



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.

School Name	Jamestown Elementary School
Address	18299 Fifth Avenue Jamestown, CA 95327
County-District-School (CDS) Code	55-72363-6054902
Principal	Mrs. Carrie Martin
District Name	Jamestown School District
SPSA Revision Date	November 19, 2022
Schoolsite Council (SSC) Approval Date	January 31, 2023
Local Board Approval Date	February 8, 2023

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 375 students in Transitional Kindergarten to Eighth grade and supports two school campuses. (Jamestown Elementary and Chinese Camp Science Academy)

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 TK- 5th grade. Jamestown Elementary provides 1:1 technology devices for students in grades 1-8. Jamestown School provides an after school program for students in grades TK-4 and an after school PATHWAYS class for students in 4-8th grades for homework help, led by 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, and band. The district has two full-time school counselors, two part-time clinicians, one full-time RBT, and a Behavior and Attendance Support Assistant, who promote positive behavior intervention and support strategies, along with Trauma Informed Practices.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder involvement is ongoing throughout the year, as our School Site Plan is directly tied to our LCAP plan. We have regular progress updates and meetings with all stakeholders (e.g. Parents, school site council, teachers, classified staff, management, bargaining units, and school leadership team) in order to seek feedback and input. The final review of the SPSA was reviewed by the school leadership team on January 9, 2023, the SSC on January 31, 2023 and brought to the Board for approval on February 8, 2023.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	4%	3.2%	3.77%	14	10	12
African American	1.43%	1.0%	0.94%	5	3	3
Asian	0.86%	0.7%	0.31%	3	2	1
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	28.29%	29.8%	30.19%	99	92	96
Pacific Islander	0.57%	1.3%	1.26%	2	4	4
White	58.29%	56.3%	59.43%	204	174	189
Multiple/No Response	2.57%	4.2%	4.09%	9	13	13
Total Enrollment				350	309	318

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	47	35	46
Grade 1	54	37	34
Grade 2	47	44	37
Grade 3	41	32	40
Grade 4	37	41	31
Grade 5	27	34	39
Grade 6	24	25	36
Grade 7	34	28	25
Grade 8	39	33	30
Total Enrollment	350	309	318

Conclusions based on this data:

- 2020-21 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.
- 2021-22 Between this year and last year, grades kindergarten and 6th grade have increased enrollment by eleven students in each. Grade 4 had the largest decrease in enrollment by ten students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	30	41	39	8.6%	13.30%	12.3%
Fluent English Proficient (FEP)	22	15	11	6.3%	4.90%	3.5%
Reclassified Fluent English Proficient (RFEP)	7	0	7	22.6%	0.00%	17.9%

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.
3. 2021-22: From the previous year, we increased reclassified students by 7 (RFEP)

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	36	31	42	35	30	40	35	30	40	97.2	96.8	95.2
Grade 4	26	40	33	26	38	33	26	38	33	100	95.0	100
Grade 5	21	37	36	21	35	36	21	35	36	100	94.6	100
Grade 6	30	23	35	27	21	35	27	21	35	90	91.3	100
Grade 7	39	29	26	39	29	26	39	29	26	100	100.0	100
Grade 8	35	32	29	34	32	28	34	32	28	97.1	100.0	96.5
All Grades	187	192	201	182	185	198	182	185	198	97.3	96.4	98.5

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2367.	2373.	2363.	5.71	6.67	15	14.29	23.33	10	28.57	16.67	25	51.43	53.33	50
Grade 4	2412.	2394.	2425.	3.85	7.89	21.21	15.38	7.89	6.06	38.46	26.32	21.21	42.31	57.89	51.52
Grade 5	2397.	2414.	2426.	4.76	5.71	11.11	23.81	11.43	19.44	4.76	22.86	13.89	66.67	60.00	55.56
Grade 6	2458.	2451.	2466.	0.00	0.00	5.71	11.11	14.29	17.14	37.04	33.33	37.14	51.85	52.38	40.
Grade 7	2522.	2532.	2468.	2.56	13.79	0	35.90	34.48	15.38	35.90	24.14	30.77	25.64	27.59	53.85
Grade 8	2566.	2506.	2495.	17.65	3.13	7.14	26.47	18.75	21.43	38.24	43.75	21.43	17.65	34.38	50
All Grades	N/A	N/A	N/A	6.04	6.49	10.61	21.98	17.84	14.65	31.87	27.57	24.75	40.11	48.11	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.57	13.33	15	40.00	50.00	52.5	51.43	36.67	32.5
Grade 4	7.69	5.26	18.18	42.31	60.53	48.48	50.00	34.21	33.33
Grade 5	19.05	8.57	8.33	14.29	51.43	52.78	66.67	40.00	38.89
Grade 6	0.00	*	5.71	33.33	*	57.14	66.67	*	37.14
Grade 7	7.69	*	*	56.41	*	*	35.90	*	*
Grade 8	29.41	6.25	*	50.00	59.38	*	20.59	34.38	*
All Grades	12.09	8.11	10.10	41.76	55.68	53.54	46.15	36.22	36.36

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.57	3.45	7.5	42.86	55.17	42.5	48.57	41.38	50
Grade 4	3.85	0.00	9.09	46.15	51.35	54.55	50.00	48.65	36.36
Grade 5	4.76	8.57	5.71	23.81	40.00	37.14	71.43	51.43	57.14
Grade 6	7.41	*	5.71	55.56	*	48.57	37.04	*	45.71
Grade 7	20.51	*	*	56.41	*	*	23.08	*	*
Grade 8	26.47	12.50	*	50.00	50.00	*	23.53	37.50	*
All Grades	13.19	8.74	6.6	47.25	47.54	47.21	39.56	43.72	46.19

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.57	6.67	5	54.29	73.33	65.	37.14	20.00	30
Grade 4	3.85	5.26	6.06	65.38	73.68	63.64	30.77	21.05	30.30
Grade 5	9.52	11.43	5.56	33.33	62.86	75	57.14	25.71	19.44
Grade 6	0.00	*	14.29	77.78	*	60	22.22	*	25.71
Grade 7	5.13	*	*	74.36	*	*	20.51	*	*
Grade 8	17.65	9.38	*	61.76	68.75	*	20.59	21.88	*
All Grades	7.69	8.11	7.07	62.64	71.89	66.67	29.67	20.00	26.26

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.71	6.67	7.5	42.86	66.67	47.50	51.43	26.67	45
Grade 4	3.85	5.26	18.18	53.85	55.26	42.42	42.31	39.47	39.39
Grade 5	4.76	8.57	16.67	28.57	42.86	52.78	66.67	48.57	30.56
Grade 6	0.00	*	11.43	51.85	*	62.86	48.15	*	25.71
Grade 7	12.82	*	*	61.54	*	*	25.64	*	*
Grade 8	26.47	3.13	*	50.00	75.00	*	23.53	21.88	*
All Grades	9.89	6.49	10.61	49.45	62.70	54.04	40.66	30.81	35.35

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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.
3. 2021-22 data shows that due to the pandemic/distance learning, learning loss is real. These 2021-22 test results will serve as a baseline for future student achievement.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	36	31	42	35	30	40	35	30	40	97.2	96.8	95.2
Grade 4	26	40	33	26	38	33	26	38	33	100	95.0	100
Grade 5	21	36	36	21	34	36	21	34	36	100	94.4	100
Grade 6	30	23	35	27	21	35	27	20	35	90	91.3	100
Grade 7	39	29	26	39	29	26	39	29	26	100	100.0	100
Grade 8	35	32	29	34	32	28	34	32	28	97.1	100.0	100
All Grades	187	191	201	182	184	198	182	183	198	97.3	96.3	99.2

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2380.	2351.	2369.	5.71	3.33	10	25.71	16.67	17.5	20.00	16.67	20	48.57	63.33	52.5
Grade 4	2422.	2393.	2407.	3.85	2.63	3.03	7.69	13.16	18.18	50.00	26.32	24.24	38.46	57.89	54.55
Grade 5	2435.	2384.	2414.	9.52	0.00	5.56	4.76	5.88	11.11	19.05	5.88	22.22	66.67	88.24	61.11
Grade 6	2471.	2429.	2454.	3.70	0.00	8.57	18.52	5.00	5.71	25.93	30.00	42.86	51.85	65.00	42.86
Grade 7	2500.	2520.	2472	7.69	6.90	0	20.51	27.59	3.85	23.08	27.59	34.62	48.72	37.93	61.54
Grade 8	2528.	2482.	2511.	11.76	0.00	10.71	17.65	18.75	21.43	26.47	21.88	21.43	44.12	59.38	46.43
All Grades	N/A	N/A	N/A	7.14	2.19	6.57	17.03	14.75	13.13	26.92	20.77	27.27	48.90	62.30	53.03

2019-20 Data:

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.43	6.67	10	40.00	30.00	35	48.57	63.33	55
Grade 4	7.69	5.26	18.18	23.08	34.21	24.24	69.23	60.53	57.58
Grade 5	9.52	2.94	8.33	19.05	5.88	22.22	71.43	91.18	69.44
Grade 6	11.11	*	2.86	37.04	*	37.14	51.85	*	60
Grade 7	12.82	*	*	33.33	*	*	53.85	*	*
Grade 8	17.65	12.50	*	32.35	34.38	*	50.00	53.13	*
All Grades	12.09	9.29	9.6	31.87	28.96	34.34	56.04	61.75	56.06

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.57	6.67	10	51.43	40.00	37.5	40.00	53.33	52.5
Grade 4	7.69	10.53	3.03	53.85	36.84	33.33	38.46	52.63	63.64
Grade 5	0.00	0.00	2.78	47.62	32.35	47.22	52.38	67.65	50
Grade 6	11.11	*	8.57	48.15	*	48.57	40.74	*	42.86
Grade 7	5.13	*	*	43.59	*	*	51.28	*	*
Grade 8	17.65	0.00	*	38.24	68.75	*	44.12	31.25	*
All Grades	8.79	4.37	6.06	46.70	47.54	46.46	44.51	48.09	47.47

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.57	10.00	20	48.57	56.67	37.5	42.86	33.33	42.5
Grade 4	3.85	10.53	9.09	46.15	39.47	51.52	50.00	50.00	39.39
Grade 5	4.76	0.00	5.56	28.57	50.00	47.22	66.67	50.00	47.22
Grade 6	3.70	*	5.71	44.44	*	71.43	51.85	*	22.86
Grade 7	7.69	*	*	61.54	*	*	30.77	*	*
Grade 8	8.82	0.00	*	55.88	78.13	*	35.29	21.88	*
All Grades	6.59	4.92	8.08	49.45	59.02	57.07	43.96	36.07	34.85

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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.
3. 2021-22 data shows that due to the pandemic/distance learning, learning loss is real. These 2021-22 test results will serve as a baseline for future student achievement.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	6	5	4
1	*	*	*	*	*	*	*	*	*	*	8	5
2	*	*	*	*	*	*	*	*	*	*	5	8
3	*	*	*	*	*	*	*	*	*	4	*	*
4	*	*	*	*	*	*	*	*	*	*	5	*
5	*	*	*	*	*	*	*	*	*	4	4	*
6	*	*	*	*	*	*	*	*	*	5	*	4
7	*	*	*	*	*	*	*	*	*	*	4	*
8	*	*	*	*	*	*	*	*	*	*	*	4
All Grades			N/A			N/A			N/A	28	40	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	8
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4
All Grades	10.71	12.50	21.21	42.86	50.00	39.39	35.71	30.00	33.33	10.71	7.50	6.06	28	40	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	8
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
8		*	*		*	*		*	*		*	*		*	4
All Grades	17.86	45.00	57.58	60.71	45.00	33.33	17.86	5.00	6.06	3.57	5.00	3.03	28	40	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	8
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	6
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
8		*	*		*	*		*	*		*	*		*	6
All Grades	7.14	0.00	3.03	28.57	32.50	21.21	32.14	32.50	42.42	32.14	35.00	33.33	28	40	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	4
1	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	8
3	*	*	*	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	4
7	*	*	*	*	*	*	*	*	*	*	*	
8		*	*		*	*		*	*		*	4
All Grades	14.29	30.00	36.36	71.43	67.50	63.64	14.29	2.50	0	28	40	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	4
1	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	8
3	*	*	*	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	4
7	*	*	*	*	*	*	*	*	*	*	*	
8		*	*		*	*		*	*		*	4
All Grades	42.86	65.00	72.73	50.00	27.50	24.24	7.14	7.50	3.03	28	40	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	4
1	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	8
3	*	*	*	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	4
7	*	*	*	*	*	*	*	*	*	*	*	
8		*	*		*	*		*	*		*	4
All Grades	14.29	10.00	6.06	46.43	50.00	45.45	39.29	40.00	48.48	28	40	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	4
1	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	8
3	*	*	*	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	4
7	*	*	*	*	*	*	*	*	*	*	*	
8		*	*		*	*		*	*		*	4
All Grades	14.29	5.00	15.15	67.86	70.00	69.7	17.86	25.00	15.15	28	40	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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.
3. 2021-22 JSD tested 7 fewer EL students than the previous year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
318	78.6	12.3	0.9
Total Number of Students enrolled in Jamestown Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	39	12.3
Foster Youth	3	0.9
Homeless	26	8.2
Socioeconomically Disadvantaged	250	78.6
Students with Disabilities	62	19.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.9
American Indian	12	3.8
Asian	1	0.3
Filipino		
Hispanic	96	30.2
Two or More Races	13	4.1
Pacific Islander	4	1.3
White	189	59.4

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.
3. 2021-22: This data has not been updated by Dashboard yet.

School and Student Performance Data

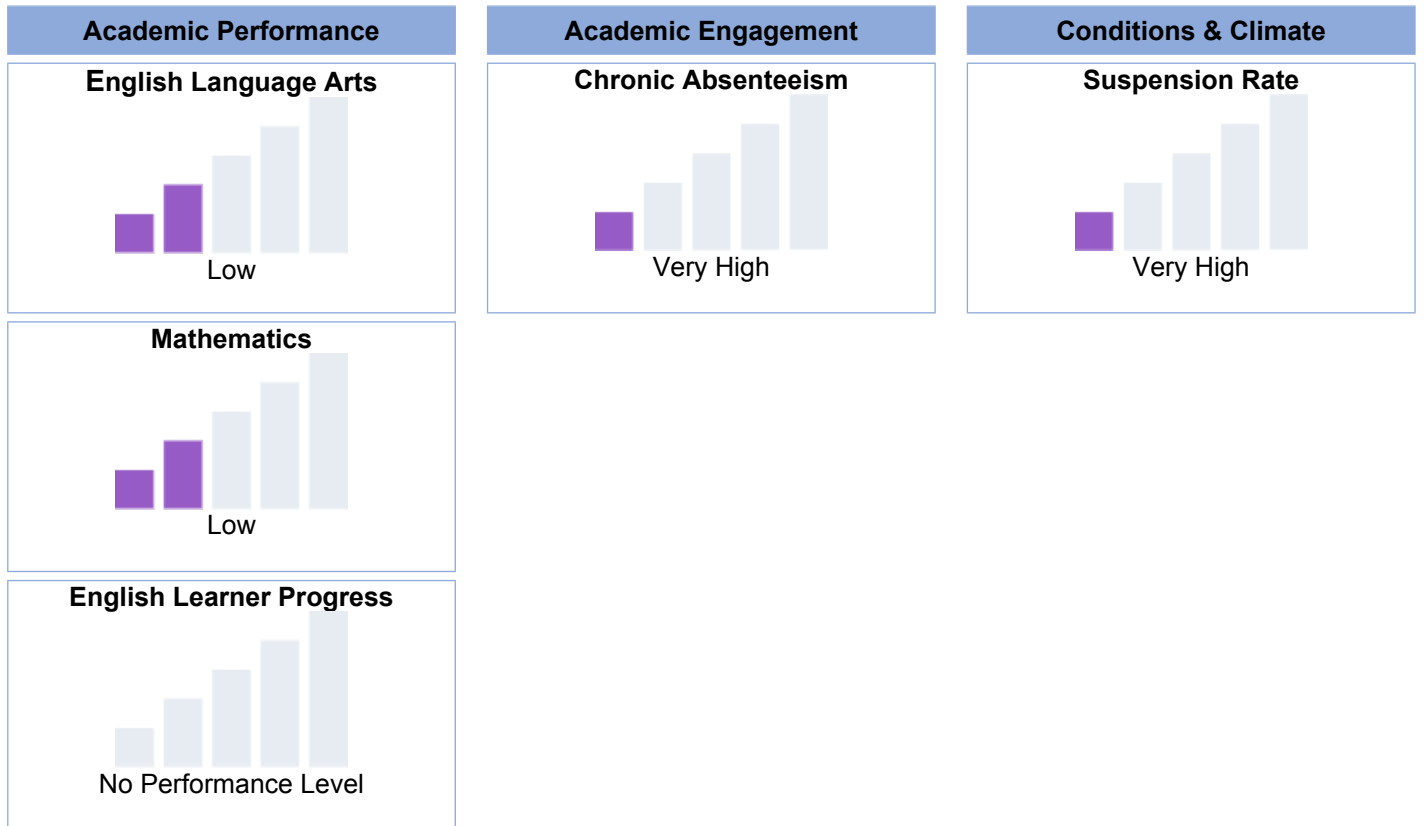
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



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.

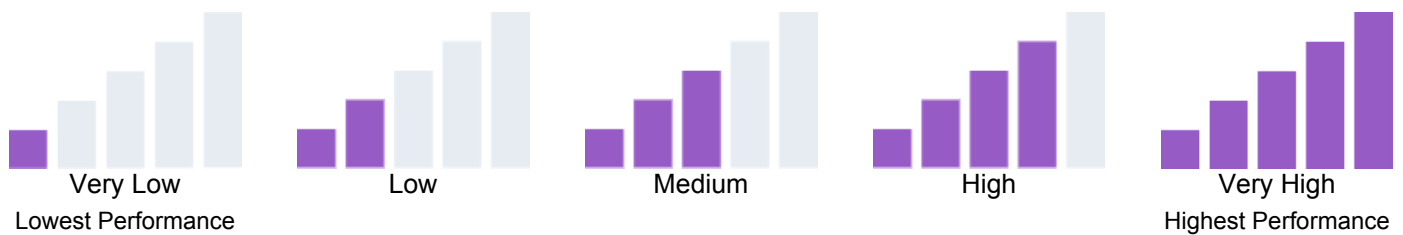
3. 2021-22: This data has not been updated by Dashboard yet.

School and Student Performance Data

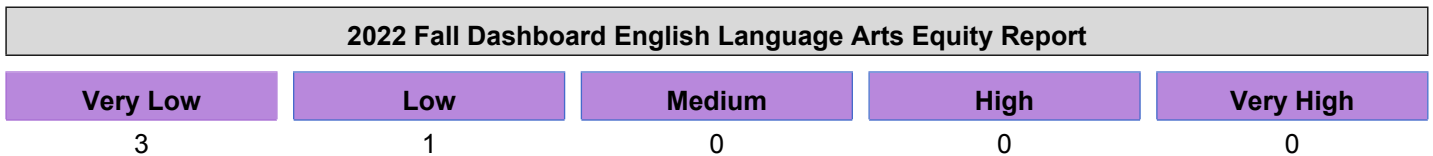
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

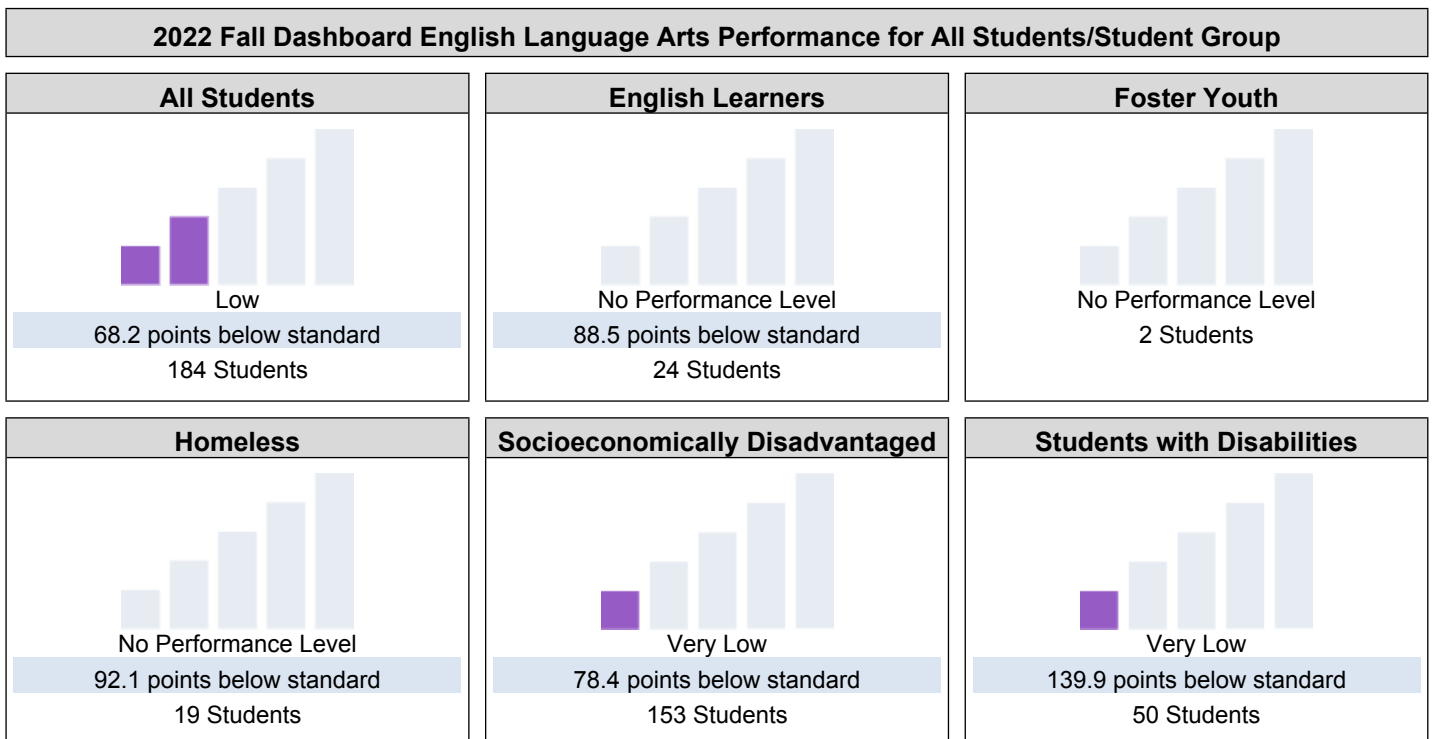
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



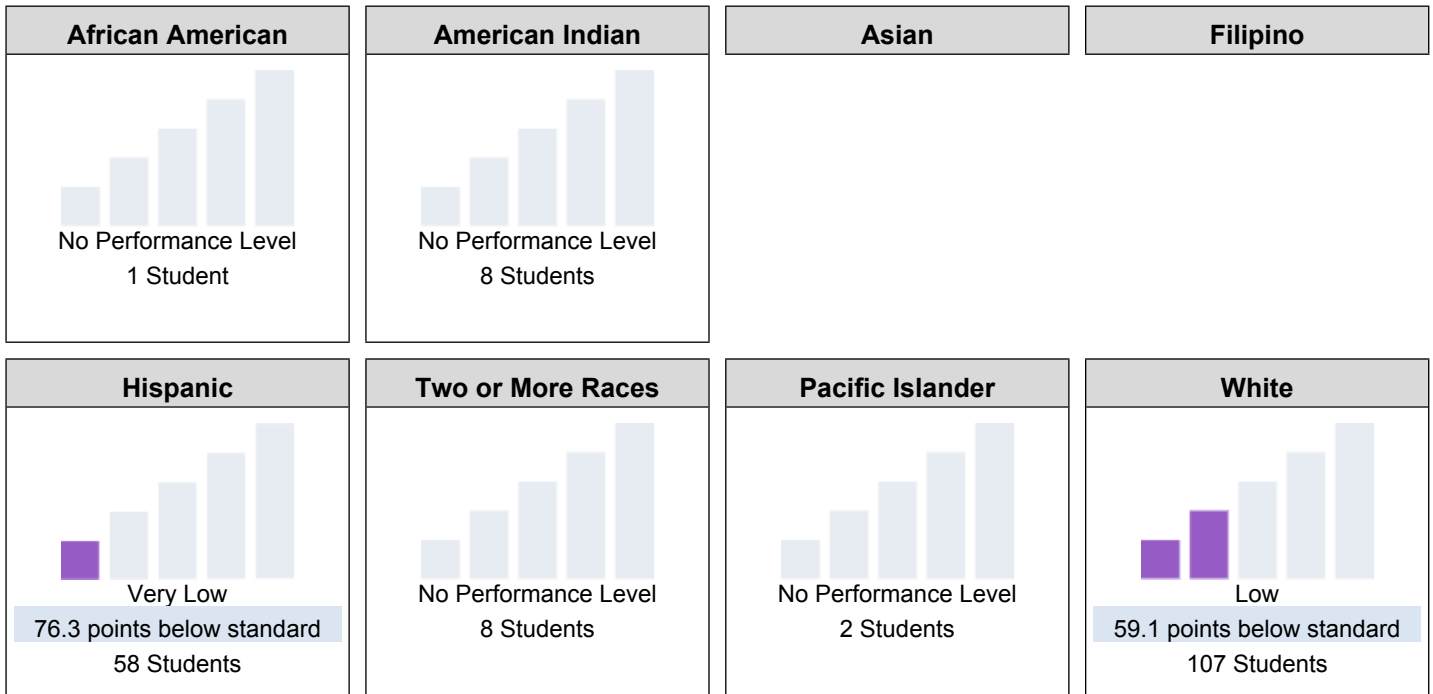
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>112.8 points below standard 16 Students</p>	<p>8 Students</p>	<p>65.8 points below standard 156 Students</p>

Conclusions based on this data:

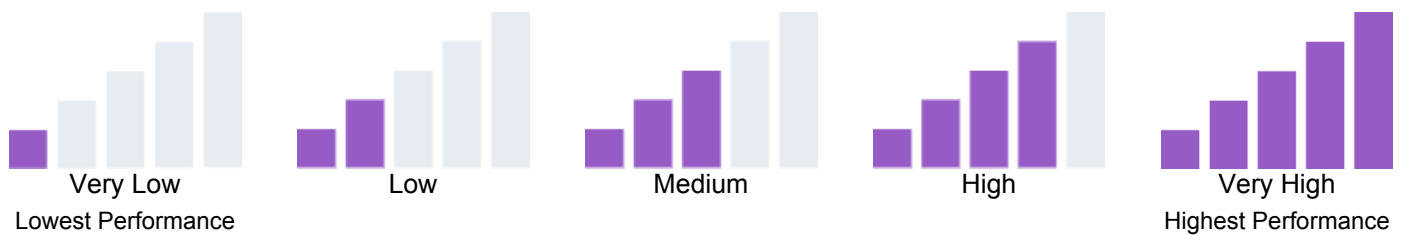
1. We continue to service the needs of the socioeconomically disadvantaged subgroup.
2. 2021-22: This data has not been updated by Dashboard yet.

School and Student Performance Data

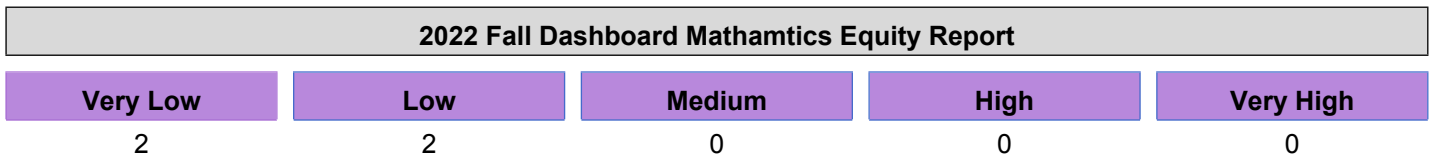
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

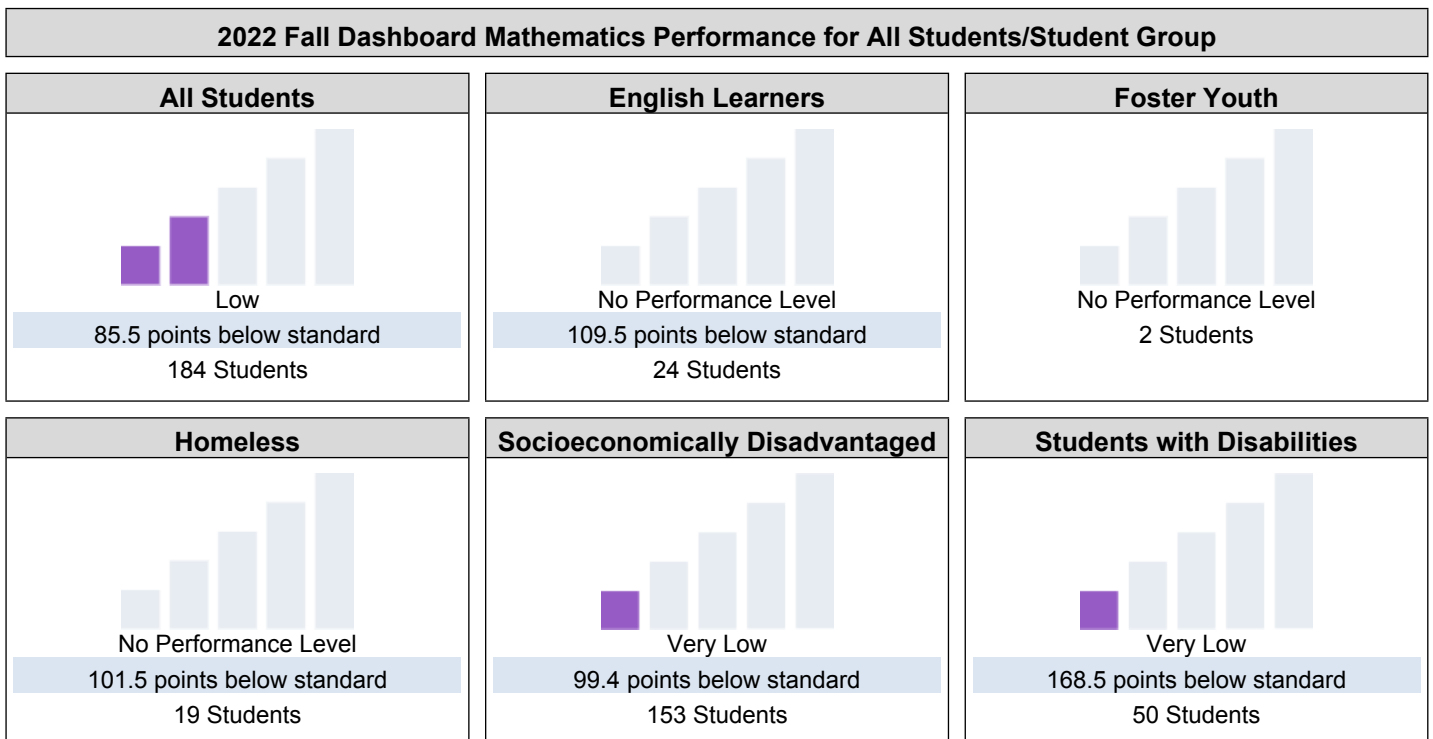
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



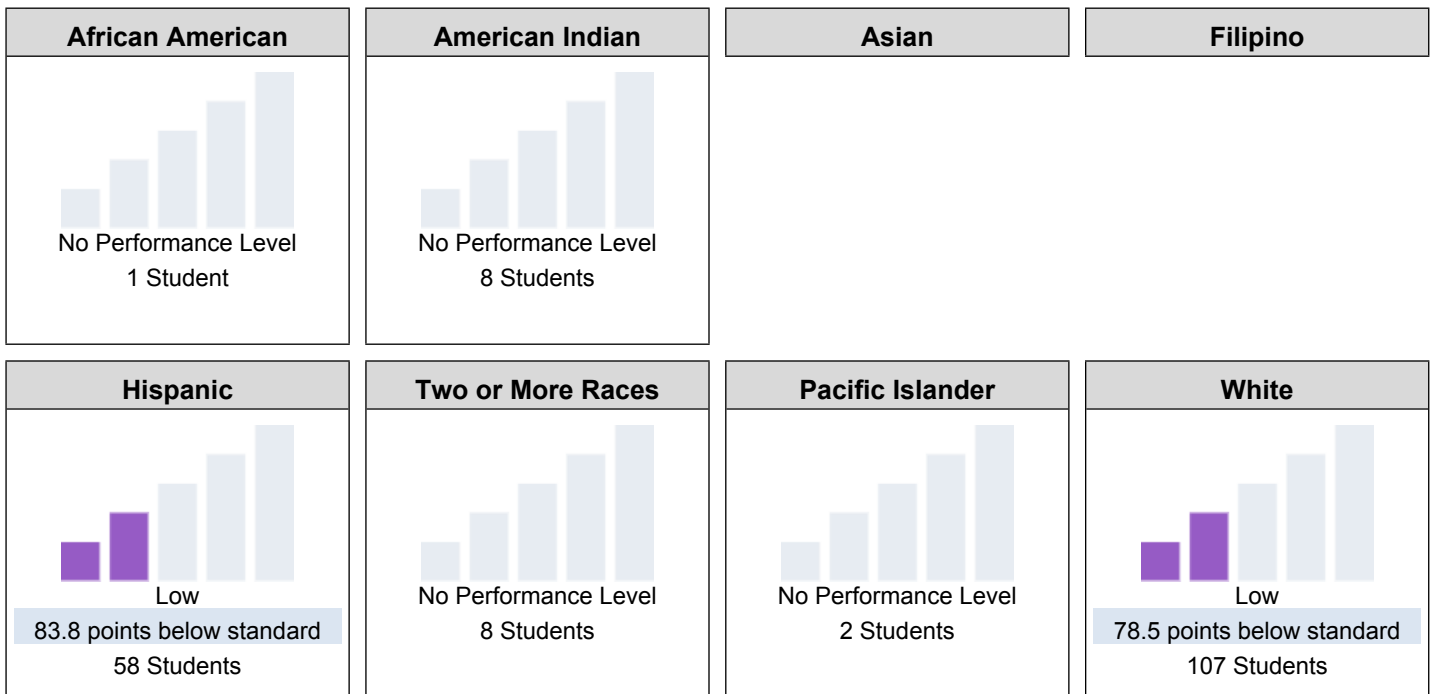
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>112.3 points below standard 16 Students</p>	<p>8 Students</p>	<p>83.0 points below standard 156 Students</p>

Conclusions based on this data:

1. School has implemented a Mathematics interventions for the socioeconomically disadvantaged.
2. 2021-22: This data has not been updated by Dashboard yet.

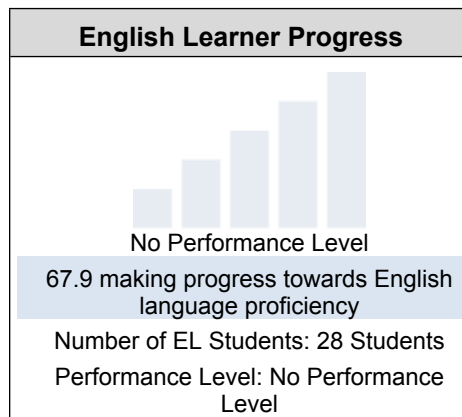
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	4	0	19

Conclusions based on this data:

- School must focus on the advancement of ELPI level.
- 2021-22: This data has not been updated by Dashboard yet.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

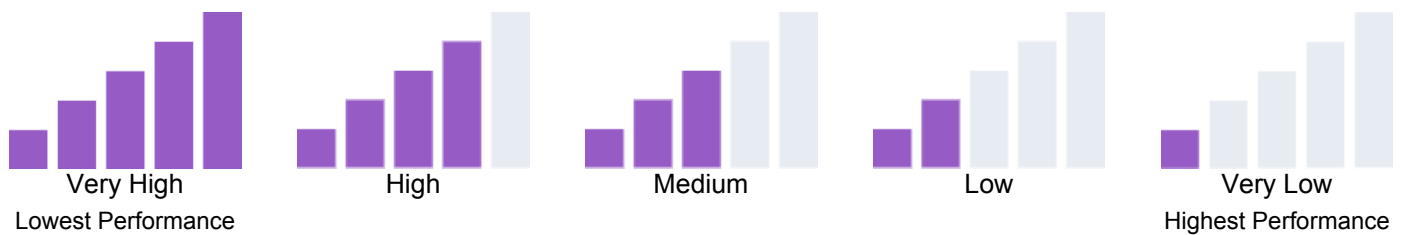
1. No data to report.
2. Waiting for state to report out 20-21 data.
3. 2021-22: This data has not been updated by Dashboard yet.

School and Student Performance Data

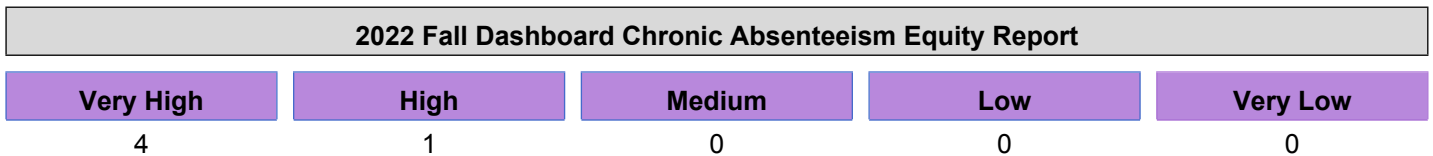
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

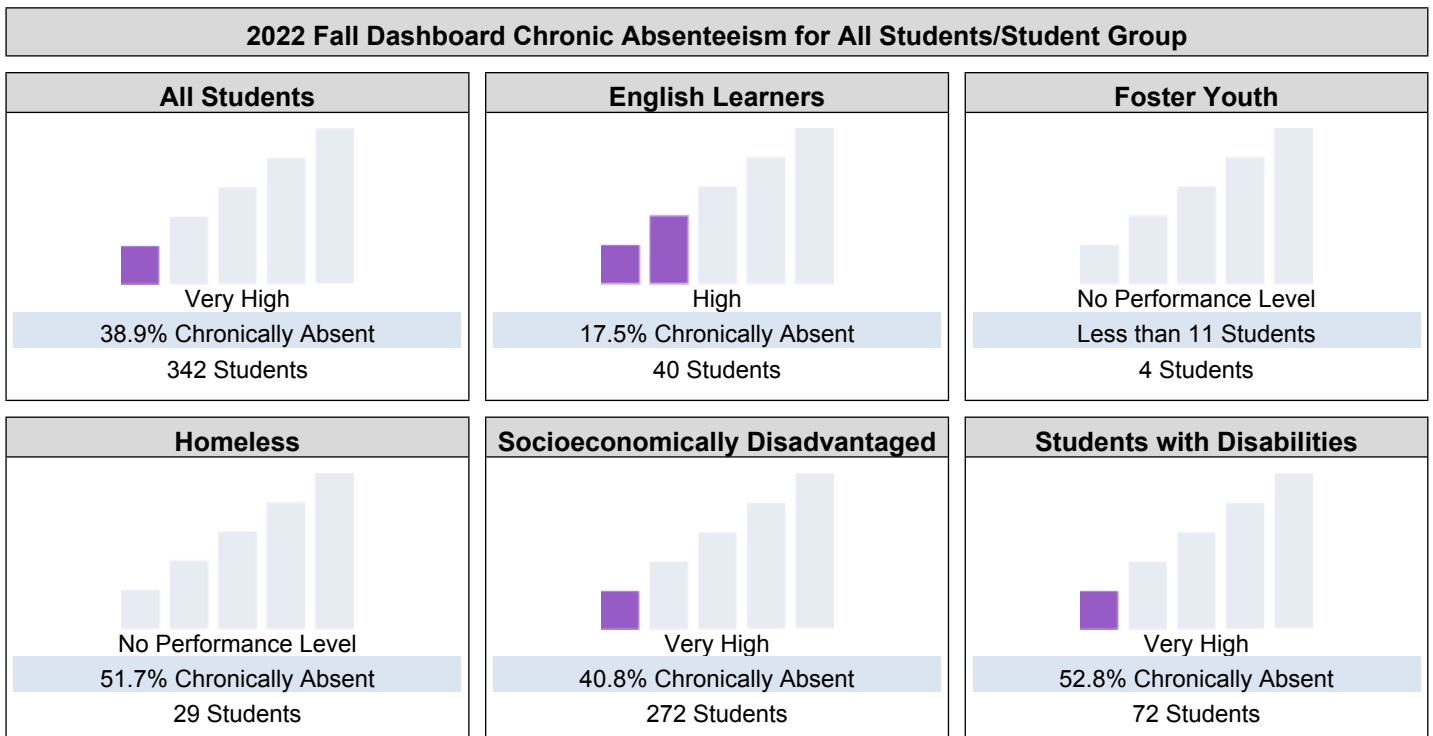
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



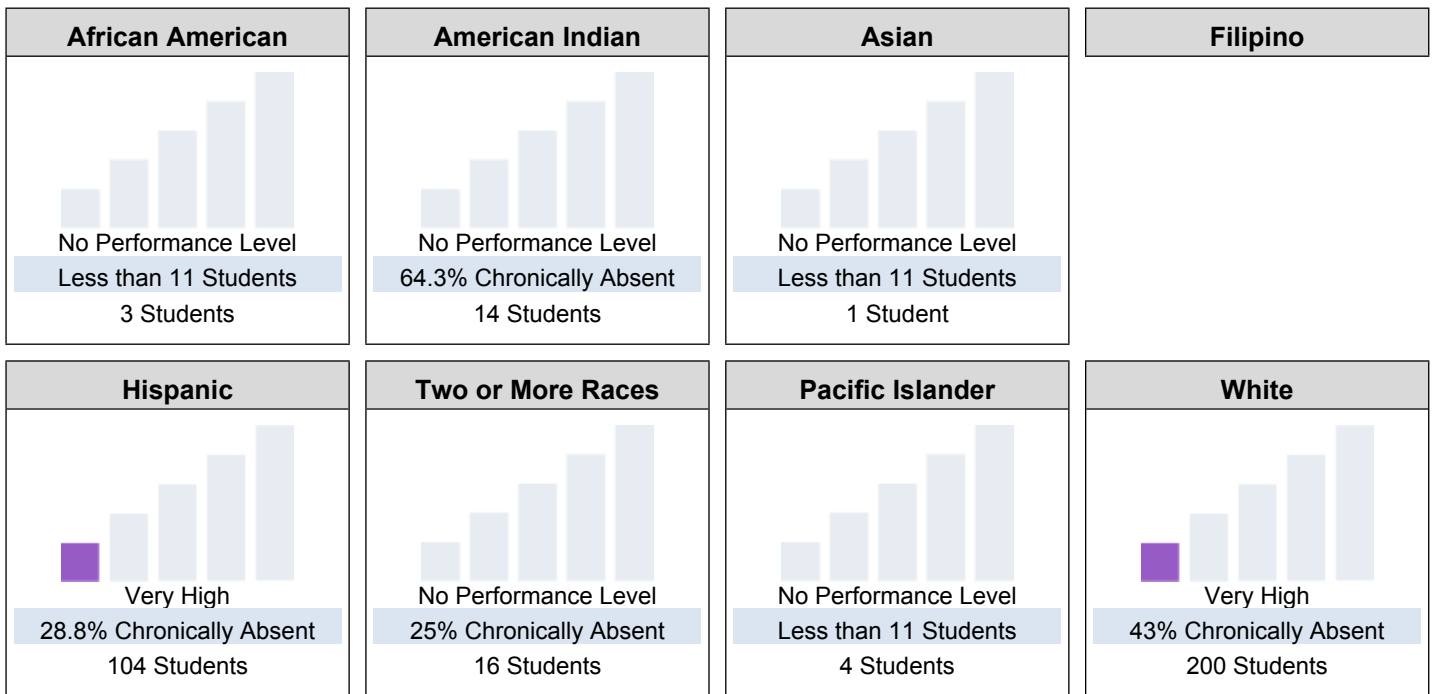
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



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.
3. 2021-22: This data has not been updated by Dashboard yet.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

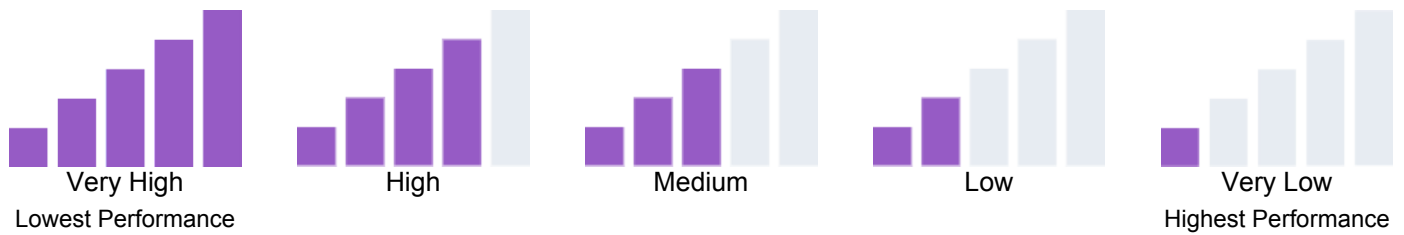
1. No data reported at this time.
2. 2021-22: This data has not been updated by Dashboard yet.

School and Student Performance Data

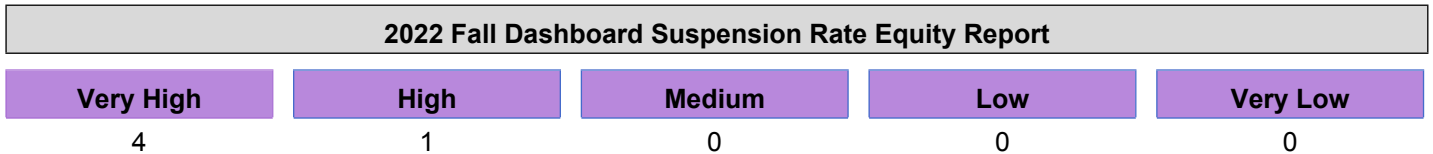
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

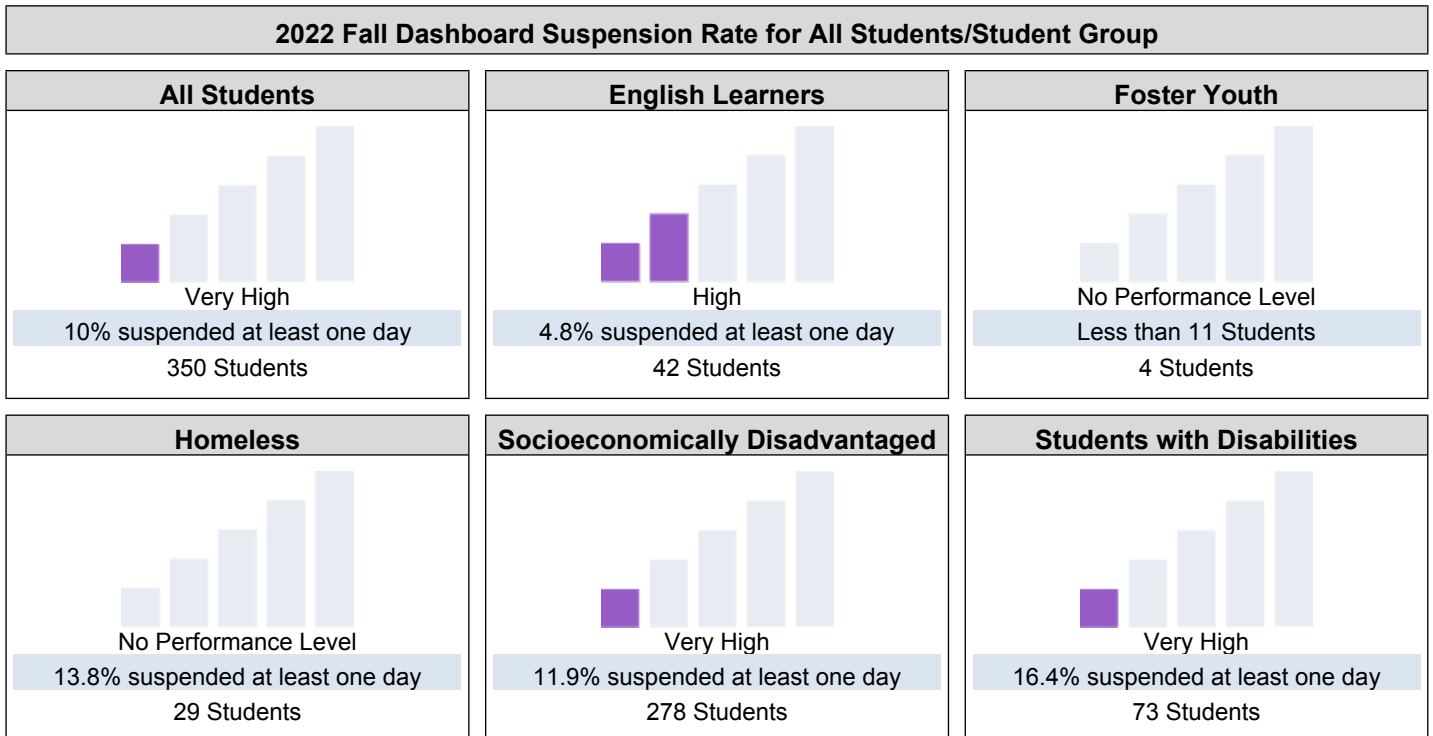
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



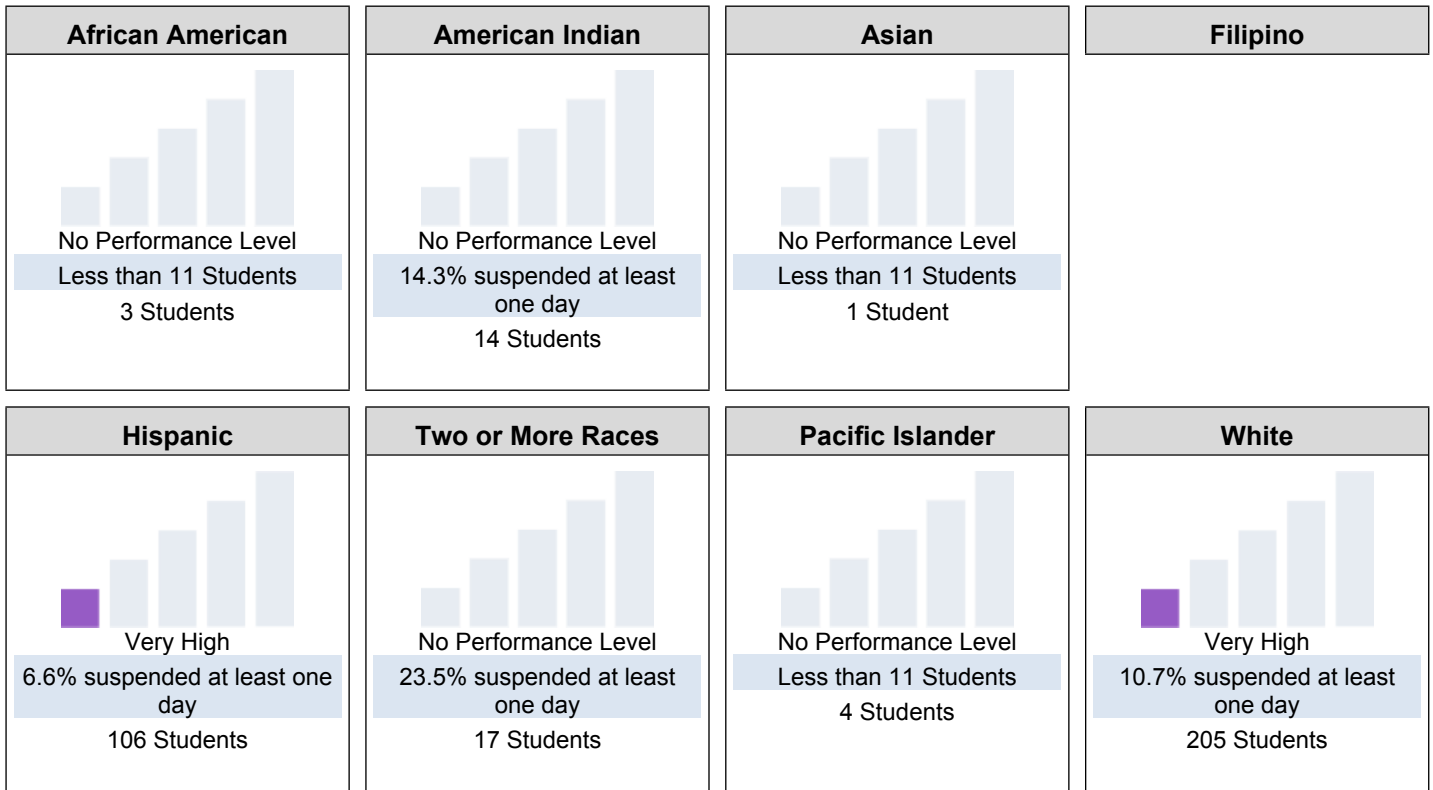
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Due to the Covid pandemic, students have returned from isolation and receive additional supports for SEL.
2. 2021-22: This data has not been updated by Dashboard yet.

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

Increase 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 to 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, district adopted curriculum, and provide the necessary professional development to support standards based instruction to increase student achievement. This will include benchmarking, progress

monitoring, along with intervention curriculum, and instructional supports in reading and math. Additional instructional aide positions to provide inclusion and instructional support to all learner, including students with disabilities. English Language Development to assist English Learners in developing academic content and become English proficient. We provide academic intervention electives for 6-8th grade students, as well as PATHWAYS 4 days/wk for tutoring, academic support, and homework help. Teachers may also provide after school tutoring. We have 2 sped teachers, 1 resource teacher, a Title 1 teacher, and a math intervention teacher. Our district also provides a Summer Bootcamp, which is both an academic and enrichment program.

Students to be Served by this Strategy/Activity

Students will be served by these strategies/activities through in person instruction.

Timeline

Daily interventions, benchmark tests, progress monitoring, SST's, monthly assessments, meetings to support universal and Tier II interventions, inclusion support, and data collection.

Person(s) Responsible

Teachers, Reading Specialist, Reading para, Inclusion paras, EL para, Math Intervention para, Technology Specialist, School Administration.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Create a 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. The combined actions included within this goal focus on the MTSS necessary to foster a safe school environment and allow for students to have access to the mental health resources to be successful.

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 including parents of foster youth, homeless/foster youth, English learners, low-income, and students with disabilities.

Basis for this Goal

To focus on the Multi-Tiered Systems of Support (MTSS) necessary to foster a safe school environment.

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

Planned Strategies/Activities

Strategy/Activity 1

2 F.T.E School Counselors provide counseling services for students on a daily basis. In addition, two part-time Mental Health Clinicians and one RBT are contracted by JSD to work with select Tier 2 and Tier 3 students. Implement Multi Tiered Systems of Support (MTSS) through the provision of a MTSS coordinator, a behavior and attendance support assistant, and a homeless and foster youth liaison. Increase home/school communication and implement activities, events, and parent educational opportunities to support family connectedness, engagement and participation. We implement a Plan B program for junior high students who are in danger of meeting 8th grade promotion requirements. The district has a free ASP for grades TK-4, which runs until 6pm daily. School staff will continue to implement Trauma Informed Practices, Positive Behavior Interventions and Supports (PBIS), bully prevention programs, assemblies, presentations, and other means of correction to create and foster a positive school climate.

School-wide (TK-8) SEL Curriculum adoption: Character Strong.

Students to be Served by this Strategy/Activity

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

Timeline

Monthly and daily reports to monitor progress towards attendance and discipline achievements. SART/SARB meetings for attendance. Counselor referrals. Regular communication with parents to discuss child's progress.

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 basis of the goal is to provide increased 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) Course of Study	No results- first year administering the CSA test in music/art	70%-100% grade level proficient in Spanish increased in elective choices outside academics
CA CASSPP California Spanish Assessment (CSA)	Year 1 Outcome 2020-2021 Spanish Reading Language Arts: Grade 3: Too few students for results Grade 4: 435.9 mean	Desired Outcome for 2023-2024 70%-100% grade level proficient in Spanish
CA CAASPP California Spanish Assessment (CSA)	Year 2 Outcome (2021-22) Spanish Reading Lang Arts: Grade 3: 336.5 mean Grade 4: Results suppressed because 10 or fewer students were tested Grade 5: Results suppressed because 10 or fewer students were tested	Desired outcome for 2023-24 is for students to be 70%-100% grade level proficient in Spanish.

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 6-8 grade students are afforded opportunity to take part of the electives. Grades TK-4 attend classroom music sessions and grades 5-8 have additional options of band. Students in 1-5 grade attend art class 1x/wk and students 6-8 grade may attend art in the elective wheel. Current students in the 4/5 Dual Immersion Program, as well as former DI students who are in 6-8 grade, have the option to attend an after school Spanish enrichment class. There are art, music, coding, and leadership options in the 6-8th grade elective wheel. After school music enrichment (chorus, percussion) is also provided by the music teacher. The district also provides a Summer School enrichment program after the academic portion of the day.

Timeline

Students in grades 6-8 will have two elective classes twice a week each trimester. New elective classes change at the beginning of each trimester.

Person(s) Responsible

Teachers, School Office, Administration, 1 F.T.E Music Teacher, .6 Art Teacher

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: 2021-22

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC ELA: Scale points distance from 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.	2021-22 CAASPP All grades: 28.17% met or exceeded standard in ELA All grades: 28.64% standard nearly met in ELA SED: 21.88% met or exceeded standard in ELA Foster Youth: * data suppressed (10 or fewer students tested) EL: 12.5% met or exceeded standard in ELA SWD: 4.55% met or exceeded standard in ELA
SBAC Math: Scale points distance from standard	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.	2021-22 CAASPP All grades: 21.33% met or exceeded standards in Math All grades: 22.27% standard nearly met in Math SED: 16.25% met or exceeded standard in Math Foster Youth: * data suppressed (10 or fewer students tested) EL: 6.25% met or exceeded standard in Math SWD: 2.27% met or exceeded standard in Math

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Using educational software, curriculum and the necessary professional development to support standards based instruction, and increase student achievement. This will	2021-22: We used educational software, district adopted curriculum, and provided the necessary PD. We also continue to provide instructional supports in reading and math. In		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
include benchmarking, progress monitoring along with intervention curriculum and instructional supports in reading and math.	in addition, the district offered a summer school program, as well as updated existing educational software and purchased additional software to increase student achievement. We have a TOSA, who provides support to new and existing teachers. Jamestown School also has a Hero Store to increase PBIS and student achievement. We also hired additional sped paras for support.		

Analysis

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

The Teacher on Special Assignment (TOSA) received feedback from teachers to revamp the educational software we are using, as well as provided the PD for new teachers. The TOSA also had teacher observations, coaching, data collection and analysis. She was accessible to any teacher in need of support.

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

Data differs by grade level. Staff agrees that the TOSA support is very valuable in the efforts to increase student achievement.

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

No known differences.

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.

The district will continue providing the actual actions and services to increase student achievement.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA School Dashboard Chronic Absenteeism CA School Dashboard Suspension/Expulsion Rate Universal Screening Tool for Student Behavior and Risk SIS Discipline Data Reports	5% or less for All Homeless: 5% SWD: 5% SED:5% EL: Maintain 1.45% or less Suspension Rate All: 3% or less Color Gauge Green All subgroups Blue or Green Expulsion Rate: 0% 2.5% Identified High Risk Category Decrease number of discipline referrals by 1.5%	2021-22: Unable to complete this section, as the Dashboard has not been updated for this data.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	2022: Increased home/school communication. Implemented a monthly newsletter, as well as increased auto-dialer messages. Added one more FT counselor, as well as two PT Mental Health Clinicians, and 1 RBT. Also increased sped paras and hired an upper grade sped teacher. We have one resource teacher, one primary sped teacher, and one upper grade sped teacher. We continue to implement PBIS and have a Hero Store for TK-8th grade students. Teachers piloted SEL curriculum		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>2021-22 during the school year and moved forward with adopting Character Strong curriculum in May 2022. We also have an ASP and after school clubs. Music is played in the quad each Friday during arrival. Students also assemble for Flag Friday for the Pledge of Allegiance, Panther Pledge, announcements, songs, PBIS prizes, etc. There are more award recognitions (monthly citizenship assemblies, perfect attendance, honor roll/merit roll, AR goal, etc) We also continue with anti-bully presentations by our counselors and outside agencies, as well as assemblies. Family Fun Nights and events have returned, as well.</p>		

Analysis

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

Because we have two full-time counselors and two part-time Mental Health Clinicians, we are able to provide JSD students necessary counseling support.

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

All of the actual actions and services listed above help the District to achieve our goals.

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

12/22: The district recently contracted with a full time RBT. This is a necessary position, but not in the 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.

The district will continue providing the actual actions and services to ensure that all students and their families in Jamestown School District are feeling safe, engaged in learning, and connected to school.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA CASSPP California Spanish Assessment (CSA) Course of Study	70%-100% grade level proficient in Spanish increased in elective choices outside academics	2021-22: CSA 3rd grade: mean 336.5 4th grade: data suppressed 10 or fewer students tested 5th grade: data suppressed 10 or fewer students tested

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
To provide educational, recreational, and social activities for students that align with and extend beyond the mandatory instructional academic day.	<ul style="list-style-type: none"> • Dual Immersion Program for TK-5 grade students. • After school Spanish Club for 4-8 grade EL students. • County Events: Dinner w/ a Scientist, Nature Bowl, History Day, Science Day, etc. • 1:1 technology devices for students 1st-8th grade. • Elective options for 6-8th grade (Coding, Team Sports, Ceramics, Leadership, Band, etc) • Arts Reach • STEAM assemblies 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> • Cal Fresh (Liz Ramos) teaches nutrition to some classrooms and provides grant funding for PE equipment • Equal access to sports (not dependent on ability, etc) • Family Fun Nights • Extra music/band activities (performing for tree lighting at Rocca Park, etc. • 6th grade Outdoor Education (Science Camp) 		

Analysis

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

Students will continue to receive art and music from a credentialed teacher. All actions and services listed above will continue.

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

The strategies and activities listed above help ensure 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.

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

No known differences.

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.

The district will continue providing the actual actions and services 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.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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: 2021-22

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	155,544
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	\$912,128	912,128.00
Rural Education Achievement Program (REAP)	\$0	0.00
Title I	\$127,326	127,326.00
Title II Part A: Improving Teacher Quality	\$18,218	18,218.00
Title III Part A: Language Instruction for LEP Students	\$0	0.00
Title IV Part A: Student Support and Academic Enrichment	\$10,000	10,000.00

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
- 2 Other School Staff
- 7 Parent or Community Members

Name of Members	Role
Carrie Martin	Principal
Courtney Ross-Tillman	Classroom Teacher
Sheri Betz	Classroom Teacher
Nicole Ironside	Classroom Teacher
Serafina Thomas	Parent or Community Member
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
Taylor Blattler	Other School Staff
Haleigh Grabowski	Other School Staff
Carmen Flores	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 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 1-31-23.

Attested:



Principal, Mrs. Carrie Martin on 1-31-23



SSC Chairperson, Tiffany LaMendola on 1-31-23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner 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.

Educational Partner 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 Educational Partner 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