Increased Significantly ++26.7 points	2
	18	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 30.8 points above standard Increased Significantly ++17.2 points 23

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**
Less than 11 Students - Data Not Displayed for Privacy 2		27.4 points above standard Increased ++5.5 points 28

Conclusions based on this data:

1.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	
14.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	
Declined Significantly -16.1 points	2	
30		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	21.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
2	Declined -13.4 points	2
	18	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 9.8 points below standard Declined -10.3 points 23

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**
Less than 11 Students - Data Not Displayed for Privacy 2		10.9 points below standard Declined Significantly -23.1 points 28

Conclusions based on this data:

1.

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

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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**

Conclusions based on this data:

1.

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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:

1.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
13.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +10	2	0
30		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	22.2	Less than 11 Students - Data Not Displayed for Privacy
2	Increased +17	2
	18	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	0	0	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	8.7
6	1	0	Increased +3.9
			23

Conclusions based on this data:

1.

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.

2019 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 or complete their graduation requirements at an alternative school.

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

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

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.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

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				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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
Blue	No Performance Color	
0	Less than 11 Students - Data Not	
Maintained 0	2	
30		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not	0	Less than 11 Students - Data Not
2	Maintained 0	2
	18	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 1		 No Performance Color 0 Maintained 0 23

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	0

Conclusions based on this data:

1.

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 the year summative assessments in language arts and mathematics will improve by at least 3% over the previous year.

LCAP Goal

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

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 students progress, determine intervention and enrichment activities, and then reassess to measure progress. 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.	Students at CCSA are evaluated at an individual level due to the small number at each grade level. Overall, most students have met or nearly met standard.	

Planned Strategies/Activities

Strategy/Activity 1

Instruction in adopted Math and ELA materials, Monthly STAR assessments along with AR reading goals, access to Reading Intervention materials and programs offered before school, Universal Instruction and Intervention in each classroom, Tier II interventions and documentation

Students to be Served by this Strategy/Activity

All students are served by this strategy/activity.

Timeline

Daily intervention, monthly assessments, and monthly staff meetings to develop and Support Universal and Tier II interventions and data collection

Person(s) Responsible

School Staff, Support of 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 assessments 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 II 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 school 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 showing growth in ELA and Math as measured by STAR and FRECKLE scores.	Students will make one year Grade Equivalency growth in both Math and ELA

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 to 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.
Continue licenses for Fast ForWord and Reading Assistant software.
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 students.

Timeline

Monthly STAR scores, ongoing benchmark tests from adopted curriculum, and Spring CAASPP scores.

Person(s) Responsible

Teachers, Leadership Team, School Administration, Reading Specialist, and ELPAC coordinator.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Social Emotional Learning

Goal Statement

All students in 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 Counseling and Attendance records.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Universal Student Screening Risk for Student Behavior Surveys completed 3 times a year.	District Wide 32.26% of the students show no evidence of At Risk Externalizing Behavior and 26.94% of the 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 trained on the purchased online SEL curriculum (Suite 360).
JTA Family Fun Nights to build home/school communication and collaboration.
Dragon pride awards.
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.
Provide each classroom with "fidget" tools to address sensory regulation needs.
Training on creating Safe Spaces in the classroom for all teachers.
Training on Anti-bullying and Anti-harassment procedures for all students and staff.
Increase Counseling Services to CCSA.
Create and Implement 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.
Continue field trips activities that provide both outdoor education as well as community outreach opportunities.

Students to be Served by this Strategy/Activity

All students will be served by the strategy/activity.

Timeline

Daily Interventions, Monthly meetings to develop and Support Universal and Tier II interventions and data collection, each trimester complete a Universal Screening Risks survey, two times monthly SART meetings; TCSOS offering of BCBA support for at risk behavior students; and RTI/PBIS team meetings to address behavioral concerns.

Person(s) Responsible

School Office, Administration, Counselor, Teachers, Instructional Aide, 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 the 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
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 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.		

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Instruction in adopted Math and ELA materials, Monthly STAR assessments along with AR reading goals, access to Reading Intervention materials and programs offered before school, Universal Instruction and Intervention in each classroom, Tier II interventions and documentation			

Analysis

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

Professional development has focused on instructional strategies that meet a diverse range of learners, with attention to purposeful lesson plans with clearly defined learning outcomes tied to assessments to measure efficacy of instruction and to reach a diverse range of learners.

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

MTSS team meetings are focused on developing systematic strategies for both Universal and Tiered interventions.

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 assessments 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 II strategies for students whose achievement is below grade level.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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 will make one year Grade Equivalency growth in both Math and ELA	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 to 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. Continue licenses for Fast ForWord and Reading Assistant software. 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).			

Analysis

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

Ongoing summative and benchmark assessments support teacher's response to instruction and level of intervention.

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 Jamestown Elementary School District will be educated in a safe and respectful learning community.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Universal Student Screening Risk for Student Behavior Surveys completed 3 times a year.	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.	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers trained on the purchased online SEL curriculum (Suite 360). JTA Family Fun Nights to build home/school communication and collaboration. Dragon pride awards. 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. Provide each classroom with "fidget" tools to address sensory regulation needs. Training on creating Safe Spaces in the classroom for all teachers.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Training on Anti-bullying and Anti-harassment procedures for all students and staff. Increase Counseling Services to CCSA. Create and Implement 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. Continue field trips activities that provide both outdoor education as well as community outreach opportunities.			

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
Rural Education Achievement Program (REAP)	6125	6,125.00
Title I	132,893	132,893.00
Title II Part A: Improving Teacher Quality	15,436	15,436.00
Title III	$0	0.00
LCFF - Supplemental	785,401	785,401.00
Other	$15,000	15,000.00

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
Sandip Patel	Parent or Community Member
Mary Bento	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 measureable 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