



Jamestown School District

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jamestown Elementary School	55-72363-6054902	January 6, 2026	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Jamestown Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description	5
Educational Partner Involvement	5
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	16
Student Population.....	20
Overall Performance	22
Academic Performance	24
Academic Engagement	32
Conditions & Climate.....	35
Goals, Strategies, & Proposed Expenditures.....	37
Goal 1.....	37
Goal 2.....	41
Goal 3.....	45
Goal 4.....	49
Goal 5.....	50
Budget Summary	51
Budget Summary	51
Other Federal, State, and Local Funds	51
Budgeted Funds and Expenditures in this Plan.....	52
Funds Budgeted to the School by Funding Source.....	52
Expenditures by Funding Source	52
Expenditures by Budget Reference	52
Expenditures by Budget Reference and Funding Source	52
Expenditures by Goal.....	52
School Site Council Membership	53
Recommendations and Assurances	54
Instructions.....	55
Appendix A: Plan Requirements	62

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements65
Appendix C: Select State and Federal Programs68

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Jamestown Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

As part of the 2025–2026 School Plan for Student Achievement development process, Jamestown Elementary School transitioned from a Targeted Title I program to a Schoolwide Program. This transition was completed by school administration in collaboration with staff, the School Site Council, and stakeholder groups. The process included a comprehensive needs assessment to determine student needs and intervention services, staff and parent surveys, and regular updates to the governing school board. All groups unanimously agreed that this transition will enhance services and supports for students.

Educational Partner Involvement

How, when, and with whom did Jamestown Elementary 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 SPSA provided to staff on January 5, 2026, SSC on January 6, 2026, and brought to the board for approval on February 11, 2026

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Jamestown Elementary School showed tremendous improvement in Dashboard ratings across all areas on the released dashboard related to the 2024- 2025 school year.

Academically, Jamestown Elementary school transitioned from the "Orange" categories the the areas of English Language Arts and Math. The school moved to Yellow in the area of English Language Arts due to in increase of 30.8 points on average. The school moved to Yellow in the area of mathematics due to an increase of 8.9 points. In both of these academic areas, Jamestown Elementary School recorded an increase of 10% of the total number of students tested making positive growth when tracked longitudinally. Although the 24-25 school year was the first to track Science assessment information on the California School Dashboard, it is noteworthy that Jamestown Elementary School increased by 6.9 points and scored "Yellow" on the color indicator.

Jamestown Elementary School transitioned from the "Red" category in the area of Suspension Rate to Yellow, due to a decrease of 3.6% in suspension rates. This can also be attributed to consistent implementation of our district-wide adoption of a behavior management and response program, coupled with increased incentivisation of positive behaviors.

Although there was no change in the performance indicator color, it is notable that the Jamestown Elementary School Dashboard indicated a decline of 12.3% in chronic absenteeism.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

According to the California School Dashboard, Jamestown Elementary School demonstrated improvements in all measured and reported areas. All reported areas scored as “Yellow” on the color indicator.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Although we are proud of our recent and continuous growth, Jamestown Elementary School continues to strive for improvements in Chronic Absenteeism, reductions in suspensions, and increased academic achievement.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Jamestown Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	3.43%	3.15%	2.20%	12	12	9
African American	0.86%	1.05%	0.73%	3	4	3
Asian	0%	%	0.24%	0		1
Filipino	0%	%	%	0		
Hispanic/Latino	28.29%	27.82%	27.14%	99	106	111
Pacific Islander	0.86%	%	0.24%	3		1
White	62.29%	61.94%	64.55%	218	236	264
Two or More Races	3.43%	3.94%	4.40%	12	15	18
Not Reported	0.86%	2.10%	0.49%	3	8	2
Total Enrollment				350	381	409

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			34
Kindergarten	47	43	52
Grade 1	43	36	36
Grade 2	32	50	44
Grade3	38	31	42
Grade 4	38	36	29
Grade 5	35	44	37
Grade 6	43	34	45
Grade 7	40	46	43
Grade 8	34	40	47
Total Enrollment	350	381	409

Conclusions based on this data:

1. Over the last three years, Jamestown Elementary School has continued to see an increase in student enrollment.
2. The most significant increase in student enrollment has been in Grades Transitional Kindergarten and Kindergarten. This is reflective of the change in laws allowing for a broader range of students to access programming.
3. Jamestown has seen a movement in our local population, with housing becoming more available in our community, we anticipate another population increase in the near future.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	31	35	39	8.9%	9.2%	9.5%
Fluent English Proficient (FEP)	20	17	20	5.7%	4.5%	4.9%
Reclassified Fluent English Proficient (RFEP)	2					

Conclusions based on this data:

1. There has been a recent increase in student enrollment of English Learners. This has consisted of many newcomers who perform at a level of limited English Language Proficiency.
2. Of the English Learners, we appear to have a split in student categorization to either Initially Fluent English Proficient, or a beginning level of acquisition. This reflects the increase in new-comers.
3. Students are not reclassifying at the rate that we would like to see them reclassify. Although overall data for this group is improving, it is not reflected on the ELPAC to the same extent that it is reflected in CAASPP testing. This could be related to the delayed CAASPP testing in relation to annual ELPAC.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36	29	47	36	27	43	36	27	43	100.0	93.1	91.5
Grade 4	37	37	31	35	36	28	35	36	28	94.6	97.3	90.3
Grade 5	35	42	38	35	40	37	35	40	37	100.0	95.2	97.4
Grade 6	37	33	43	37	33	41	37	33	41	100.0	100	95.3
Grade 7	39	49	43	37	46	42	37	46	42	94.9	93.9	97.7
Grade 8	28	39	46	28	37	45	28	37	45	100.0	94.9	97.8
All Grades	212	229	248	208	219	236	208	219	236	98.1	95.6	95.2

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2372.	2398.	2416.	11.11	18.52	20.93	13.89	29.63	23.26	19.44	18.52	27.91	55.56	33.33	27.91
Grade 4	2387.	2377.	2397.	8.57	5.56	7.14	5.71	8.33	10.71	17.14	22.22	21.43	68.57	63.89	60.71
Grade 5	2426.	2385.	2440.	11.43	7.50	2.70	20.00	12.50	21.62	5.71	10.00	32.43	62.86	70.00	43.24
Grade 6	2479.	2473.	2472.	8.11	15.15	4.88	24.32	18.18	21.95	27.03	21.21	31.71	40.54	45.45	41.46
Grade 7	2468.	2494.	2509.	5.41	4.35	11.90	13.51	26.09	19.05	21.62	30.43	28.57	59.46	39.13	40.48
Grade 8	2466.	2473.	2538.	0.00	5.41	6.67	7.14	13.51	35.56	39.29	18.92	28.89	53.57	62.16	28.89
All Grades	N/A	N/A	N/A	7.69	8.68	9.32	14.42	17.81	22.88	21.15	20.55	28.81	56.73	52.97	38.98

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.11	*	11.63	47.22	*	65.12	41.67	*	23.26
Grade 4	8.57	5.56	*	54.29	50.00	*	37.14	44.44	*
Grade 5	11.43	7.50	10.81	57.14	40.00	45.95	31.43	52.50	43.24
Grade 6	13.51	15.15	7.32	45.95	42.42	51.22	40.54	42.42	41.46
Grade 7	10.81	8.70	14.29	43.24	65.22	50.00	45.95	26.09	35.71
Grade 8	*	0.00	15.56	*	48.65	55.56	*	51.35	28.89
All Grades	9.62	7.31	11.02	50.00	52.05	55.08	40.38	40.64	33.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.56	*	11.63	50.00	*	60.47	44.44	*	27.91
Grade 4	2.86	2.78	*	40.00	27.78	*	57.14	69.44	*
Grade 5	2.86	2.50	2.70	34.29	32.50	45.95	62.86	65.00	51.35
Grade 6	10.81	6.06	2.44	51.35	42.42	46.34	37.84	51.52	51.22
Grade 7	10.81	10.87	11.90	32.43	52.17	54.76	56.76	36.96	33.33
Grade 8	*	8.11	13.33	*	43.24	51.11	*	48.65	35.56
All Grades	6.25	6.39	8.05	39.90	43.38	49.58	53.85	50.23	42.37

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.56	*	9.30	72.22	*	72.09	22.22	*	18.60
Grade 4	8.57	5.56	*	62.86	69.44	*	28.57	25.00	*
Grade 5	8.57	7.50	8.11	62.86	57.50	72.97	28.57	35.00	18.92
Grade 6	13.51	18.18	7.32	78.38	54.55	78.05	8.11	27.27	14.63
Grade 7	8.11	8.70	9.52	62.16	73.91	71.43	29.73	17.39	19.05
Grade 8	*	8.11	13.33	*	56.76	77.78	*	35.14	8.89
All Grades	8.17	9.59	8.90	68.75	64.38	73.73	23.08	26.03	17.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.78	*	11.63	72.22	*	76.74	25.00	*	11.63
Grade 4	2.86	5.56	*	68.57	66.67	*	28.57	27.78	*
Grade 5	8.57	10.00	10.81	57.14	37.50	59.46	34.29	52.50	29.73
Grade 6	10.81	15.15	2.44	67.57	66.67	68.29	21.62	18.18	29.27
Grade 7	5.41	6.52	9.52	54.05	56.52	64.29	40.54	36.96	26.19
Grade 8	*	5.41	13.33	*	54.05	62.22	*	40.54	24.44
All Grades	5.77	7.76	8.90	65.87	58.45	65.25	28.37	33.79	25.85

Conclusions based on this data:

1. There has been a demonstrated increase in the Mean scale score of each cohort. This is also reflected in the comparison growth between cohorts. With very little exception, each grade level outperformed the mean scale score of the same grade level in the previous school year.
2. The highest level of need across grade levels continues to be in the area of writing, however, students are increasing in reading performance which is directly reflective of a district-wide focus on increased literacy.
3. Areas of strength continue to be in listening and in reading.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36	29	47	36	27	43	36	27	43	100.0	93.1	91.5
Grade 4	37	37	30	35	36	27	35	36	27	94.6	97.3	90
Grade 5	35	42	38	35	40	37	35	40	37	100.0	95.2	97.4
Grade 6	37	33	43	37	33	41	37	33	41	100.0	100	95.3
Grade 7	39	49	43	37	46	42	37	46	42	94.9	93.9	97.7
Grade 8	28	39	45	28	37	44	28	37	44	100.0	94.9	97.8
All Grades	212	229	246	208	219	234	208	219	234	98.1	95.6	95.1

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2385.	2414.	2423.	11.11	14.81	18.60	13.89	29.63	27.91	19.44	22.22	25.58	55.56	33.33	27.91
Grade 4	2415.	2422.	2402.	2.86	8.33	3.70	11.43	8.33	18.52	37.14	41.67	22.22	48.57	41.67	55.56
Grade 5	2433.	2395.	2411.	11.43	2.50	2.70	5.71	2.50	2.70	25.71	25.00	18.92	57.14	70.00	75.68
Grade 6	2477.	2435.	2470.	10.81	21.21	7.32	24.32	3.03	19.51	21.62	12.12	29.27	43.24	63.64	43.90
Grade 7	2471.	2498.	2473.	0.00	10.87	7.14	13.51	26.09	23.81	29.73	17.39	11.90	56.76	45.65	57.14
Grade 8	2492.	2477.	2520.	3.57	8.11	18.18	10.71	10.81	9.09	32.14	18.92	29.55	53.57	62.16	43.18
Grade 11															
All Grades	N/A	N/A	N/A	6.73	10.50	10.26	13.46	13.24	17.09	27.40	22.83	23.08	52.40	53.42	49.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.89	*	18.60	33.33	*	60.47	52.78	*	20.93
Grade 4	0.00	11.11	*	57.14	36.11	*	42.86	52.78	*
Grade 5	5.71	2.50	2.70	34.29	27.50	24.32	60.00	70.00	72.97
Grade 6	18.92	18.18	7.32	24.32	18.18	51.22	56.76	63.64	41.46
Grade 7	2.70	10.87	7.14	45.95	45.65	42.86	51.35	43.48	50.00
Grade 8	*	8.11	18.18	*	40.54	34.09	*	51.35	47.73
Grade 11									
All Grades	7.69	11.87	10.26	41.35	36.07	42.31	50.96	52.05	47.44

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.56	*	25.58	41.67	*	41.86	52.78	*	32.56
Grade 4	5.71	8.33	*	40.00	38.89	*	54.29	52.78	*
Grade 5	11.43	2.50	0.00	42.86	30.00	40.54	45.71	67.50	59.46
Grade 6	13.51	12.12	4.88	54.05	30.30	56.10	32.43	57.58	39.02
Grade 7	0.00	6.52	7.14	64.86	52.17	52.38	35.14	41.30	40.48
Grade 8	*	8.11	18.18	*	54.05	50.00	*	37.84	31.82
All Grades	6.25	9.13	11.11	50.48	42.47	47.01	43.27	48.40	41.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.11	*	13.95	55.56	*	60.47	33.33	*	25.58
Grade 4	5.71	5.56	*	48.57	55.56	*	45.71	38.89	*
Grade 5	11.43	5.00	2.70	37.14	42.50	51.35	51.43	52.50	45.95
Grade 6	2.70	21.21	4.88	64.86	27.27	63.41	32.43	51.52	31.71
Grade 7	2.70	6.52	14.29	62.16	65.22	59.52	35.14	28.26	26.19
Grade 8	*	8.11	11.36	*	54.05	59.09	*	37.84	29.55
All Grades	5.77	9.59	8.97	57.21	51.14	58.12	37.02	39.27	32.91

Conclusions based on this data:

- Nearly all grade levels showed year over year increase in mean scale score when compared to the previous year's scores in the same grade level. Additionally, cohorts are demonstrating growth when compared to their scale score ranking from the previous school years.
- The 2024-2025 school year saw a significant increase in individual student achievement. Although this is not directly reflected in the data of this document, it is notable as an improvement for our school program.

3. When considering change over time, grade levels have demonstrated increases in mathematical practices.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	8	6
1	*	*	*	*	*	*	*	*	*	*	*	6
2	*	*	*	*	*	*	*	*	*	4	*	6
3	*	*	*	*	*	*	*	*	*	9	5	*
4	*	*	*	*	*	*	*	*	*	*	6	5
5	*	*	*	*	*	*	*	*	*	*	*	6
7	*	*	*	*	*	*	*	*	*	4	*	5
8	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										30	35	38

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.33	8.57	2.63	36.67	34.29	42.11	43.33	40.00	36.84	6.67	17.14	18.42	30	35	38

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.00	20.00	34.21	46.67	54.29	36.84	16.67	17.14	13.16	6.67	8.57	15.79	30	35	38

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.67	2.86	0.00	13.33	14.29	21.05	46.67	45.71	36.84	33.33	37.14	42.11	30	35	38

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.69	14.29	10.53	68.97	57.14	68.42	10.34	28.57	21.05	29	35	38

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	63.33	54.29	52.63	26.67	34.29	28.95	10.00	11.43	18.42	30	35	38

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.34	2.86	5.26	41.38	42.86	50.00	48.28	54.29	44.74	29	35	38

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	5.71	10.53	76.67	77.14	55.26	13.33	17.14	34.21	30	35	38

Conclusions based on this data:

1. The 24-25 school year saw a second increase in the number of enrolled English Learners.
2. There are not enough English Learners in any specific grade level to permit statistical data being displayed.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
409	72.1%	9.5%	0.7%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	39	9.5%
Foster Youth	3	0.7%
Homeless	45	11%
Socioeconomically Disadvantaged	295	72.1%
Students with Disabilities	72	17.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.7%
American Indian	9	2.2%
Asian	1	0.2%
Filipino	0	0.0%
Hispanic	111	27.1%
Two or More Races	18	4.4%
Pacific Islander	1	0.2%
White	264	64.5%

Conclusions based on this data:

- Overall student enrollment continues to increase, especially in TK and Kindergarten, due to expanded access and community growth.

2. The majority of the students continue to classify as Socioeconomically disadvantaged, while this number is reducing, it continues to represent the majority of the enrolled population.
3. There is a high percentage of students with disabilities when compared to the state average by population. This information must be monitored closely to determine the accuracy of testing and placement is not a factor of economic status or trauma.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. School and district efforts to reduce chronic absenteeism through attendance incentives and increased offerings of independent study led to a marked decrease in chronic absenteeism. Although there was not a shift in the color marker on the dashboard, a closer look at the percentage of change indicates significant growth.

2. Student absenteeism related to suspensions showed a dramatic improvement. This is a direct reflection of school-wide efforts to support positive behaviors and respond quickly and appropriately to unwanted behaviors and implement a higher level of alternatives to suspension.
3. Students are performing better in mathematics than they are in reading. However, all areas of the dashboard saw improvements at a level of improvement that is higher than the state average. Although Jamestown Elementary school is measuring in the category of yellow, continued improvements at this rate will lead to color growth in all areas within 3 years.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 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 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>40 points below standard</p> <p>Increased 30.8 points</p> <p>220 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>60.2 points below standard</p> <p>Increased 38.9 points</p> <p>29 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>89.1 points below standard</p> <p>Increased 56.5 points</p> <p>23 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>50.2 points below standard</p> <p>Increased 27.3 points</p> <p>166 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>89.5 points below standard</p> <p>Increased 32.5 points</p> <p>46 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>50.5 points below standard</p> <p>Increased 30.2 points</p> <p>62 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>35.4 points below standard</p> <p>Increased 25.3 points</p> <p>142 Students</p>

Conclusions based on this data:

1. All students demonstrated growth. Students with Disabilities demonstrated growth that moved them from the “red” indicator to the “orange” indicator. This represents increased efficiency with service to our students with disabilities and is reflective of increased staff stabilization when compared to previous years.
2. Hispanic students scored in “orange,” indicating this is a group that should have increased focus in the current school year.
3. Students who are socioeconomically disadvantaged showed a strong improvement in the area of ELA. This can be attributed to their increased school attendance and response to targeted interventions.

School and Student Performance Data

Academic Performance Mathematics

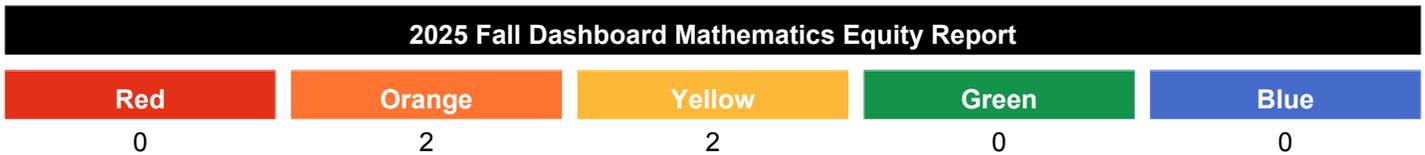
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>74 points below standard</p> <p>Increased 8.9 points</p> <p>221 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>110.7 points below standard</p> <p>Declined 10.4 points</p> <p>31 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>110 points below standard</p> <p>Increased 81.3 points</p> <p>25 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>83.7 points below standard</p> <p>Increased 8.5 points</p> <p>167 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>144.5 points below standard</p> <p>Increased 7.9 points</p> <p>46 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>90.9 points below standard</p> <p>Maintained -2.9 points</p> <p>64 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>64.7 points below standard</p> <p>Increased 12.8 points</p> <p>142 Students</p>

Conclusions based on this data:

1. Similar to ELA, Hispanic Students and Students with Disabilities are performing in the “orange” category, demonstrating the highest need for continual focus and support.
2. Most of the English Learners at Jamestown Elementary School are also Hispanic Students. The current level of students who are English Learners and performing below standard is reflective of an increased need to support students with English Language Acquisition through daily direct instruction and designated English language Development.
3. Similar to scores in ELA, students who were categorized as white or socioeconomically disadvantaged performed in the yellow category, showing a high response to interventions provided.

School and Student Performance Data

Academic Performance Science

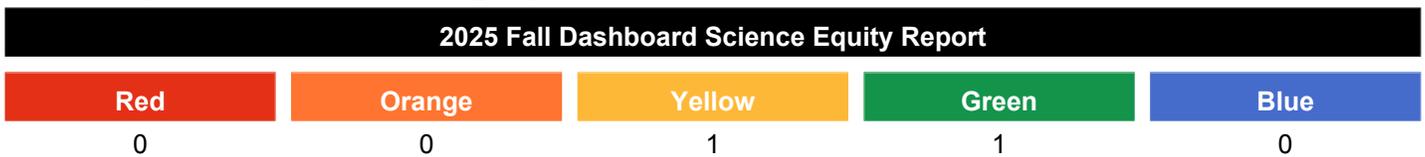
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>44.9 science points</p> <p>Increased 6.9 points</p> <p>78 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>41 science points</p> <p>15 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>41.4 science points</p> <p>Increased 6.4 points</p> <p>56 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>37.4 science points</p> <p>Increased 9.2 points</p> <p>19 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>0 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>44 science points</p> <p>Increased 8.7 points</p> <p>24 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> Green</p> <p>45.3 science points</p> <p>Increased 4.7 points</p> <p>46 Students</p>

Conclusions based on this data:

1. This data indicates that Jamestown Elementary School performed very well in science during this initial year or reporting.
2. The green indicator demonstrates student ability to read, particularly technical information, and to recall information for the purpose of testing. This indicator suggests that improvements in math and reading can follow to the same degree.
3. Although Jamestown Elementary School takes pride in the success of students in the CAST indicators, it is noted internally that there is a challenge to track student cohorts due to the lack of annual testing in this subject area.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 40 making progress. Number Students: 25 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 5 Students

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.

2025 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
16%	44%	0%	40%

Conclusions based on this data:

1. There was a significant increase in the percentage of students who maintained their English Learner progress when compared to previous years.
2. There was a decrease in students who decreased English Language Acquisition. This demonstrates that students are learning, but need to have accelerated opportunities to increase proficiency.
3. There were more students who increased by at least one level than the number of students who decreased. This is an indicator of impactful teaching and learning.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Yellow <p>11.9% Chronically Absent</p> <p>Declined 12.3</p> <p>438 Students</p>	<p>English Learners</p>  Blue <p>0% Chronically Absent</p> <p>Declined 15.4</p> <p>41 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Homeless</p>  Yellow <p>11.1% Chronically Absent</p> <p>Declined 42.7</p> <p>54 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow <p>14.7% Chronically Absent</p> <p>Declined 13.9</p> <p>319 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>26.3% Chronically Absent</p> <p>Declined 10</p> <p>95 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>5.2% Chronically Absent</p> <p>Declined 17.3</p> <p>116 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>15.8% Chronically Absent</p> <p>Declined 6.4</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>12.5% Chronically Absent</p> <p>Declined 10.3</p> <p>287 Students</p>

Conclusions based on this data:

1. Attendance consistency decreased to 11.9% chronic absenteeism. This level is below the pre-pandemic recording of 13.6% in 2019.
2. When compared to previous years, there were no student groups listed in the “red” color indicator category.
3. Hispanic students moved to “green” indicating increased attendance, and English Learners moved to “blue.” This is significant when comparing to previous years.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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

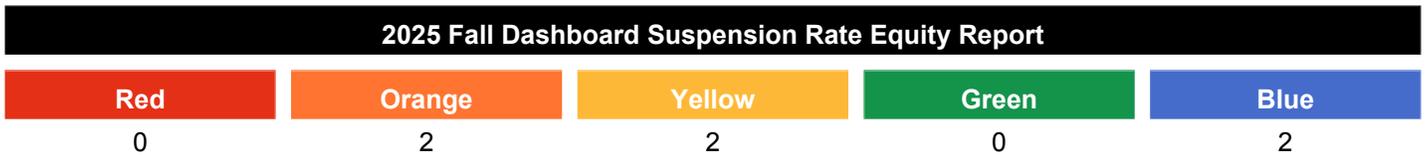
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>5.1% suspended at least one day</p> <p>Declined 3.6%</p> <p>447 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 5.1%</p> <p>41 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Homeless</p> <p>Orange</p> <p>7% suspended at least one day</p> <p>Declined 0.5%</p> <p>57 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>6.4% suspended at least one day</p> <p>Declined 3.7%</p> <p>326 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>7.3% suspended at least one day</p> <p>Declined 12%</p> <p>96 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>27.3% suspended at least one day</p> <p>Declined 3.5%</p> <p>11 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 5%</p> <p>116 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>6.1% suspended at least one day</p> <p>Declined 3.4%</p> <p>295 Students</p>

Conclusions based on this data:

1. Although homeless students and students with disabilities performed in the category, "orange," both groups saw a decrease in suspension rates.
2. Students with disabilities were suspended at a rate of 12% lower than the previous year.
3. Over-all suspensions declined by 3.6% compared to the previous year, indicating efficacy in the district-wide response to behavior and positive intervention programming

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Reading and Math.

Overall student achievement in the areas of English Language Arts and Mathematics has been increasing over the last three years, however continues to be below regional and state averages.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the California State Dashboard, Jamestown Elementary School continues to perform below regional and state averages in the core areas of English Language Arts and Mathematics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP scores according to SBAC data	2025 Dashboard Data: All: 32.3% of students met or exceeded standard in ELA. This exceeds the previous goal to increase to 30% achievement or higher. All: 74 points below standard met, an improvement of 8.9 points. SED: 83.7 points below standard met, an improvement of 8.5 EL: 90.9 points below standard met, indicating that students maintained, decreasing by only 2.9 points. SWD: 144.5 points below standard met, indicating an improvement of 7.9 points.	During the 2025-2026 School year, all student groups will demonstrate improved performance. These improvements will be achieved by at least 60% of students according to internal data tracking, and will reflect the following: ALL: a minimum of 36% of students will meet or exceed standard in ELA, according to SBAC indicators. ALL: students will reduce negative distance from standard met with an increase of 8 points or more, resulting in 66 points from standard met. SED: 74 or fewer points from standard met. EL: 82 or fewer points from standard met. SWD: 136 or fewer points from standard met
2025 - 3rd Grade ELA scores, CAASPP	Based on the last seven years of recorded data, the third grade students have shown a general increase in mean score from year to year. In	In 2026, a minimum of 43% of students will perform at or above standard met in accordance with SBAC data.

	<p>2023, the mean score was 2372.1. This was 59.1 points below standard. In the spring of 2024, mean scale score was 2405, and in 2025 the mean scaled score was 2406. This shows an increase of 33 points over the recorded period. In 2025, 40% of assessed 3rd grade students performed at or above standard in the area of ELA.</p>	<p>The mean scale score for students in 3rd grade who test in the 2025 - 2026 school year will increase by at least 5 points from the previous year, to 2411.</p>
<p>Math CAASPP Scores according to SBAC Data</p>	<p>2025 Dashboard 2024-2025 SBAC Data for Mathematics All: 30.92% of students Met or Exceeded Standard . This number exceeds the previous goal of 28% proficiency.</p> <p>All: 74 points below Standard Met, an increase of 8.9 points</p> <p>SED: 83.7 points below Standard Met, an increase of 8.5 points</p> <p>EL: 110 points below Standard Met</p> <p>SWD: 144.5 points below Standard Met, an increase of 7.9 points</p>	<p>During the 2025-2026 School year, all student groups will demonstrate improved performance. These improvements will be achieved by at least 60% of students according to internal data tracking, and will reflect the following:</p> <p>ALL: a minimum of 35% of students will meet or exceed standard in Mathematics, according to SBAC indicators.</p> <p>ALL: students will reduce negative distance from standard met with an increase of 8 points or more, resulting in 66 points from standard met.</p> <p>SED: 75 or fewer points from standard met.</p> <p>EL: 102 or fewer points from standard met.</p> <p>SWD: 136 or fewer points from standard met</p>
<p>2025 3rd grade Math Scores, CAASPP</p>	<p>For several years of testing, the 3rd grade students have demonstrated a mean standard score that has increased at over the previous year's score. In 2025, the increase in mean scale score was 5 points higher than the previous year. With a demonstrated proficiency of 52% of students meeting or exceeding standard.</p>	<p>The 2026 mean standard score in math for 3rd grade will exceed the previous year by 5 points or more. The mean standard score will be 2455 or higher. The proficiency level of this group, according to released SBAC data will maintain 55% of students meeting or exceeding standard.</p>
<p>Foundational Literacy (K–2 DIBELS ORF & NWF)</p>	<p>Growth: K: 5.9 mo, 1: 11.6 mo, 2: 10.6 mo Intensive/Strategic: K: 68%, 1: 24%, 2: 25%</p>	<p>=11 months growth for all grades; Intensive/Strategic reduced: K =60%, 1 =50%, 2 =20%, 3 =15%</p>
<p>Early Numeracy & Math Fluency</p>	<p>Kindergarten counting to 100 and Grade 1–2 addition/subtraction fluency at 80% proficiency</p>	<p>Increase the percentage of students demonstrating proficiency in all measured numeracy benchmarks aligned to internal assessments</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>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.</p> <p>Students in grades TK-5 will have access to math intervention provided by an instructional aide who pushes in to classrooms to support.</p> <p>English Language Development is provided to students who are identified as English Learners.</p> <p>Students in grades K - 8 will participate in Intervention Support, called WIN (What I Need), four days per week. Students are placed in intervention or enrichment groups as a result of Common Formative Assessment data. Intervention cycles run for 6-8 weeks, prior to reassessment and movement to a new key standard of focus.</p> <p>The school will continue to support an active SST process for students who demonstrate academic needs that exceed embedded intervention supports.</p> <p>We provide academic intervention electives for 6-8th grade students during elective time. The PATHWAYS tutoring program is provided 4 days per week for academic support, and homework help and is available by invitation to students in grades 1-8. Teachers may also provide individualized after school tutoring.</p> <p>We have 3 Special Education teachers.</p> <p>Our district also provides a Summer School program and a Summer Bootcamp, which is both an academic and enrichment program.</p>	Students will be served by these strategies/activities through in person instruction.	
1.2	<p>Jamestown Elementary School has implemented an intervention program that serves students at their individually assessed learning levels through small group instruction no fewer than four days per week. This intervention time has been focussed on learning objectives connected to reading, English, and Language Arts. Although it provides remediation to any students who assess as needing it, the intervention time also provides enrichment opportunities for students who are ready to be challenged.</p>	All studnets, Kindergarten- 8th Grade	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of WIN (What I Need) intervention time during the 2024–2025 school year resulted in strong achievement outcomes in tested grade levels. In the current and upcoming years, Jamestown Elementary School will continue to refine this process and develop more robust analysis tools to better predict student achievement based on academic growth during the TK–2 grade span.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The original implementation plan included targeted after-school intervention and support. However, this component has presented ongoing challenges due to limited interest and availability of certificated staff beyond the contracted workday. Additionally, identifying the most effective assessment tools to accurately measure growth aligned to instructional skills in grades K–2 has been an area of continued focus.

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 in-depth data analysis comparing the 2024–2025 school year with prior years, as well as California School Dashboard and SBAC data, the school is refining its metrics and measures to ensure greater specificity, alignment, and instructional relevance.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Create a Safe and Positive Learning Environment.

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the California School Dashboard, Jamestown Elementary School currently demonstrates medium performance in the areas of school discipline and chronic absenteeism. While we are making measurable progress in these areas, we recognize the importance of continuing to strengthen our efforts to ensure students are consistently present and engaged at school. Increased attendance and sustained engagement are expected to lead to broad improvements in academic outcomes, school climate, and the overall well-being of our school community.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard - Chronic Absenteeism	<p>2024-2025 California School Dashboard Data: Chronic Absenteeism Rate: 11.9%. This was a decline of 12.3% from the previous school year.</p> <p>English Learners: 0%, This is a decline of 15.4%.</p> <p>Hispanic: 5.2%. Decline of 17.3%</p> <p>Homeless: 11.1%. This is an increase of 42.7%</p> <p>Students with Disabilities: 26.3%. This is a decline of 10%.</p> <p>Socioeconomically Disadvantaged: 14.7%. This is a decline of 13.9%.</p> <p>White: 12.5%. This is a decline of 10.3%.</p> <p>All groups showed a decline in chronic absenteeism.</p>	<p>Reduce chronic absenteeism to 10% or lower through improved attendance monitoring, family outreach, and early intervention</p> <p>English Learners: Maintain 0% chronic absenteeism</p> <p>Hispanic: Reduce to 4% or lower</p> <p>Homeless: Reduce to 9% or lower through targeted supports, case management, and community partnerships</p> <p>Students with Disabilities (SWD): Reduce to 22% or lower through increased collaboration with families, special education staff, and attendance teams</p> <p>Socioeconomically Disadvantaged (SED): Reduce to 12% or lower</p> <p>White: Reduce to 10.5% or lower</p>
California School Dashboard Suspension/ Expulsion Rate	<p>2024- 2025 school dashboard data: Suspension Rate, All: 5.1% suspended for at least one day. This was a decrease of 3.6% from the previous year.</p> <p>SWD: 7.3%. This was a decrease of 12% from the previous year.</p> <p>Homeless: 7%. This was a decline of 0.5% from the previous year.</p> <p>White: 6.1%. This was a decrease of 3.4% from the previous year.</p> <p>Socioeconomically disadvantaged: 6.4%. This was a decline of 3.7% from the previous year.</p> <p>Hispanic: 0%. This was a decline of 5% from the previous year.</p> <p>English Learners: 0%. This was a decrease of 5.1% from the previous year.</p> <p>.</p>	<p>2025–2026 SPSA Goal Suspension Rate, All Students: Reduce suspension rate to 4.5% or lower by strengthening PBIS practices and proactive behavior supports</p> <p>Students with Disabilities (SWD): Reduce to 6% or lower through increased use of restorative practices and individualized behavior supports</p> <p>Homeless: Reduce to 6% or lower</p> <p>Socioeconomically Disadvantaged (SED): Reduce to 5.5% or lower</p> <p>White: Reduce to 5% or lower</p> <p>Hispanic: Maintain 0% suspension rate</p> <p>English Learners: Maintain 0% suspension rate</p>

Parent and family involvement surveys	During the 2024-2025 school year, a goal was set for the return of 50 parent surveys. 60 surveys were returned	A minimum of 75 families will return parent involvement surveys during the 2025-2026 school year.
Parent and family involvement-attendance at family night events	During the 2024 - 2025 school year, Jamestown Elementary School hosted more than three family fun nights with an average attendance of 165 participants or more. Families are highly participatory in activities involving student display of work or performances.	During the 2025- 2026 school year, the school will host at least 4 family fun events with attendance of 170 or higher.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>2 F.T.E School Counselors have provided counseling services for students on a daily basis. In addition, one part-time Mental Health Clinician was contracted by JSD to work with select Tier 2 and Tier 3 students.</p> <p>Jamestown Elementary School will continue to implement Multi Tiered Systems of Support (MTSS) that includes support for behavior and mental health.</p> <p>Jamestown Elementary School has Increased home/school communication and implemented activities, events, and parent educational opportunities to support family connectedness, engagement and participation.</p> <p>We implemented a Plan B program for junior high students who are in danger of not meeting 8th grade promotion requirements. The district has a free After School Program, ASP, for grades TK-6, which runs until 6pm daily.</p> <p>The 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.</p> <p>School-wide (TK-8) SEL Curriculum adoption: Character Strong.</p> <p>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</p>	All students, with a targeted focus on students who are repeat offenders in the areas of discipline and absenteeism.	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>adoption is expected to decrease office referrals and increase student awareness of school wide and classroom behavioral expectations.</p> <p>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 continued decrease in chronic absenteeism. Students who have been absent are invited to attend Saturday school, occurring 8 times during the school year, to make up attendance.</p> <p>Jamestown Elementary school will continue to incorporate regular incentives for school attendance including recognitions and rewards.</p>		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Data from the 2024–2025 California School Dashboard indicates meaningful improvement in both chronic absenteeism and suspension rates across nearly all student groups. These reductions suggest that current attendance monitoring systems, positive behavior supports, and family engagement strategies are having a positive impact.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Despite overall improvement, chronic absenteeism among students experiencing homelessness and students with disabilities remains an area of concern and will be prioritized for targeted intervention. Goals for the 2025–2026 school year focus on sustaining gains among groups currently at or near zero while implementing differentiated supports to further reduce disproportionality and improve student engagement, school connectedness, and access to instruction.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Preparing Students for College and Career Readiness

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 which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The identified areas for growth in this section reflect our ongoing commitment to providing students and the broader community with a comprehensive and well-rounded course of study. These metrics serve as indicators of the level of connection and engagement experienced by both students and families. This remains a continued area of strength for Jamestown Elementary School, and we will build upon this foundation to further enhance school-community partnerships.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA CASSPP California Spanish Assessment (CSA)	<p>Data from 2024 and 2025 assessments:</p> <p>3rd Grade Student Average: 240.1, level 3: 4.55%, Level 2: 18.18%, Level 1: 77.27%</p> <p>4th Grade Student Average: Not available, reduced number of students testing.</p> <p>5th Grade Student Average,: 235.2 , Level 3: 0%, Level 2: 14.29%, Level 1: 85.71%</p> <p>6th grade Student Average: 235.2, Level 3: 0%, Level 2: 7.14%, Level 1: 92.86%</p>	<p>Grade 3:</p> <ul style="list-style-type: none"> • Increase average scale score by 5 points or more • Increase Level 3 performance to = 10% • Reduce Level 1 performance to = 65% <p>Grade 4:</p> <ul style="list-style-type: none"> • Collect sufficient CSA data to establish a reliable baseline • Implement targeted instructional supports for Spanish language development <p>Grade 5:</p> <ul style="list-style-type: none"> • Increase average scale score by 5 points or more • Increase Level 2 and 3 combined to = 25% • Reduce Level 1 performance to = 75%
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.
Music and Performing Arts Performances	JES has traditionally hosted winter and spring music concerts and a talent show in the winter. In 2024-2025 a musical stage performance was added to the schedule.	Winter and spring concerts will continue and Jamestown Elementary school will host at least one other performing arts performance, which may include but is not limited to: a play or musical, or a talent show.
Spanish Language Classes	Students enrolled in the Dual Immersion Program have had continuous access to instruction in both English and Spanish from Kindergarten through sixth grade through 2025. Beginning in the 2024–2025 school year, students matriculating from the Dual Immersion elementary program were provided the additional opportunity to enroll in supervised online high school–level Spanish 1 and Spanish 2 courses, extending access to advanced language learning beyond the elementary setting.	During the 2025–2026 school year, Jamestown Elementary School will strengthen and expand Dual Immersion program continuity by increasing student participation and successful completion of advanced Spanish coursework. At least 90% of eligible Dual Immersion students will enroll in and complete Spanish language coursework beyond fifth grade, with 80% or more earning a passing grade. The school will also implement structured academic monitoring and instructional support to ensure students demonstrate continued growth in biliteracy and language proficiency.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	To provide educational, recreational, and social activities for students that align with and extend beyond the mandatory instructional academic day.	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, and leadership options in the 6-8th grade elective wheel. After school music enrichment is also provided by the music teacher. The district also provides a Summer School enrichment program after the academic portion of the day.	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Jamestown Elementary School continues to demonstrate a strong commitment to providing students with access to a broad and engaging course of study that supports college and career readiness. Current offerings in art, music, world language, technology, and performing arts reflect an established foundation of enrichment opportunities that contribute to positive student engagement, school connectedness, and family involvement. Participation in music and art is universal in grades TK–5, with additional elective opportunities available for students in grades 6–8. The continuation of annual winter and spring music performances, along with the addition of a staged musical performance in the 2024–2025 school year, further reflects the school's commitment to a well-rounded educational experience.

Dual Immersion and world language programming remains a key strength of Jamestown Elementary School. Students enrolled in the Dual Immersion Program have historically had continuous access to instruction in both English and Spanish from Kindergarten through sixth grade. Beginning in the 2024–2025 school year, the school expanded access by offering supervised online high school–level Spanish 1 and Spanish 2 courses for eligible students transitioning from the Dual Immersion program. This expansion represents a significant step toward strengthening biliteracy pathways and supporting long-term college and career readiness.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While access to world language instruction is strong, analysis of California Spanish Assessment (CSA) data from the 2024 and 2025 testing cycles indicates a need for improved student outcomes in Spanish language proficiency. CSA results show that the majority of students in grades 3, 5, and 6 are currently performing at Level 1, with limited percentages achieving Level 2 or Level 3. In grade 3, only 4.55% of students reached Level 3 proficiency, while grades 5 and 6 showed no students performing at Level 3. These results highlight the need for more targeted instructional strategies, consistent progress monitoring, and increased academic language development within the Dual Immersion and Spanish language programs.

Despite these challenges, the availability of a comprehensive course of study—including arts, music, leadership opportunities, and extended world language access—continues to serve as an indicator of strong school–community connection. Student participation in enrichment opportunities and consistent access across grade levels demonstrate that Jamestown Elementary School has the structures in place to support holistic development. The identified areas for growth center on strengthening instructional impact and measurable student outcomes, rather than access or participation.

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.

Moving forward, Jamestown Elementary School will build upon existing strengths by refining instructional supports in Spanish language development, expanding academic monitoring for students enrolled in advanced coursework, and maintaining high levels of access to enrichment programs. These efforts will ensure that students are not only engaged in a broad course of study but are also developing the skills, proficiency, and confidence necessary to be prepared for future academic and career pathways.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$186,207
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
After School and Education Safety (ASES)	\$201,848	201,848.00
LCFF - Supplemental	\$643,980	643,980.00
Rural Education Achievement Program (REAP)	\$0	0.00
Title I	\$146,134	146,134.00
Title II Part A: Improving Teacher Quality	\$19,042	19,042.00
Title III Part A: Language Instruction for LEP Students	\$0	0.00
Title IV Part A: Student Support and Academic Enrichment	\$10,661	10,661.00

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
------------------	----------------	--------

Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

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
Erica Banks	Parent or Community Member
Cameron Bryant	Parent or Community Member
Dulce Beltran	Parent or Community Member
Lisa Magdeleno	Parent or Community Member
Erin Gandolfo-Brune	Parent or Community Member
Sheri Betz	Classroom Teacher
Lindsay Bannwarth	Classroom Teacher
Meillissa Sutton	Other School Staff
Sara Sanchez	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
	English Learner Advisory Committee
	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 1-06-2026.

Attested:

	Principal, Mrs. Sarah Gillum on 1-6-26
	SSC Chairperson, Erin Gandolfo-Brune on 1/6/26

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. 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).
- F. 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:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023