School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Chinese Camp School
Address	13444 Red Hills Road Chinese Camp, CA 95309
County-District-School (CDS) Code	55-72363-6054852
Principal	Mrs. Sarah Gillum
District Name	Jamestown School District
SPSA Revision Date	December 5, 2023
Schoolsite Council (SSC) Approval Date	January 9, 2024
Local Board Approval Date	February 14, 2024

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

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 415 students in Transitional Kindergarten to Eighth grade and supports two school campuses. Chinese Camp Science Academy is a necessary small school and has 30 students enrolled.

School Profile

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

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 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 8, 2024, the School Site Council on January 9, 2024 and brought to the Board for approval on February 14, 2024.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	3.45%	3.33%		1	1
African American	%	%	0%		0	0
Asian	%	%	0%		0	0
Filipino	%	%	0%		0	0
Hispanic/Latino	12.9%	13.79%	13.33%	4	4	4
Pacific Islander	%	%	0%		0	0
White	83.9%	72.41%	66.67%	26	21	20
Multiple/No Response	3.2%	6.90%	13.33%	1	2	4
			Total Enrollment	31	29	30

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade3	11	7	5
Grade 4	4	8	10
Grade 5	8	7	9
Grade 6	8	7	6
Total Enrollment	31	29	30

Conclusions based on this data:

1. Enrollment stays consistent at Chinese Camp Science Academy due to the high demand for STEAM education coupled with the minimum enrollment of 30 students.

2. Testing data has to be analyzed separately due to the small enrollment at CCSA.

3. Enrollment continues to remain steady at 29-31 students each year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	1	0	0	3.2%	0.0%	0.0%
Fluent English Proficient (FEP)	1	2	2	3.2%	6.9%	6.7%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.0%	

Conclusions based on this data:

1. Currently, there are no English Learners enrolled at CCSA.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9	6	5	9	6	5	9	6	5	100.0	100.0	100.0
Grade 4	6	8	8	6	8	8	6	8	8	100.0	100.0	100.0
Grade 5	6	7	10	6	7	10	6	7	10	100.0	100.0	100.0
Grade 6	7	7	6	7	7	6	7	7	6	100.0	100.0	100.0
All Grades	28	28	29	28	28	29	28	28	29	100.0	100.0	100.0

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	17.86	17.86	27.59	35.71	46.43	27.59	35.71	28.57	24.14	10.71	7.14	20.69

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Overall Participation for All Students (header for first table)

Overall Achievement for All Students (header for second table)

Reading
Demonstrating understanding of literary and non-fictional texts (header for third table)

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Data cannot be reported on the Dashboard because there are too few students to report.

2. A separate analysis of CAASPP data demonstrates that approximately 50% of students from CCSA meet or exceed the standard in both ELA and Mathematics each year.

3. * Data is suppressed because 10 or fewer students were tested in each grade level.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9	6	5	9	6	5	9	6	5	100.0	100.0	100.0
Grade 4	6	8	8	6	8	8	6	8	8	100.0	100.0	100.0
Grade 5	6	7	10	6	7	10	6	7	10	100.0	100.0	100.0
Grade 6	7	7	6	7	7	6	7	7	6	100.0	100.0	100.0
All Grades	28	28	29	28	28	29	28	28	29	100.0	100.0	100.0

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	17.86	7.14	10.34	32.14	32.14	20.69	32.14	46.43	51.72	17.86	14.29	17.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. All students enrolled in the CCSA program consistently test.

2. Separate analysis of CAASPP Mathematics data demonstrates that approximately 50% of CCSA students meet or exceed the standard in mathematics consistently.

3. * Data is suppressed because 10 or fewer students were tested.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades										*		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*			*		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*			*		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*			*		

Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*			

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*			

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*		

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*		

Conclusions based on this data:

1. No identified English Learner students were tested at CCSA during this reporting school year.

School and Student Performance Data
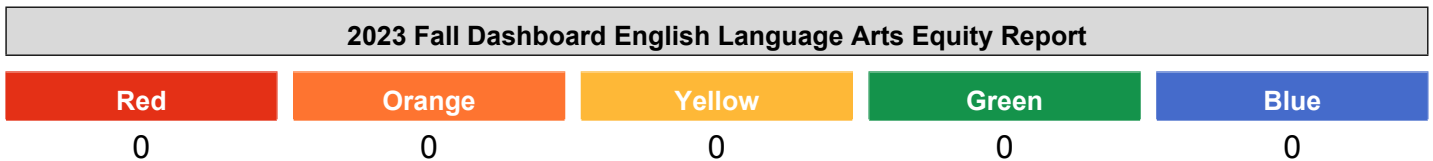
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
30	**46.7**	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.
Total Number of Students enrolled in Chinese Camp School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.		

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners		
Foster Youth		
Homeless	1	3.3
Socioeconomically Disadvantaged	14	46.7
Students with Disabilities	1	3.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	1	3.3
Hispanic	4	13.3
Two or More Races	4	13.3
White	20	66.7

Conclusions based on this data:

1. School has a large socioeconomically disadvantaged population, this is reflective of the large socioeconomically disadvantaged population that is present in our district.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Conclusions based on this data:

1. Data for this school is not reported using the above metrics due to the low overall population.

2. On average, students at CCSA scored 17 points above standard on ELA.

3. On average, students scored 26.5 points below standard on Mathematics.

School and Student Performance Data

Academic Performance
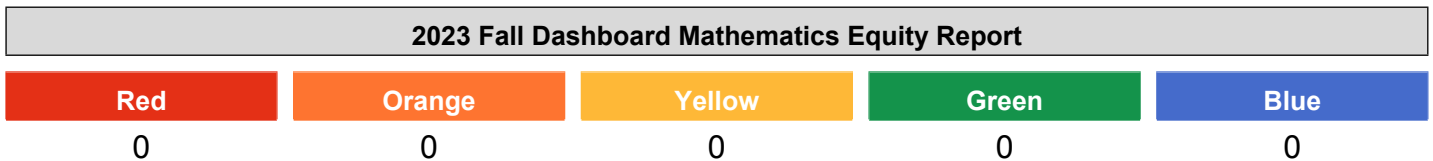## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
17 points above standard	Less than 11 Students	No Performance Color
Maintained -1.3 points	1 Student	0 Students
27 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	1.8 points below standard	Less than 11 Students
1 Student	Decreased Significantly -22.1 points	2 Students
	12 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 4 Students	Less than 11 Students 3 Students	No Performance Color 0 Students	27.2 points above standard Increased +8.9 points 18 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	Less than 11 Students 1 Student	17.8 points above standard Maintained -0.3 points 25 Students

Conclusions based on this data:

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

2. CCSA students performed, on average, better than the California state average.

3. CCSA students performed, on average, better than the average scores for students in Tuolumne County.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
26.5 points below standard	Less than 11 Students	No Performance Color
Decreased -5.5 points		
27 Students	1 Student	0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	31.5 points below standard	Less than 11 Students
	Decreased -7.6 points	
1 Student	12 Students	2 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 4 Students	Less than 11 Students 3 Students	No Performance Color 0 Students	28.7 points below standard Decreased -11 points 18 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	Less than 11 Students 1 Student	25.8 points below standard Maintained -2.3 points 25 Students

Conclusions based on this data:

1. On Average, students at CCSA were slightly below the state average for Mathematics proficiency.

2. Students at CCSA were above the Tuolumne County average for Mathematics proficiency.

3. Students are performing better in ELA than they are in Mathematics. This is reflected in regional and state data as well.

School and Student Performance Data

Academic Performance
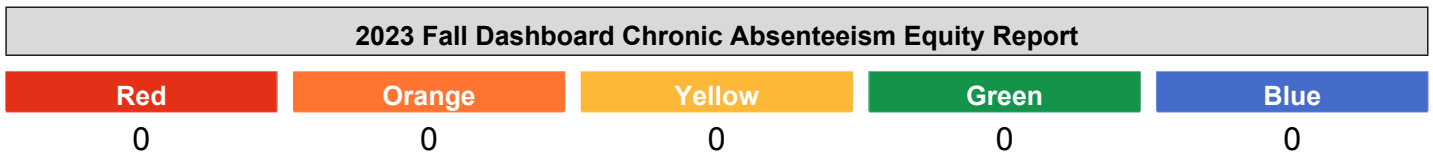## English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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

2023 Fall Dashboard English Learner Progress Indicator

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

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report
Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.
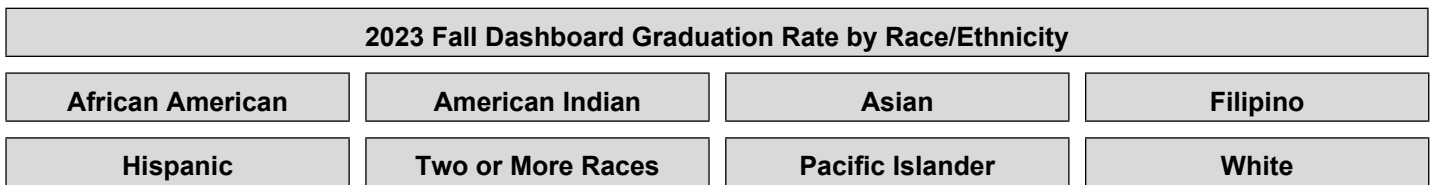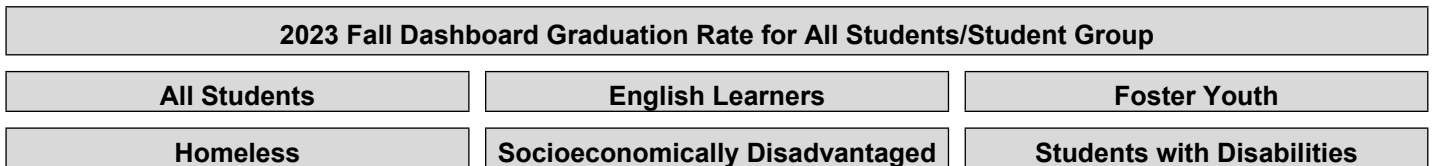
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
12.5% Chronically Absent	No Performance Color	No Performance Color
Declined -15.1	0 Students	0 Students
32 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	14.3% Chronically Absent	Less than 11 Students
1 Student	Declined -15.1	2 Students
	14 Students	

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	Less than 11 Students	No Performance Color	No Performance Color
0 Students	1 Student	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students	Less than 11 Students	No Performance Color	13.6% Chronically Absent
4 Students	5 Students	0 Students	Declined -19.7
			22 Students

Conclusions based on this data:

1. Chronic Absenteeism for the state of California was 24.3% in the 2022-2023 school year. CCSA chronic Absenteeism is significantly better than the state average.

School and Student Performance Data

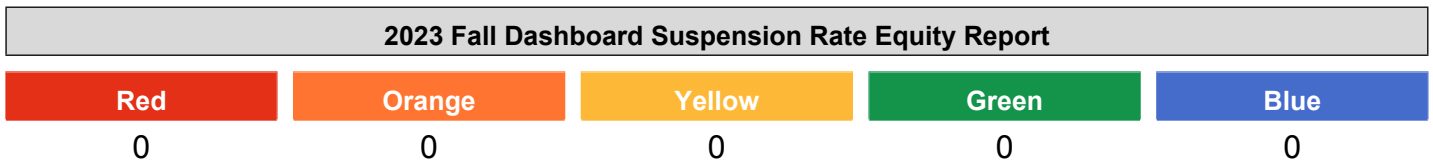## Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts 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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 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.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
0% suspended at least one day Declined -10.3 33 Students	No Performance Color 0 Students	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 1 Student	0% suspended at least one day Declined -17.6 14 Students	Less than 11 Students 2 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 4 Students	Less than 11 Students 5 Students	No Performance Color 0 Students	0% suspended at least one day Declined -9.5 23 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Reading and Math.

Goal Statement

During the 2022-2023 school year, students at Chinese Camp Science Academy performed relatively well in both ELA and Mathematics, according to the CAASPP data. Of the students tested, 55.18 percent of students performed at or above standard in ELA and 31.03% of students tested performed at or above standard in mathematics. Although both sets of data approximate or exceed the state average, it is the desire that all students at CCSA perform at or above standard in both areas.

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	2023 Dashboard and independent analysis of individual scores. All: 17 points above standard SED: 1.8 points below standard Independent analysis: Distance from standard met: 3.75 points on average	SBAC: Based on the last two years of data taken with the students who are currently enrolled at CCSA and their average performance, it is a reasonable goal to expect all students to increase their independent average scale scores in ELA by 20 or more points.
SBAC Math: Scale points distance from standard	2023 Dashboard All: 26.5 points below standard SED: 31.5 points below standard Independent Analysis: Distance from standard met: 20.4 points on average	SBAC: Based on the last two to three years of data collected for the students who will be testing at CCSA, it is reasonable to expect all students to increase their individual scale scores by no less than 20 points in the area of mathematics. Students have historically demonstrated variations of 20-70 points growth from year to year.

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. Our district also provides a Summer Boot Camp, which is both an academic and enrichment program.

Students to be Served by this Strategy/Activity

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

Timeline

Daily interventions, benchmark tests, monthly assessments, SST's, and meetings (as needed) to develop and support universal and Tier II interventions.

Person(s) Responsible

Teachers, Paras, Reading Specialist, Math Specialist, 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 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 homeless/foster youth, EL, economically disadvantaged, 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 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 CA School Dashboard Suspension/Expulsion Rate	2023 Dashboard Data: Chronic Absenteeism: 12.5% SED: 14.3 % White: 13.6% Suspension/ Expulsion Rate: 0%	Chronic Absenteeism will decrease for all students by 4%. The new rate of Chronic Absenteeism for Chinese Camp Science Academy will be no more than 8.5%. Suspension and expulsion rates will remain below 5%.

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 needing support on a weekly basis.
- School staff will continue to implement Positive Behavior Interventions and Supports (PBIS), bully prevention programs, presentations, assemblies, and other means of correction to create and foster a positive school climate.
- Free After School Program
- 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 issues. Counselor referrals. Regular communication with parents to discuss child's progress.

Person(s) Responsible

Teacher, Counselors, 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 experiential learning opportunities.

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 increase 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
Availability of enrichment opportunities beyond core instruction.	Students at CCSA currently receive instruction in Music and Art. As students in attendance at a science/ STEAM focused school, they also attend regular fieldtrips with science/STEAM focus.	Students will continue to receive weekly instruction in music and art. Students will attend at least 3 science-based fieldtrips during the academic year.

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

At CCSA, all students have access to art, music, health/nutrition, and STEAM activities.

Timeline

Students will continue to receive art and music from credentialed teachers.

Person(s) Responsible

Teachers, Paras, School Office, Administration, Guest Presenters

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: 2022-23

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.	Although data is not available for the subgroups listed in the expected outcomes, it is apparent that the students at CCSA did meet the ELA achievement goal listed.
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.	Although data is not available for the subgroups listed in the expected outcomes, the students at CCSA did demonstrate marked improvements in mathematics achievement. All students are not performing above the standard, however.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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. Our district also provides a Summer Boot Camp,	All of the services that were planned for student access were delivered.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
which is both an academic and enrichment program.			

Analysis

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

Academic enrichment, summer programming, and other academic supports were provided to all students in the Jamestown School District in accordance with the planned actions.

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

For students at Chinese Camp Science Academy, it appears that interventions and enrichments were successful in increasing academic performance, according to SBAC scores.

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

Many of the services listed occur at the main Jamestown Elementary School campus. Although students from CCSA do have access to the activities, there may be a delay in their ability to start a given activity due to the commute from the Chinese Camp campus.

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

No changes are required for this goal, as it is effectively being achieved.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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

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%	Although the expected outcomes of less than 5% chronic absenteeism were not achieved, Jamestown School District is very pleased with the rates of Chronic Absenteeism at CCSA. During the 2022-2023 school year, the state of California saw a rate of 24.3% in Chronic Absenteeism. The rate at CCSA was 12.5 percent. In consideration of the many factors that currently contribute to Chronic Absenteeism, we are very pleased with the actual outcome that far exceeds the state average. A further, specific response according to subgroups can not be provided here due to the extremely small population at CCSA and the individual exposure of students according to subgroup.

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	All of the actions planned were implemented with fidelity.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and participation. • Counseling Services for students on a weekly 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, 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, presentations, assemblies, and other means of correction to create and foster a positive school climate. • Free After School Program • SEL curriculum adoption: Character Strong			

Analysis

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

All of the planned actions were implemented with fidelity.

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

When looking at data as it relates to local and state data, it is clear that implemented interventions have been effective for achieving positive data.

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

There are generally fewer services, or reduced access to services at CCSA as compared to JES school sites. However, this is due to the population differences between the two schools in the district.

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.

Any changes made to this goal will be directly related to measurable outcomes in consideration for the lack of reported data for subgroups.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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	Students at CCSA do not assess using the CSA.

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.	Students are provided with educational, recreational, and social activities that extend beyond mandatory instruction.		

Analysis

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

This goal was written for the main campus of our school district and does not reflect the STEAM focus of CCSA. The students at CCSA do not engage in Spanish Language courses.

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

Not applicable

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

not applicable

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.

This goal will be rewritten to reflect the programming that is unique to the Chinese Camp Science Academy.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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: 2022-23

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
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	$0	0.00
LCFF - Supplemental	912,128	912,128.00
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

6 Parent or Community Members

Name of Members	Role
Sarah Gillum	Principal
Shary Trent	Classroom Teacher
Sheri Betz	Classroom Teacher
Nicole Ironside	Classroom Teacher
Serafina Thomas	Parent or Community Member
Tiffany LaMendola	Parent or Community Member
Angel Tarango	Parent or Community Member
Candy Bishop	Parent or Community Member
Leeco Thach	Parent or Community Member
Anthony Tarango	Parent or Community Member
Jordan McMurray	Other School Staff
Denise McClintock	Other School Staff

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
[signature]	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 January 31, 2023.

Attested:

[signature]	Principal, Mrs. Sarah Gillum on 1-31-23
[signature]	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

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 measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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