



# Jamestown School District

## **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.

<b>School Name</b>	Jamestown Elementary School
<b>Address</b>	18299 Fifth Avenue Jamestown, CA 95327
<b>County-District-School (CDS) Code</b>	55-72363-6054902
<b>Principal</b>	Mr. David Croy
<b>District Name</b>	Jamestown School District
<b>SPSA Revision Date</b>	December 5, 2021
<b>Schoolsite Council (SSC) Approval Date</b>	December 7, 2021
<b>Local Board Approval Date</b>	January 12, 2022

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.

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	3
School Vision and Mission .....	5
School Profile .....	5
Stakeholder Involvement .....	5
School and Student Performance Data .....	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results .....	12
Student Population.....	15
Overall Performance .....	16
Academic Performance .....	17
Academic Engagement.....	23
Conditions & Climate.....	26
Goals, Strategies, & Proposed Expenditures.....	28
Goal 1.....	28
Goal 2.....	30
Goal 3.....	32
Goal 4.....	34
Goal 5.....	35
Annual Review and Update .....	36
Goal 1.....	36
Goal 2.....	38
Goal 3.....	40
Goal 4.....	41
Goal 5.....	42
Budget Summary and Consolidation .....	43
Budget Summary .....	43
Allocations by Funding Source.....	43
Expenditures by Funding Source .....	44
Expenditures by Budget Reference .....	45
Expenditures by Budget Reference and Funding Source .....	46
School Site Council Membership .....	47
Recommendations and Assurances .....	48
Addendum.....	49
Instructions: Linked Table of Contents.....	49

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....	52
Appendix B: Select State and Federal Programs.....	54

# School Vision and Mission

The district's mission is to provide a healthy, safe and enriching environment to help each and every child grow and achieve. Jamestown School District serves approximately 350 students in Transitional Kindergarten to 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 6th grade. Our school provides 1:1 technology devices for students in grades 1-8. Jamestown School provides an after school program for students in grades TK-3 and an after school PATHWAYS class for students in 4-8th 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 two school counselors, 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 December 6, 2021, the SSC on December 7, 2021 and brought to the Board for approval on January 12, 2022.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	4.52%	4%	3.2%	16	14	10
African American	1.13%	1.43%	1.0%	4	5	3
Asian	0.56%	0.86%	0.7%	2	3	2
Filipino	0.28%	0%	%	1	0	
Hispanic/Latino	26.27%	28.29%	29.8%	93	99	92
Pacific Islander	0.28%	0.57%	1.3%	1	2	4
White	58.47%	58.29%	56.3%	207	204	174
Multiple/No Response	3.11%	2.57%	4.2%	11	9	13
Total Enrollment				354	350	309

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	68	47	35
Grade 1	49	54	37
Grade 2	49	47	44
Grade 3	32	41	32
Grade 4	26	37	41
Grade 5	21	27	34
Grade 6	30	24	25
Grade 7	43	34	28
Grade 8	36	39	33
Total Enrollment	354	350	309

### Conclusions based on this data:

1. Jamestown has had a decrease in student population over the past two years. Covid pandemic has played a role in the influx of student movement.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	31	30	41	8.8%	8.6%	13.3%
Fluent English Proficient (FEP)	18	22	15	5.1%	6.3%	4.9%
Reclassified Fluent English Proficient (RFEP)	5	7	0	14.3%	22.6%	0.0%

### Conclusions based on this data:

1. Due to the Covid outbreak, we do not have any new data to report on at this time.
2. Testing data from the 20-21 school year has not been posted to performance data by the state.

# 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	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.	2458.	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



<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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	55.56	17.39	45.95	37.04
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	47.25	32.92	39.75	39.56

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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. Due to the Covid pandemic, testing for the 19-20 school year was suspended.
2. State data for the 20-21 testing has not been updated.

# 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	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

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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. Due to the Covid pandemic, testing for the 19-20 school year was suspended.
2. State testing data for the 20-21 school year has not been updated.

# 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. Due to the Covid pandemic, testing for the 19-20 school year was suspended. No new data to report on.

2. State data for the 20-21 school year has not been posted.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
350	77.4	8.6	1.7
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	8.6
Foster Youth	6	1.7
Homeless	38	10.9
Socioeconomically Disadvantaged	271	77.4
Students with Disabilities	60	17.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.4
American Indian	14	4.0
Asian	3	0.9
Hispanic	99	28.3
Two or More Races	9	2.6
Pacific Islander	2	0.6
White	204	58.3

### Conclusions based on this data:





1. School has a large socioeconomically disadvantaged population.
2. Due to the low numbers of enrollment, data may have a significant change in the future.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. Due to the Covid pandemic, testing results were not ascertained to generate academic performance and engagement.
2. Suspension had a significant drop.



# School and Student Performance Data

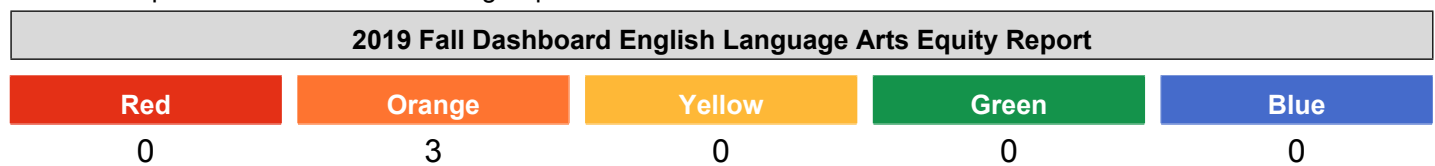
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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					
All Students		English Learners		Foster Youth	
					
Orange		No Performance Color		No Performance Color	
45.6 points below standard		67.1 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Declined -4.2 points		Increased ++13.7 points		1	
171		29			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Orange		No Performance Color	
63.6 points below standard		54.5 points below standard		120.2 points below standard	
Declined Significantly -31.4 points		Maintained ++0.5 points		Declined Significantly -22.6 points	
20		142		27	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color 39.5 points below standard 14	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Orange 52.4 points below standard Declined -5.4 points 57	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Orange 42 points below standard Maintained ++2.2 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

<b>Current English Learner</b> 99.4 points below standard 15	<b>Reclassified English Learners</b> 32.6 points below standard Increased ++3.6 points 14	<b>English Only</b> 43.9 points below standard Declined -7.1 points 137
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#### Conclusions based on this data:

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

# School and Student Performance Data

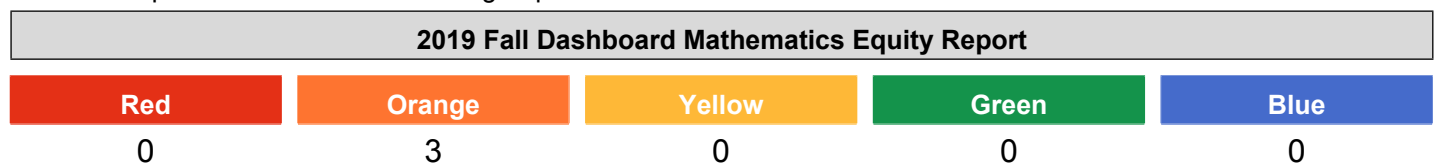
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
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 has implemented a Mathematics interventions for the socioeconomically disadvantaged.

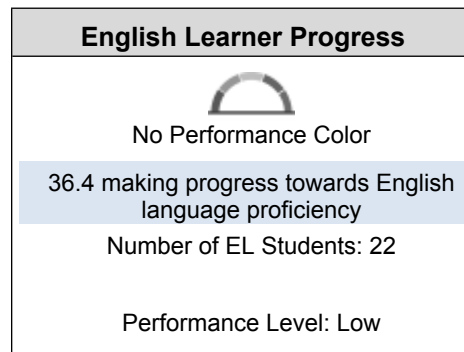
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
27.2	36.3	9.0	27.2

#### Conclusions based on this data:

1. School must focus on the advancement of ELPI level.

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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. No data to report.
2. Waiting for state to report out 20-21 data.

# School and Student Performance Data

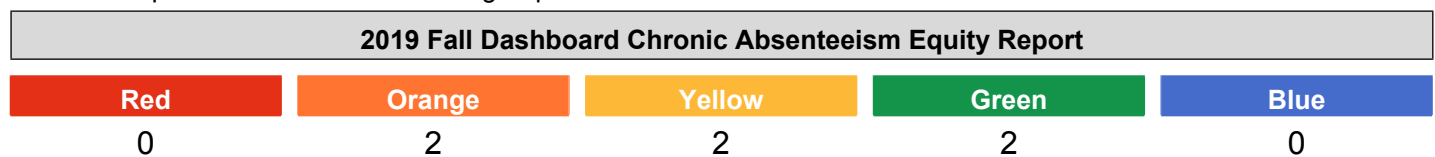
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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 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	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 13.6 Declined -1.9 375	 Green 3.1 Maintained +0.2 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 21.3 Declined -9.5 47	 Yellow 14 Declined Significantly -3.6 299	 Yellow 16.4 Declined -1.6 73

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

### Conclusions based on this data:

1. Due to the Covid pandemic, attendance continues to be monitored electronically.
2. Health code restrictions play a significant role in students' ability to attend school regularly.



# School and Student Performance Data

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
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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. No data reported at this time.

# School and Student Performance Data

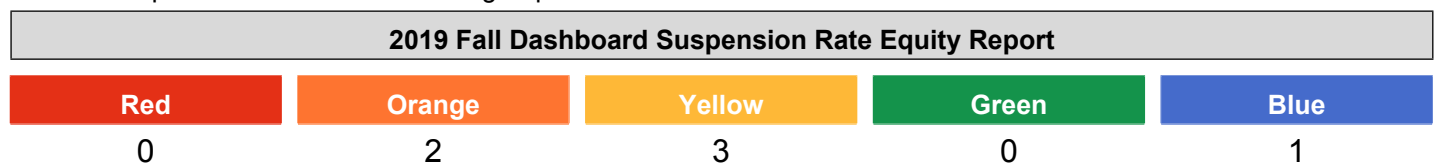
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 4	<b>American Indian</b>  No Performance Color 11.8 Increased +3.4 17	<b>Asian</b>  No Performance Color Less than 11 Students - Data 3	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 1
<b>Hispanic</b>  Yellow 3.9 Declined -1.6 102	<b>Two or More Races</b>  No Performance Color 15.2 Increased +8.3 33	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1	<b>White</b>  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. Due to the Covid pandemic, students have returned from isolation and receive additional supports for SEL.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Reading and Math.

### Goal Statement

Overall student achievement has been low in the area of reading and math and has been on a decline in years past.

### LCAP Goal

Improve student achievement through strong standards-aligned curriculum, technology, instructional supports and the provision of learning acceleration supports and interventions in math and reading.

### Basis for this Goal

The goal is to ensure that all students in the Jamestown School District have access to standards-aligned curriculum, resources and supports in order to gain academic content knowledge and meet or exceed state standards.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC ELA: Scale points distance from standard	2019 Dashboard 2018-2019 SBAC All: 35.1 points below standard SED: 45.7 points below standard EL: 91.5 points below standard SWD: 104.8 points below standard	SBAC: All: 2 point increase above standards over the next year. SED and Foster Youth: Meet or exceed standards. EL: Increase by 30 or more points from baseline. SWD: Increase by 30 or more points from baseline.
SBAC Math: Scale points distance from standard	2019 Dashboard 2018-2019 SBAC All: 55.8 points below standard SED: 64.5 points below standard EL: 69.6 points below standard SWD: 115.8	SBAC: All: 2 points increase above standards over the next year. SED and Foster Youth: Met or exceed standard. EL: Increase by 30 or more points from baseline. SWD: Increase by 30 or more points from baseline.

### Planned Strategies/Activities

#### Strategy/Activity 1

Using educational software, curriculum and the necessary professional development to support standards based instruction, and increase student achievement. This will include benchmarking, progress monitoring along with intervention curriculum and instructional supports in reading and math.

### **Students to be Served by this Strategy/Activity**

All students will be served by this strategy/activity through in person instruction.

### **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, Math Specialist, Technology Specialist, School Administration.

### **Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Safe and Positive learning environment.

### Goal Statement

This goal has been developed to ensure that all students and their families in Jamestown School District are feeling safe, engaged in learning, and connected to school.

### LCAP Goal

Create a safe, positive learning community by providing a Multi-Tiered System of Support (MTSS) through the provision of mental health supports, trauma informed strategies, and by increasing student and parent engagement and connectedness.

### Basis for this Goal

focus on the Multi-Tiered Systems of Support ( MTSS) necessary to foster a safe school environment and to allow for students to have access to the mental health resources to be successful.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA School Dashboard Chronic Absenteeism	2019 Dashboard Report Absenteeism All: 13.6%	5% or less for All Homeless: 5% SWD: 5% SED:5% EL: Maintain 1.45% or less
CA School Dashboard Suspension/Expulsion Rate	Homeless: 20% SWD: 16% SED:14.5% EL: 2.9%	Suspension Rate All: 3% or less Color Gauge Green All subgroups Blue or Green Expulsion Rate: 0%
Universal Screening Tool for Student Behavior and Risk	2019 Dashboard Report Suspension Rate All: 5.9% Homeless: 7% SWD: 11.7% SED: 6.9% EL: 0% Expulsion Rate: 0.25%	2.5% Identified High Risk Category
SIS Discipline Data Reports	2019-20 Data 20% Identified in High Risk Category	Decrease number of discipline referrals by 1.5%
	2019-2020 Data Discipline referral rate 9%	

### Planned Strategies/Activities

**Strategy/Activity 1**

Increase home/school communication and implement activities, events, and parent educational opportunities to support family connectedness, engagement and participation.  
Counseling Services for students on a daily basis.  
Implement Multi Tiered Systems of Support (MTSS) through the provision of a 0.05 F.T.E. MTSS coordinator, a 0.4 F.T.E. behavior and attendance support assistant, safe school ambassador and a 0.1 F.T.E. homeless and foster youth liaison.  
School staff will continue to implement Positive Behavior Interventions and Supports (PBIS), bully prevention programs, and other means of correction to create and foster a positive school climate.

**Students to be Served by this Strategy/Activity**

All students, with a targeted focus on students of repeat offenders in the areas of discipline and absenteeism.

**Timeline**

Monthly and daily reports to monitor progress towards attendance and discipline achievements.

**Person(s) Responsible**

Counselors, Teachers, Leadership Team, School Administration and support staff.

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Preparing students for college and career readiness

### Goal Statement

To maintain that all students have access to a broad course of study through the offerings of art, music, technology, student leadership, health, and world language and are engaged in learning.

### LCAP Goal

To provide student access to a broad course of study and enrichment opportunities to prepare all students to be college and career ready

### Basis for this Goal

The bases of the goal is to provide increasing opportunities for students to engage and participate in a variety of learning options for increased academic and social emotional growth.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA CASSPP California Spanish Assessment ( CSA)	No results- first year administering the test	70%-100% grade level proficient in Spanish
Course of Study	in music/art	increased in elective choices outside academics

### Planned Strategies/Activities

#### Strategy/Activity 1

To provide educational, recreational, and social activities for students that align with and extend beyond the mandatory instructional academic day.

#### Students to be Served by this Strategy/Activity

All students are afforded opportunity to take part of the electives, grades k-4 are given art and music, and grades 5-8 have additional options of band leadership. Students in the dual immersion will have Spanish as an option as well.

#### Timeline

Students will have a daily elective class per week each trimester aligned with availability by grade level.

#### Person(s) Responsible

School Office, Administration, and teachers.

### 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
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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
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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: 2020-21

### Goal 1

To ensure that all students in the Jamestown School District have access to standards-aligned curriculum, resources, and supports in order to gain academic content knowledge and meet and/or exceed state standards.

### 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 student progress, determine intervention and enrichment activities, and then reassess to measure growth. Continue research on all classes and track student progress to help determine interventions and placements for the following year. Maintain licensing of researched-based software for intervention.	Increased test scores in ELA and Math	

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers are working with students using many of the programs designed to increase knowledge in the area of math and language arts. Instruction in adopted Math and ELA materials, Monthly STAR assessments, access to Reading Intervention materials and programs, Universal Interventions in each class, Tiered Interventions (Reading eggs, and study island) in the Reading Lab, and for students receiving Special Education Services. Aides have been assigned to provide			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
individual assistance to students during in the classroom.			

## 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: 2020-21

## Goal 2

Safe, positive learning community

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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.	Students will learn and implement strategies to coping in the school environment.	

## 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. 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			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instruction, individual practice, or online practice through support programs provided by the school (counseling and SEL lessons).			

## 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: 2020-21

## Goal 3

Provide student access to a broad course of study and enrichment opportunities to prepare all students to be college and career ready

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Standards Pupil Achievement Pupil Engagement Course Access Other Pupil Outcomes	For students to be offered course work that stimulates academic achievement	

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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## 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: 2020-21

## 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
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## 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: 2020-21

## Goal 5

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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## 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	155,573
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)	\$201,848	201,848.00
LCFF - Supplemental	\$775,809	775,809.00
Rural Education Achievement Program (REAP)	\$0	0.00
Title I	\$127,326	127,326.00
Title II Part A: Improving Teacher Quality	\$18,247	18,247.00
Title III Part A: Language Instruction for LEP Students	\$0	0.00
Other	\$10,000	10,000.00

## Expenditures by Funding Source

### Funding Source

Amount

Expenditures by Budget Reference

Budget Reference	Amount
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**Expenditures by Budget Reference and Funding Source**

<b>Budget Reference</b>	<b>Funding Source</b>	<b>Amount</b>
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# 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
Courtney Ross-Tillman	Classroom Teacher
Sheri Betz	Classroom Teacher
Nicole Ironside	Classroom Teacher
Nina Sparling	Other School Staff
Tiffany LaMendola	Parent or Community Member
Dena Vann	Parent or Community Member
Candy Bishop	Parent or Community Member
Leeco Thach	Parent or Community Member
Samantha Huebner	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 12/07/2021.

Attested:



Principal, Mr. David Croy on 1/5/2021



SSC Chairperson, Tiffany LaMendola on 1/5/2021



# Addendum

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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](mailto: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