



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 5th Avenue Jamestown, CA 95327
County-District-School (CDS) Code	55-72363-6054902
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.

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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 415 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, choir, and band. The district has two full-time school counselors, two part-time clinicians, 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 8, 2024, the SSC 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 Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	3.2%	3.77%	3.43%	10	12	12
African American	1.0%	0.94%	0.86%	3	3	3
Asian	0.7%	0.31%	0%	2	1	0
Filipino	%	%	0%		0	0
Hispanic/Latino	29.8%	30.19%	28.29%	92	96	99
Pacific Islander	1.3%	1.26%	0.86%	4	4	3
White	56.3%	59.43%	62.29%	174	189	218
Multiple/No Response	4.2%	4.09%	3.43%	13	13	12
Total Enrollment				309	318	350

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	35	46	47
Grade 1	37	34	43
Grade 2	44	37	32
Grade3	32	40	38
Grade 4	41	31	38
Grade 5	34	39	35
Grade 6	25	36	43
Grade 7	28	25	40
Grade 8	33	30	34
Total Enrollment	309	318	350

Conclusions based on this data:

1. Over the three years of data listed, there has been a general increase in student population.
2. The largest increase appears to be in the incoming kindergarten classes.
3. Without increased housing opportunities, it can be deduced that household size has increased.

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	41	39	31	13.3%	12.3%	8.9%
Fluent English Proficient (FEP)	15	11	20	4.9%	3.5%	5.7%
Reclassified Fluent English Proficient (RFEP)	0	7	2	0.0%	17.9%	

Conclusions based on this data:

1. There appears to be a decrease of EL student in the district from year to year.
2. Even with the decreased number of EL students, many of them are Initially testing as Fluent English Proficient.

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		
	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	31	42	36	30	40	36	30	40	36	96.8	95.2	100.0
Grade 4	40	33	37	38	33	35	38	33	35	95.0	100.0	94.6
Grade 5	37	36	35	35	36	35	35	36	35	94.6	100.0	100.0
Grade 6	23	35	37	21	35	37	21	35	37	91.3	100.0	100.0
Grade 7	29	26	39	29	26	37	29	26	37	100.0	100.0	94.9
Grade 8	32	29	28	32	28	28	32	28	28	100.0	96.6	100.0
All Grades	192	201	212	185	198	208	185	198	208	96.4	98.5	98.1

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	2373.	2363.	2372.	6.67	15.00	11.11	23.33	10.00	13.89	16.67	25.00	19.44	53.33	50.00	55.56
Grade 4	2394.	2425.	2387.	7.89	21.21	8.57	7.89	6.06	5.71	26.32	21.21	17.14	57.89	51.52	68.57
Grade 5	2414.	2426.	2426.	5.71	11.11	11.43	11.43	19.44	20.00	22.86	13.89	5.71	60.00	55.56	62.86
Grade 6	2451.	2466.	2479.	0.00	5.71	8.11	14.29	17.14	24.32	33.33	37.14	27.03	52.38	40.00	40.54
Grade 7	2532.	2468.	2468.	13.79	0.00	5.41	34.48	15.38	13.51	24.14	30.77	21.62	27.59	53.85	59.46
Grade 8	2506.	2495.	2466.	3.13	7.14	0.00	18.75	21.43	7.14	43.75	21.43	39.29	34.38	50.00	53.57
All Grades	N/A	N/A	N/A	6.49	10.61	7.69	17.84	14.65	14.42	27.57	24.75	21.15	48.11	50.00	56.73

Reading Demonstrating understanding of literary and non-fictional texts									
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	13.33	15.00	11.11	50.00	52.50	47.22	36.67	32.50	41.67
Grade 4	5.26	18.18	8.57	60.53	48.48	54.29	34.21	33.33	37.14
Grade 5	8.57	8.33	11.43	51.43	52.78	57.14	40.00	38.89	31.43
Grade 6	*	5.71	13.51	*	57.14	45.95	*	37.14	40.54
Grade 7	*	*	10.81	*	*	43.24	*	*	45.95
Grade 8	6.25	*	*	59.38	*	*	34.38	*	*
All Grades	8.11	10.10	9.62	55.68	53.54	50.00	36.22	36.36	40.38

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	3.45	7.50	5.56	55.17	42.50	50.00	41.38	50.00	44.44
Grade 4	0.00	9.09	2.86	51.35	54.55	40.00	48.65	36.36	57.14
Grade 5	8.57	5.71	2.86	40.00	37.14	34.29	51.43	57.14	62.86
Grade 6	*	5.71	10.81	*	48.57	51.35	*	45.71	37.84
Grade 7	*	*	10.81	*	*	32.43	*	*	56.76
Grade 8	12.50	*	*	50.00	*	*	37.50	*	*
All Grades	8.74	6.60	6.25	47.54	47.21	39.90	43.72	46.19	53.85

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	6.67	5.00	5.56	73.33	65.00	72.22	20.00	30.00	22.22
Grade 4	5.26	6.06	8.57	73.68	63.64	62.86	21.05	30.30	28.57
Grade 5	11.43	5.56	8.57	62.86	75.00	62.86	25.71	19.44	28.57
Grade 6	*	14.29	13.51	*	60.00	78.38	*	25.71	8.11
Grade 7	*	*	8.11	*	*	62.16	*	*	29.73
Grade 8	9.38	*	*	68.75	*	*	21.88	*	*
All Grades	8.11	7.07	8.17	71.89	66.67	68.75	20.00	26.26	23.08

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	6.67	7.50	2.78	66.67	47.50	72.22	26.67	45.00	25.00
Grade 4	5.26	18.18	2.86	55.26	42.42	68.57	39.47	39.39	28.57
Grade 5	8.57	16.67	8.57	42.86	52.78	57.14	48.57	30.56	34.29
Grade 6	*	11.43	10.81	*	62.86	67.57	*	25.71	21.62
Grade 7	*	*	5.41	*	*	54.05	*	*	40.54
Grade 8	3.13	*	*	75.00	*	*	21.88	*	*
All Grades	6.49	10.61	5.77	62.70	54.04	65.87	30.81	35.35	28.37

Conclusions based on this data:

1. Although small, there has been a demonstrated increase in mean scale score across nearly all grade levels.
2. The highest area of need across grade levels is related to writing.
3. An area of relative strength appears to be reading.

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	31	42	36	30	40	36	30	40	36	96.8	95.2	100.0
Grade 4	40	33	37	38	33	35	38	33	35	95.0	100.0	94.6
Grade 5	36	36	35	34	36	35	34	36	35	94.4	100.0	100.0
Grade 6	23	35	37	21	35	37	20	35	37	91.3	100.0	100.0
Grade 7	29	26	39	29	26	37	29	26	37	100.0	100.0	94.9
Grade 8	32	29	28	32	28	28	32	28	28	100.0	96.6	100.0
All Grades	191	201	212	184	198	208	183	198	208	96.3	98.5	98.1

* 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	2351.	2369.	2385.	3.33	10.00	11.11	16.67	17.50	13.89	16.67	20.00	19.44	63.33	52.50	55.56
Grade 4	2393.	2407.	2415.	2.63	3.03	2.86	13.16	18.18	11.43	26.32	24.24	37.14	57.89	54.55	48.57
Grade 5	2384.	2414.	2433.	0.00	5.56	11.43	5.88	11.11	5.71	5.88	22.22	25.71	88.24	61.11	57.14
Grade 6	2429.	2454.	2477.	0.00	8.57	10.81	5.00	5.71	24.32	30.00	42.86	21.62	65.00	42.86	43.24
Grade 7	2520.	2472.	2471.	6.90	0.00	0.00	27.59	3.85	13.51	27.59	34.62	29.73	37.93	61.54	56.76
Grade 8	2482.	2511.	2492.	0.00	10.71	3.57	18.75	21.43	10.71	21.88	21.43	32.14	59.38	46.43	53.57
All Grades	N/A	N/A	N/A	2.19	6.57	6.73	14.75	13.13	13.46	20.77	27.27	27.40	62.30	53.03	52.40

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	6.67	10.00	13.89	30.00	35.00	33.33	63.33	55.00	52.78
Grade 4	5.26	18.18	0.00	34.21	24.24	57.14	60.53	57.58	42.86
Grade 5	2.94	8.33	5.71	5.88	22.22	34.29	91.18	69.44	60.00
Grade 6	*	2.86	18.92	*	37.14	24.32	*	60.00	56.76
Grade 7	*	*	2.70	*	*	45.95	*	*	51.35
Grade 8	12.50	*	*	34.38	*	*	53.13	*	*
All Grades	9.29	9.60	7.69	28.96	34.34	41.35	61.75	56.06	50.96

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.67	10.00	5.56	40.00	37.50	41.67	53.33	52.50	52.78
Grade 4	10.53	3.03	5.71	36.84	33.33	40.00	52.63	63.64	54.29
Grade 5	0.00	2.78	11.43	32.35	47.22	42.86	67.65	50.00	45.71
Grade 6	*	8.57	13.51	*	48.57	54.05	*	42.86	32.43
Grade 7	*	*	0.00	*	*	64.86	*	*	35.14
Grade 8	0.00	*	*	68.75	*	*	31.25	*	*
All Grades	4.37	6.06	6.25	47.54	46.46	50.48	48.09	47.47	43.27

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
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	10.00	20.00	11.11	56.67	37.50	55.56	33.33	42.50	33.33
Grade 4	10.53	9.09	5.71	39.47	51.52	48.57	50.00	39.39	45.71
Grade 5	0.00	5.56	11.43	50.00	47.22	37.14	50.00	47.22	51.43
Grade 6	*	5.71	2.70	*	71.43	64.86	*	22.86	32.43
Grade 7	*	*	2.70	*	*	62.16	*	*	35.14
Grade 8	0.00	*	*	78.13	*	*	21.88	*	*
All Grades	4.92	8.08	5.77	59.02	57.07	57.21	36.07	34.85	37.02

Conclusions based on this data:

1. Nearly all grade levels showed a year over year increase in Mean Scale Score. This applies longitudinally, as well.
2. The area that needs to be improved the most is Concepts and Procedures.
3. An area of relative strength is Communicating Reasoning.

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
K	*	*	*	*	*	*	*	*	*	5	4	*
1	*	*	*	*	*	*	*	*	*	8	5	*
2	*	*	*	*	*	*	*	*	*	5	8	4
3	*	*	*	*	*	*	*	*	*	*	*	9
4	*	*	*	*	*	*	*	*	*	5	*	*
5	*	*	*	*	*	*	*	*	*	4	*	*
6	*	*		*	*		*	*		*	4	
7	*	*	*	*	*	*	*	*	*	4	*	4
8	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										40	33	30

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	21.21	13.33	50.00	39.39	36.67	30.00	33.33	43.33	7.50	6.06	6.67	40	33	30

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.00	57.58	30.00	45.00	33.33	46.67	5.00	6.06	16.67	5.00	3.03	6.67	40	33	30

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	3.03	6.67	32.50	21.21	13.33	32.50	42.42	46.67	35.00	33.33	33.33	40	33	30

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.00	36.36	20.69	67.50	63.64	68.97	2.50	0.00	10.34	40	33	29

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	65.00	72.73	63.33	27.50	24.24	26.67	7.50	3.03	10.00	40	33	30

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	6.06	10.34	50.00	45.45	41.38	40.00	48.48	48.28	40	33	29

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.00	15.15	10.00	70.00	69.70	76.67	25.00	15.15	13.33	40	33	30

Conclusions based on this data:

1. Fewer students are being tested on the ELPAC each year. This can be attributed to students being reclassified as well as a decrease in the enrollment of English Learner students.

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.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
350	75.7	8.9	0.6
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	31	8.9
Foster Youth	2	0.6
Homeless	11	3.1
Socioeconomically Disadvantaged	265	75.7
Students with Disabilities	58	16.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.9
American Indian	12	3.4
Hispanic	99	28.3
Two or More Races	12	3.4
Pacific Islander	3	0.9
White	218	62.3

Conclusions based on this data:

- School has a large socioeconomically disadvantaged population.
- The population mostly identifies as white.

-
-
3. There is a high percentage of students with disabilities when compared to the state average by population.

School and Student Performance Data

Overall Performance

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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.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Chronic Absenteeism Yellow	Suspension Rate Yellow
Mathematics Yellow		

Conclusions based on this data:

1. There is a high rate of student absenteeism due to suspensions and chronic absenteeism.
2. The rate of absenteeism likely contributes to low ELA scores.
3. The rate of absenteeism likely contributes to low math scores.

School and Student Performance Data

Academic Performance English Language Arts

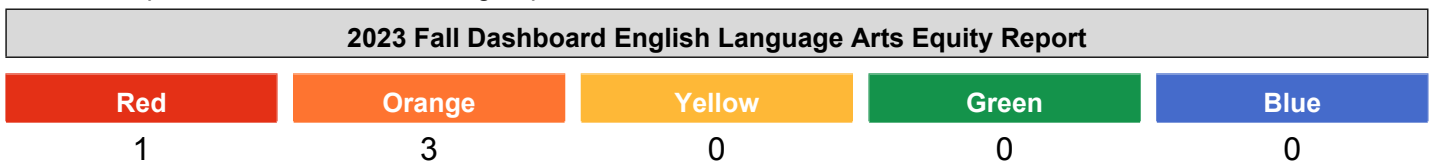
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Red 71.5 points below standard Decreased -3.3 points 198 Students	English Learners 96.1 points below standard Decreased -7.7 points 27 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged Red 79.5 points below standard Maintained -1.1 points 152 Students	Students with Disabilities Orange 127.4 points below standard Increased +12.5 points 45 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 70.9 points below standard Increased +5.4 points 64 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students	 Orange 62.5 points below standard Decreased -3.4 points 115 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
127.3 points below standard Decreased -14.5 points 18 Students	Less than 11 Students 9 Students	67 points below standard Maintained -1.2 points 165 Students

Conclusions based on this data:

1. We continue to service the needs of the socioeconomically disadvantaged subgroup.
2. White students appear to be outperforming Hispanic peers.
3. English Learners are performing at approximately the same level as socioeconomically disadvantaged and Homeless students are significantly lower than both EL and Socioeconomically disadvantaged.

School and Student Performance Data

Academic Performance Mathematics

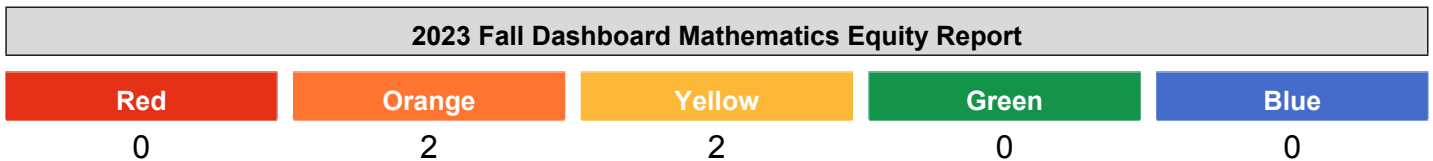
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 78.1 points below standard Increased +7.4 points 198 Students	English Learners 80 points below standard Increased Significantly +29.5 points 27 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged Yellow 89.5 points below standard Increased +10 points 152 Students	Students with Disabilities Orange 153.5 points below standard Increased Significantly +15 points 45 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 72.4 points below standard Increased +11.3 points 64 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students	 Orange 76.5 points below standard Maintained +2 points 115 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
100.4 points below standard Increased +11.8 points 18 Students	Less than 11 Students 9 Students	78.9 points below standard Increased +4.1 points 165 Students

Conclusions based on this data:

1. School has implemented a Mathematics interventions for the socioeconomically disadvantaged.
2. There is approximately a 10-point difference in performance between the general population and socioeconomically disadvantaged students. Homeless students are approximately 10 points below that.
3. English Learners are more disadvantaged in mathematics progress than students who are homeless.

School and Student Performance Data

Academic Performance English Learner Progress

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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
40.7 points above standard making progress towards English language proficiency
Number of EL Students: 27 Students Performance Level: No 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
8	8	0	11

Conclusions based on this data:

- School must focus on the advancement of ELPI level.
- Most students maintained or progressed by at least one level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

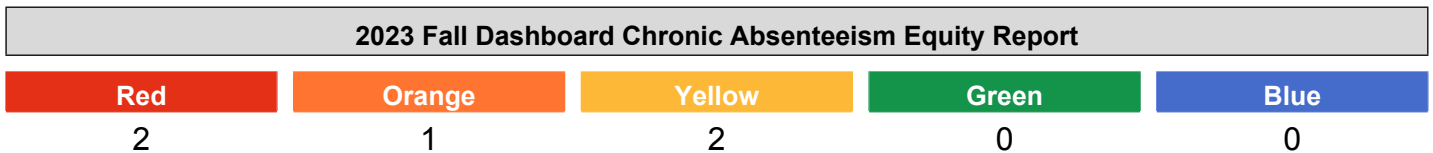
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>30.8% Chronically Absent</p> <p>Declined Significantly -8.1</p> <p>377 Students</p>	<p>English Learners</p> <p>Red</p> <p>27% Chronically Absent</p> <p>Increased 9.5</p> <p>37 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>6 Students</p>
<p>Homeless</p> <p>38.9% Chronically Absent</p> <p>Declined -12.8</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>35.7% Chronically Absent</p> <p>Declined Significantly -5.1</p> <p>286 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>43.2% Chronically Absent</p> <p>Declined -9.5</p> <p>74 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">3 Students</p>	<p align="center">46.2% Chronically Absent</p> <p align="center">Declined -18.1</p> <p align="center">13 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Red</p> <p align="center">30.6% Chronically Absent</p> <p align="center">Increased 1.7</p> <p align="center">108 Students</p>	<p align="center">25% Chronically Absent</p> <p align="center">Maintained 0</p> <p align="center">16 Students</p>	<p>Less than 11 Students</p> <p align="center">3 Students</p>	<p align="center"></p> <p align="center">Yellow</p> <p align="center">29.1% Chronically Absent</p> <p align="center">Declined Significantly -13.9</p> <p align="center">234 Students</p>

Conclusions based on this data:

1. Attendance consistency has still not recovered to pre-pandemic levels.
2. Highest levels of absenteeism can be linked to socioeconomic disadvantage and homelessness.
3. Students with disabilities are showing a high rate of chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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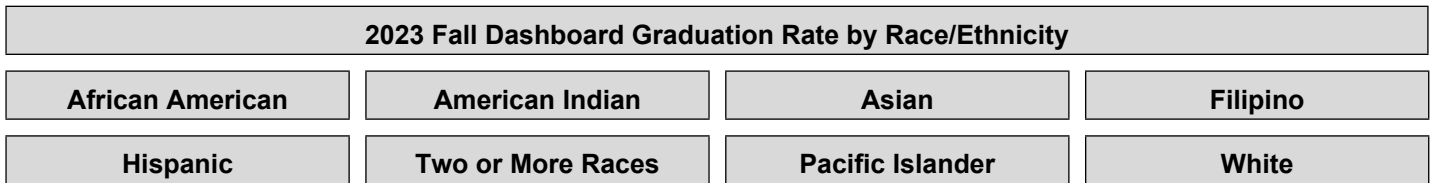
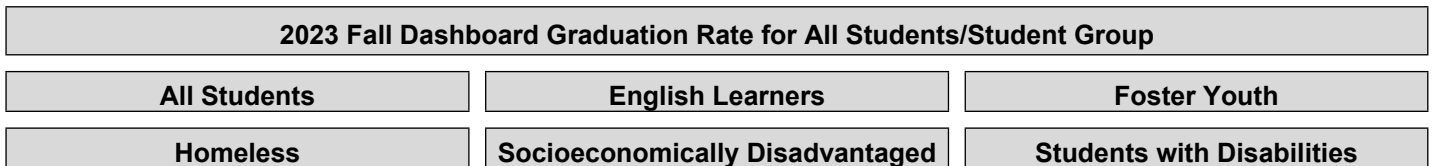
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. No data reported at this time.

School and Student Performance Data

Conditions & Climate Suspension Rate

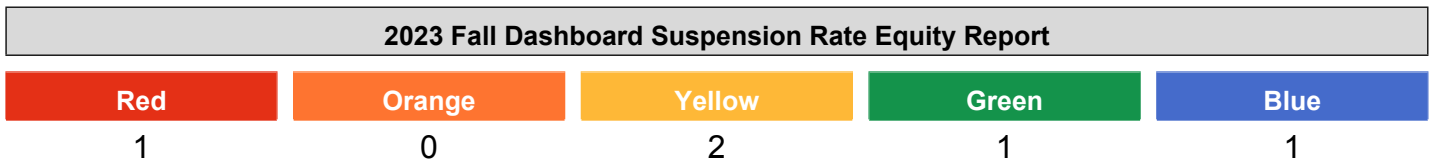
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides 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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 7.5% suspended at least one day Declined Significantly -2.5 385 Students	English Learners Blue 0% suspended at least one day Declined -4.8 37 Students	Foster Youth Less than 11 Students 6 Students
Homeless 9.1% suspended at least one day Declined -4.7 22 Students	Socioeconomically Disadvantaged Yellow 9.6% suspended at least one day Declined Significantly -2.3 293 Students	Students with Disabilities Red 17.3% suspended at least one day Increased 0.9 75 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 3 Students</p>	<p>23.1% suspended at least one day</p> <p>Increased 8.8 13 Students</p>	<p align="center"></p> <p>No Performance Color 0 Students</p>	<p align="center"></p> <p>No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p>Green</p> <p>1.8% suspended at least one day</p> <p>Declined -4.8 109 Students</p>	<p>0% suspended at least one day</p> <p>Declined -23.5 16 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"></p> <p>Yellow</p> <p>9.1% suspended at least one day</p> <p>Declined Significantly -1.6 241 Students</p>

Conclusions based on this data:

1. The highest level of suspensions occurs with students with disabilities.
2. The lowest rate of suspensions is among English Learners.

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	2023 Dashboard 2022-2023 SBAC Data All: 22.11% of students met or exceeded the standard SED: 20.63 % Met or exceeded the standard EL: 10.52 % met or exceeded the standard SWD: 7.5% met or exceeded the standard	2024 SBAC: All: 27% of students will meet or exceed the standard SED and Foster Youth: 26% will meet or exceed the standard EL: 15% will meet or exceed the standard SWD: 10% will meet or exceed the standard
2024 - 3rd grade ELA scores, CAASPP	Based on the last six years of recorded data, the third grade students have shown a general increase in mean score from year to year. In 2023, the mean score was 2372.1. This was 59.1 points below standard. The highest 3rd grade score recorded since 2016 was in the 17-18 school year. At the time, 3rd grade students tested with an initial mean score of 2382.8. Returning to this score would be an increase of 10.7 points and would be a level that would demonstrate score recovery from the COVID pandemic.	3rd grade students will perform with a mean scaled score of 2382.8 or higher, as measured by the 2024 CAASPP assessment.
2024- 4th grade ELA scores, CAASPP	59.1 points below standard in 3rd grade.	Students in 4th grade will perform at a mean scaled score of no less than 49 points below standard. This will

Metric/Indicator	Baseline	Expected Outcome
		be an increase of 10 points from the previous year.
2024 - 5th grade ELA Scores, CAASPP	85.6 below standard in 4th grade	Students in 5th grade will perform at a mean scaled score of no less than 74 points below standard. This will be a minimum of 10 points increased from the previous year.
2024- 6th grade ELA Scores, CAASPP	75.3 points below standard in 5th grade	Students in 6th grade will perform at a mean scaled score of no less than 65 points below standard. This will be a minimum of 10 points increased from the previous year.
2024- 7th grade ELA Scores, CAASPP	51.6 points below standard in 6th grade	Students in 7th grade will perform at a mean scaled score of no less than 41 points below standard. This will be a minimum of 10 points increased from the previous year.
2024 - 8th Grade ELA Scores, CAASPP	83.1 points below standard in 7th grade	Students in 8th grade will perform at a mean scaled score of no less than 73 points below standard. This will be a minimum of 10 points increased from the previous year.
SBAC Math: Scale points distance from standard	2023 Dashboard 2022-2023 SBAC Data All: 20.19% of students met or exceeded the standard SED: 16.25% of students met or exceeded the standard EL: 5.26% of students met or exceeded the standard SWD: 5% of students met or exceeded the standard	2024 SBAC: All: SED: EL: SWD: 10% of students will meet or exceed the standard
2024- 3rd grade Math Scores, CAASPP	For the last three years of testing, the 3rd grade students have demonstrated a mean standard score that has increased at least fifteen points over the previous year's score.	The 2024 mean standard score in math for 3rd grade will exceed the previous year by 15 points or more. The mean standard score will be 2401 or higher.
2024- 4th grade Math Scores, CAASPP	50.1 points below standard in 3rd grade	Students in 4th grade will perform at a mean scaled score of no less than 40 points below standard. This will be an increase of 10 points from the previous year.
2024- 5th grade Math Scores, CAASPP	69.8 points below standard in 4th grade	Students in 5th grade will perform at a mean scaled score of no less than 59 points below standard. This will be an increase of 10 points from the previous year.
2024- 6th grade Math Scores, CAASPP	94.5 points below standard in 5th grade	Students in 6th grade will perform at a mean scaled score of no less than 84 points below standard. This will be an increase of 10 points from the previous year.

Metric/Indicator	Baseline	Expected Outcome
2024- 7th grade Math Scores, CAASPP	74.5 points below standard in 6th grade	Students in 7th grade will perform at a mean scaled score of no less than 64 points below standard. This will be an increase of 10 points from the previous year.
2024- 8th grade Math Scores, CAASPP	95.2 points below standard in 7th grade	Students in 8th grade will perform at a mean scaled score of no less than 85 points below standard. This will be an increase of 10 points from the previous year.
Math fluency data for addition and subtraction problems within 20	At the beginning of the 2023-2024 school year, 20% of students entering 3rd grade could fluently add and subtract within 20.	By the end of the 2023-2023 school year, 60% of first grade students and 80% of 2nd grade students will be able to fluently add and subtract within 20.
DIBELS end of year summative data	<p>In the 2022-2023 school year, Kindergarten students made an average of 8.2 months of growth.</p> <p>In the 2022-2023 school year, First grade students made an average of 10.1 months of growth.</p> <p>In the 2022-2023 school year, Second grade students made an average of 10.7 months of growth.</p>	<p>At the end of the 2023-2024 school year, students in kindergarten will have made an average growth of 9 months or more.</p> <p>At the end of the 2023-2024 school year, students in first grade will demonstrate a growth of 10 months or higher.</p> <p>At the end of the 2023- 2024 school year, students in second grade will demonstrate a growth of 12 months or higher.</p>

Planned Strategies/Activities

Strategy/Activity 1

Our highly trained teachers and other professionals will continue to use district adopted curriculum to provide all core learning to students. Students who require additional reading support will work with the reading intervention teacher and aide to get needed supports. Students in grades TK-5 will have access to math intervention provided by an instructional aide who pushes in to classrooms to support. Daily English Language Development will be provided to students who are identified as English Learners.

The school will continue to support an active SST process for students who demonstrate academic needs that exceed embedded intervention supports.

We provide academic intervention electives for 6-8th grade students, as well as PATHWAYS 4 days per week for tutoring, academic support, and homework help. Teachers may also provide after school tutoring. We have 3 Special Education teachers. 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 paraeducator, special education paraeducators, English Learner paraeducator, Math Intervention paraeducator, 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 Multi Tiered Systems of Support necessary to foster a safe school environment and allow for students to have access to tiered 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
California School Dashboard - Chronic Absenteeism	2022-2023 California School Dashboard Data: Chronic Absenteeism Rate: 30% English Learners: 27% Hispanic: 29.8% Homeless: 38.1% Students with Disabilities: 43.4% Socioeconomically Disadvantaged: 35.2% White: 28.5%	All students and subgroups of students will see a decrease of 10% in chronic absenteeism rates. New expected outcomes: All Students: 20% English Learner: 17% Hispanic: 19.8% Homeless: 28.1% Students with Disabilities: 33.4% Socioeconomically Disadvantaged: 25.2% White: 18.5%
California School Dashboard Suspension/ Expulsion Rate	2022-2023 California School Dashboard Data: Suspension Rate, All: 7.3% suspended for at least one day. Students with disabilities: 17.9% Homeless: 12% White: 8.6% Socioeconomically disadvantaged: 9.6% Hispanic: 2.6% English Learners 0%	Between the 21-22 and 22-23 school years there was a decrease in the overall number of suspensions, from 9.9% to 7.3%. This decrease will be increased between the 2022-2023 and 2023-2024 school years by another 2.3 percent. The new total number of student suspensions will be no more than 5% of students. This decrease in suspensions will be balanced across all subgroups and will reflect alternate means of correction to the extent possible.

Metric/Indicator	Baseline	Expected Outcome
Parent and family involvement surveys	Data not available from 2022-2023	15% of school families will complete and return the annual parent survey. Of those surveys returned, Jamestown Elementary will demonstrate a positive parent response at a rate of 80% or higher.
Parent and family involvement-attendance at family night events	Data not available from 2022-2023	Although data was not collected, all of the family fun nights in the previous year were well received and had a high level of attendance. During the 2023-2024 school year, at least two family fun nights will record family attendance and will be host to no fewer than 200 people.

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 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 not 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.

The school has a dedicated student support person to provide an alternate to suspension from school campus. This person works with students to provide both responsive and proactive interventions that support student behavior. Furthermore, the school has adopted a schoolwide response to behavior called IUnderstand. This adoption is expected to decrease office referrals and increase student awareness of school wide and classroom behavioral expectations.

Our attendance support assistant calls the families of all absent students on a daily basis. Through personalized conversations, SART and SARB meetings, we expect a decrease in chronic absenteeism.

Jamestown Elementary school will incorporate regular incentives for school attendance including recognitions and rewards.

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)	CSA Data from 2022-2023 School year: 3rd Grade Student Average: 339.6 (level 1) 4th Grade Student Average: 436.9 (Level 1) 5th Grade Student Average: 536.6 (Level 1)	During the 2023-2024 School Year student performance will increase by 5 points per grade level. Expected outcomes: 3rd grade: 344 4th Grade: 441 5th Grade 541 This will demonstrate one year's growth in a year's time.
Enrollment- Student Music	All students in TK-5 currently receive at least 50 minutes of music per week. Students in grades 6-8 have optional music electives for choir and band.	All students will continue to receive Music as a course of study.
Enrollment- Student Art	All students in TK-5 receive at least 50 minutes of art per week. Students in grades 6-8 have optional art electives two days per week.	All students will continue to have access to art class.

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-5 attend classroom music sessions and grades 5-8 have additional options of band. Students in 1-5 grade attend art class 1x/week and students 6-8 grade may attend art in the elective wheel.

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: 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
<p>SBAC ELA: Scale points distance from standard</p>	<p>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.</p>	<p>SBAC ELA Data In 2022, 25.26% of students met or exceeded the standard in ELA. In 2023, 22.11% of students met or exceeded the standard in ELA. We did not achieve the expected outcome for overall Student Scale Scores.</p> <p>SED 2022: 68.5 points from standard. SED 2023: 72.8 points from standard. Expected outcome not achieved.</p> <p>EL 2022: 112.8 points from standard. EL 2023: 127.3 points from standard. This decline was not the expected outcome.</p> <p>SWD 2022: 130.7 points from standard. SWD 2023: 114.3 points from standard. Although this was not the expected outcome, it is a decrease in distance from standard and should be celebrated.</p>
<p>SBAC Math: Scale points distance from standard</p>	<p>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.</p>	<p>SBAC Math Data: In 2022, 19.7% of students met or exceeded the standard in Mathematics. In 2023, 20.19% of students met or exceeded the standard in mathematics. Although this was not the expected outcome, it is an increase in the percentage of students who met or exceeded the standard.</p> <p>SED 2022: 91.9 points below standard. SED 2023: 86.3 points from standard. This is a small growth, but is growth. It is not as high as the expected outcome.</p> <p>EL 2022: 112.3 points below standard. EL 2023: 100.4 points below standard. This is a growth of 12 points. It is not in line with the expected outcome, but is notable as</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>a demonstration of growth with this student demographic.</p> <p>SWD 2022: 160.8 points below standard. SWD 2023: 146.3 points below standard. This is a growth of nearly 14 points on average. This is not in line with the expected outcome, but is a demonstration of growth that was considered "orange" on the dashboard.</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>All of the intended actions were followed to the extent possible. Due to consistent staffing shortages, there were instances when supports had to be adjusted to accommodate for absences. Another contributing factor to the reduced growth can relate to the continued level of chronic absenteeism seen throughout the 2022-2023 school year.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>teacher, and a math intervention teacher. Our district also provides a Summer Bootcamp, which is both an academic and enrichment program.</p>			

Analysis

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

The programs for remediation and intervention were implemented to the extent possible. There were many times when the intervention teachers would have to be pulled to cover general education classes due to a substitute teacher shortage throughout this region.

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

According to the internal data, the programs were effective for students who regularly attended school and utilized supports. SBAC data does not reflect the degree of expected improvement.

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

None

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.

As a result of data analysis related to these metrics, the staff will implement the use of at least one IAB per subject in each of the testing grades. Additionally, all students will begin typing practice prior to testing.

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 for 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%	All students showed a decrease in chronic absenteeism between 2022 and 2023. In 2022, the level of chronic absenteeism was 38.9%. Whereas in 2023, the level of chronic absenteeism was 30%. This is an improvement of nearly 9%. Although the improvement does not meet the expected outcomes, it is a significant decrease that should be repeated. Chronic Absenteeism by subgroup: SWD 2022: 54.4%. SWD 2023: 43.4% This is an improvement of more than 10%. EL 2022: 17.5%. EL 2023: 27% This is a decrease of attendance for the EL population and should be analyzed further to prevent a downward trend. SED 2022: 40.8%. SED 2023: 35.2% This is an improvement of 5%. It did not meet the goal of 5%, but did demonstrate an improvement at that level. Suspension Rate, 2022: 9.9% Suspension Rate, 2023: 7.3% This is a decrease of 2.7% in overall suspensions. It nearly meets the expected outcome of a 3% decrease.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2 F.T.E School Counselors provide counseling services for	All of the planned actions and services were implemented to fidelity.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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.</p> <p>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.</p>	<p>As a result, we saw an overall decrease of 9% in chronic absenteeism. Furthermore, suspensions saw a decrease of nearly 3% from 2022-2023. This is almost meeting the expected outcome as a result of the increase in mental health services and other preventative measures to support student behaviors.</p>		

Analysis

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

The use of social emotional learning curricula as well as trauma informed practices was effective in increasing student attendance while simultaneously decreasing suspension rates. It is believed that the use of mental health professionals helped to mitigate possible behavioral issues that typically result in missed school.

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

The strategies have been highly effective and will be continued with the expectation of another 10% positive change.

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.

Staffing for mental health supports and prevention has increased. Staff have employed a school wide behavior response program.

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	Across all grade levels, students are demonstrating a basic understanding of Spanish as a second language. The expected outcome was not met.
CA CASSPP California Spanish Assessment (CSA)	Desired Outcome for 2023-2024 70%-100% grade level proficient in Spanish	
CA CAASPP California Spanish Assessment (CSA)	Desired outcome for 2023-24 is for students to be 70%-100% grade level proficient in Spanish.	

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 demonstrating a basic understanding of Spanish as a second language. The educational supports that are available to students are proficient in providing a basic introduction to the language .		

Analysis

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

Students have been able to enroll in Dual Immersion classes in grades K-5.

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

The program has been effective in providing an introduction to the Spanish Language for enrolled studnets.

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.

No changes will be made to the program at this time.

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
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
- 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
Angela 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



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. Sarah Gillum on 1-9-24



SSC Chairperson, Angel Tarango on 1-16-24

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