# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Jefferson Elementary | 19648736117444 | December 3, 2024 | December 18, 2024 |

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 Jefferson Elementary 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.

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# 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 Jefferson Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

⟩ Schoolwide Program

To effectively meet the Every Student Succeeds Act (ESSA) requirements in alignment with the Local Control and Accountability Plan (LCAP), Jefferson implements the following key factors:

1. Understand ESSA Requirements: The school administration and staff familiarize themselves with the ESSA guidelines, including the various provisions and mandates related to student achievement, accountability, and school improvement. This includes annual testing, academic standards, school performance indicators, and support for struggling students.

2. Analyze Local Needs: Jefferson and PUSD conducts a comprehensive needs assessment to identify the strengths, weaknesses, and specific challenges faced by students, teachers, and the overall school community. This assessment is aligned with the goals and priorities outlined in LCAP.

3. Set Goals and Priorities: Based on the needs assessment, Jefferson specific academic goals, improvement targets, and priorities align with both the ESSA requirements and the LCAP. These goals are measurable, achievable, and designed to improve student outcomes.

4. Develop Strategies and Interventions: To achieve the school goals, Jefferson develops strategies and interventions to address the identified needs and achieve the desired outcomes. These strategies include instructional improvements, professional development for teachers, targeted interventions for struggling students, family engagement programs, and community partnerships.

5. Allocate Resources: Jefferson allocates resources strategically to support the implementation of the identified strategies and interventions. This involves aligning budgets, grants, and other funding sources with the prioritized needs and goals outlined in the LCAP and ESSA.

6. Monitor Progress and Evaluate: Regular monitoring and evaluation of progress towards the established goals are essential. Jefferson implements a data-driven system to track student performance, identify areas requiring additional support, and make necessary adjustments to interventions and strategies. This enables ongoing improvement and ensures compliance with ESSA requirements.

7. Engage Educational Partners: Effective collaboration and engagement with various stakeholders, including parents, community members, teachers, staff, and students, are vital. Jefferson involves these educational partners in the development, implementation, and monitoring of the LCAP and ESSA-related initiatives. This ensures that the plan reflects the needs and aspirations of the entire school community.

8. Tier 1 Instruction: We will implement high-quality, evidence-based instruction in the general education classroom. This includes using engaging, culturally relevant curricula and employing universal design for learning (UDL) principles to ensure accessibility for all students.

9. Differentiation of Instruction: Teachers will receive professional development on differentiation techniques to tailor instruction to meet diverse learning needs. This will involve flexible grouping, varied instructional methods, and formative assessments to monitor progress and adjust teaching strategies accordingly.

10. Addressing EL Needs: We will enhance support for English Learners (ELs) through targeted language instruction integrated into content areas. Collaboration with ESL specialists will ensure that ELs receive appropriate scaffolding and resources, fostering their academic and linguistic growth.

11.Addressing IEP Needs: For students with Individualized Education Programs (IEPs), our plan includes regular collaboration between general and special education teachers. This will facilitate the implementation of accommodations and modifications outlined in each IEP, ensuring that these students have equal access to the curriculum.

By following these steps, Jefferson can effectively meet ESSA requirements while aligning them with their local priorities and goals outlined in the LCAP. This allows for a comprehensive approach to improving student achievement, fostering accountability, and promoting local control over educational decisions.

# Educational Partner Involvement

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

**Involvement Process for the SPSA and Annual Review and Update**

School Site Council Meetings:

December 3, 2024 - Reviewed all sections of the plan, including the suggested revisions. Discussed how to make these revisions and the reasons why the suggested revisions were made. SSC member asked about the fieldtrips and it was shared that since we are not sure which fieldtrips grade levels will be attending, teachers will need to submit there trips for approval by SSC before they will be approved and funded. The plan was moved for approval by Law and seconded by Pizzano. All members approved the plan.

October 22, 2024 - Reviewed the updated expected outcomes and actions to support these and the goals. Reviewed and discussed the actions provided through district LCAP funding. Discussed the Title I budget and amounts needed to support the proposed actions.

October 8, 2024 - Reviewed data (CAASP, ELPAC, ELL Progress, I-Ready) Discussed possible expected outcomes for each goal and actions to support these outcomes. SSC shared their interest in ensuring there were actions that supported fieldtrip opportunities and materials to engage students in the learning (hands-on).

September 24, 2024 - Met with newly elected SSC members for 24/25 school year. Reviewed the school plan that was currently being followed. Introduction of the district's five LCAP goals that will be used as school site goals within the school plan.

April 23, 2024 - Reviewed the goal outcomes for 23/24 plan. Goal 1 was focused on student achievement in ELA and Math. Goal included increasing the number of students at or above grade level based on the data from I-Ready. In Reading, 2nd and 3rd grade met or exceeded their goal and though all grade levels made growth it was not at the 20% increase. In Math 3rd grade met their goal. Kindergarten was still assessing and those results will be available in May 2024. Based on these goal outcomes, SSC suggested we continue with increasing at and above grade level but add a focus on lowering the number of students in the 2 or more grade levels below bands. Discussed the new timeline for School Plan 2024/2025. Reviewed the Parent Engagement and College Readiness Goal from 23/24. We met these goals as we increased parent awareness of AVID and had increase in AVID parent activities. The LCAP focus areas have adjusted for 24/25 so the goals will look different for 24/25 but still maintain a focus on parent involvement, AVID, and a culture of safety and inclusion. Reviewed the proposed budget and how it has reduced and discussed our priorities for Title I budget activities for 24/25.Continuing to include field trips and hands on experiences as a strategy/action should continue. It provided background and exposure to students.
January 24, 2024 - Reviewed the school plan goals for 23/24. Will analyze data after the final I-Ready assessment in March. LCAP power point was presented to provide an overview of focus areas and allowed SSC to suggest any modifications or additions moving forward. The school plan is centered around the LCAP goals so the presentation also allowed SSC to reflect on our goals in comparison to LCAP goals.

November 1, 2023 - Reviewed the new goals that focused on academic achievement, college/career readiness, parent engagement, and safe/civil schools. Parent engagement goal included a new development of having a AVID Parent Showcase and a parent group focused on supporting Special Education students and priority on inclusion.

English Learner Advisory Committee Meetings:
October 21, 2024- Reviewed the School Plan and actions that apply to ELL. Reviewed the SBAC and ELPAC scores and new targets based on this data.

September 23, 2024 - Discussed ELAC's role in providing input into the school plan to relation to our English Language Learners.

Reviewed proposed school plan goals and how they relate to English Learners. The budget was also reviewed. Reviewed the ELPAC data and reclassification numbers over the past 2 years. Parents shared they agreed having a reclassification goal within the school plan would be beneficial.

Staff/Leadership Meetings:

Grade level collaboration 10/1 to 10/4 - Each grade level team had the opportunity to look at attendance data for Jefferson that included attendance trends over the last few years, subgroups, and grade level chronic absences. Each grade level completed a protocol data analysis form recording possible root causes for attendance difficulty and action steps to support improvement.

April 25, 2024 - Met with special education team to discuss  Additional Targeted Support and Improvement (ATSI.) The targeted student group identified is Students with Disabilities. The following indicators are at the lowest level, ELA, Math, and Chronic Absenteeism. The data was reviewed to determine progress on goals to support ATSI. There was improvement according to I-Ready data. Absenteeism continues to be a struggle though we did implement an action plan to address this subgroup. We are no longer an ATSI school but will continue to monitor progress as special education students are integrated into our school data.

October 11, 2023 - Special Education Team Meeting to review the goals and actions that support ATSI. Attendance will be monitored weekly by the counselor and social worker. Cross reference to families in ACT and on a SART contract. Resources will be offered to families if needed to eliminate barriers to attendance. Discussed monitoring student progress on goals as a way to determine academic growth. Could be monitored through the IEP goals progress reports.

# 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.

NA

# 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.

According to the 2023 Dashboard(most current data available) there are no state indicators overall performance in the Red In ELA there are two indicators in the Orange which included ELL and students with disabilities. Both groups increased their points from 2022 to 2023. In Math there are two indicators in the Orange which included ELL and students with disabilities. Both groups had significant increase in their points from 2022 to 2023. The same two groups, ELL and students with disabilities, were in the Orange for Chronic Absenteeism. In both groups there was a decline in points from 2022 to 2023. All ELL participate in designated and integrated ELD. Designated time allows students to receive specific instruction based on their ELPAC placement and identified areas of need. Integrated ELD is support that is provided throughout the instructional day in all content areas that utilizes ELL strategies and differentiation. Our students with disabilities that are ELL have an IEP goal that is specific to supporting language development. These goals have embedded benchmarks that help drive the instructional needs. ELL and students with disabilities have been identified as needing support due to chronic absenteeism.
These two subgroups have been analyzed and students that are chronically truant or trending chronic truancy have been identified and are being targeted through parent outreach, involvement in the ACT Program, as well as goal setting with individual families.

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 2023 Dashboard(most current data available) there are no state indicator in which the performance for any student group was two or more performance levels below the all students performance.

## Other Needs

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

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Jefferson Elementary. 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** | | |
| | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** |
| **American Indian** | 0.32% | 0.55% | 0.30% | 1 | 2 | 1 |
| **African American** | 5.47% | 6.28% | 6.55% | 17 | 23 | 22 |
| **Asian** | 0.32% | 0.82% | 0.89% | 1 | 3 | 3 |
| **Filipino** | 0.64% | 0.55% | 1.19% | 2 | 2 | 4 |
| **Hispanic/Latino** | 90.03% | 87.7% | 88.69% | 280 | 321 | 298 |
| **Pacific Islander** | 0.32% | 2.19% | 1.49% | 1 | 8 | 5 |
| **White** | 0.96% | 0.82% | 0.60% | 3 | 3 | 2 |
| **Multiple** | 1.93% | 1.09% | 0.30% | 6 | 4 | 1 |
| | | | **Total Enrollment** | 311 | 366 | 336 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| **Grade** | **Number of Students** | | |
| | **21-22** | **22-23** | **23-24** |
| **Kindergarten** | 52 | 50 | 42 |
| **Grade 1** | 55 | 64 | 52 |
| **Grade 2** | 46 | 63 | 58 |
| **Grade3** | 48 | 57 | 57 |
| **Grade 4** | 63 | 57 | 53 |
| **Grade 5** | 47 | 75 | 47 |
| **Total Enrollment** | 311 | 366 | 336 |

**Conclusions based on this data:**

1. The majority(88%) of our student population is Hispanic/Latino. African American population is 5% on an average.

2. Our enrollment increased slightly in 22/23 due to Independent Study Program was supported on our campus and the enrollment was part of the overall school enrollment.

3. Our enrollment is declining over time particularly from 22-23 to 23-24. One third of our population is supported by the enrollment of students with special needs. Jefferson has the mild/mod SDC program and the mod/severe SDC program.

# 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** | | |
| | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** |
| **English Learners** | 108 | 112 | 71 | 32.7% | 34.7% | 21.1% |
| **Fluent English Proficient (FEP)** | 38 | 34 | 39 | 14.3% | 12.2% | 11.6% |
| **Reclassified Fluent English Proficient (RFEP)** | 33 | 24 | 27 | 10.7% | 10.6% | 8.0% |

**Conclusions based on this data:**

1. The percentage of ELL has reduced by over 10% from 22-23 to 23-24. This significant reduction reflects the increased number of students that have reclassified.

2. There has been a significant increase in the number of students that were reclassified from 20/21 to 22/23. The number has almost tripled in growth. This increase could be contributed to our schoolwide focus on ELD instruction and the focus on ELL identified goals based on ELPAC data.

# 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 47 | 52 | 50 | 44 | 51 | 50 | 44 | 51 | 50 | 93.6 | 98.1 | 100 |
| Grade 4 | 55 | 56 | 49 | 52 | 54 | 49 | 52 | 54 | 49 | 94.5 | 96.4 | 100 |
| Grade 5 | 48 | 68 | 45 | 48 | 68 | 44 | 48 | 68 | 44 | 100.0 | 100.0 | 97.8 |
| Grade 11 | | | | | | | | | | | | |
| All Grades | 150 | 176 | 144 | 144 | 173 | 143 | 144 | 173 | 143 | 96.0 | 98.3 | 99.3 |

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

| | Overall Achievement for All Students | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2356. | 2407. | 2406. | 9.09 | 11.76 | 26.00 | 15.91 | 23.53 | 14.00 | 22.73 | 33.33 | 24.00 | 52.27 | 31.37 | 36.00 |
| Grade 4 | 2402. | 2428. | 2433. | 5.77 | 14.81 | 14.29 | 19.23 | 14.81 | 12.24 | 15.38 | 25.93 | 34.69 | 59.62 | 44.44 | 38.78 |
| Grade 5 | 2465. | 2450. | 2471. | 16.67 | 4.41 | 6.82 | 22.92 | 23.53 | 38.64 | 16.67 | 32.35 | 25.00 | 43.75 | 39.71 | 29.55 |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 10.42 | 9.83 | 16.08 | 19.44 | 20.81 | 20.98 | 18.06 | 30.64 | 27.97 | 52.08 | 38.73 | 34.97 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| | Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |

| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|---|---|---|---|
| **Grade 3** | 9.09 | 9.80 | 10.00 | 52.27 | 70.59 | 58.00 | 38.64 | 19.61 | 32.00 |
| **Grade 4** | 3.85 | 12.96 | 10.20 | 67.31 | 55.56 | 65.31 | 28.85 | 31.48 | 24.49 |
| **Grade 5** | 8.33 | 2.94 | 0.00 | 60.42 | 67.65 | 81.82 | 31.25 | 29.41 | 18.18 |
| **Grade 11** | | | | | | | | | |
| **All Grades** | 6.94 | 8.09 | 6.99 | 60.42 | 64.74 | 67.83 | 32.64 | 27.17 | 25.17 |

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| **Writing**<br>**Producing clear and purposeful writing** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** |
| **Grade 3** | 11.36 | 13.73 | 24.00 | 45.45 | 62.75 | 52.00 | 43.18 | 23.53 | 24.00 |
| **Grade 4** | 7.69 | 5.56 | 16.33 | 40.38 | 57.41 | 61.22 | 51.92 | 37.04 | 22.45 |
| **Grade 5** | 14.58 | 10.29 | 13.64 | 56.25 | 55.88 | 63.64 | 29.17 | 33.82 | 22.73 |
| **Grade 11** | | | | | | | | | |
| **All Grades** | 11.11 | 9.83 | 18.18 | 47.22 | 58.38 | 58.74 | 41.67 | 31.79 | 23.08 |

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| **Listening**<br>**Demonstrating effective communication skills** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** |
| **Grade 3** | 6.82 | 11.76 | 4.00 | 50.00 | 54.90 | 74.00 | 43.18 | 33.33 | 22.00 |
| **Grade 4** | 5.77 | 7.41 | 2.04 | 67.31 | 70.37 | 79.59 | 26.92 | 22.22 | 18.37 |
| **Grade 5** | 12.50 | 13.24 | 6.82 | 60.42 | 58.82 | 63.64 | 27.08 | 27.94 | 29.55 |
| **Grade 11** | | | | | | | | | |
| **All Grades** | 8.33 | 10.98 | 4.20 | 59.72 | 61.27 | 72.73 | 31.94 | 27.75 | 23.08 |

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| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** |
| **Grade 3** | 4.55 | 9.80 | 14.00 | 54.55 | 64.71 | 56.00 | 40.91 | 25.49 | 30.00 |
| **Grade 4** | 5.77 | 11.11 | 6.12 | 67.31 | 57.41 | 71.43 | 26.92 | 31.48 | 22.45 |
| **Grade 5** | 4.17 | 7.35 | 15.91 | 60.42 | 60.29 | 59.09 | 35.42 | 32.35 | 25.00 |
| **Grade 11** | | | | | | | | | |
| **All Grades** | 4.86 | 9.25 | 11.89 | 61.11 | 60.69 | 62.24 | 34.03 | 30.06 | 25.87 |
| In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report. | | | | | | | | | |

**Conclusions based on this data:**

1. Third grade made 5% growth from 20-21 to 21-22 moving from 20% at or above for overall achievement. Increased from 25% to 37% from 21-22 to 22-23 in overall achievement.

2. Fourth grade stayed very consistent with 25% at or above overall achievement from 20-21 to 21-22. Increased to 35% in 22-23.

3. Fifth grade had a large increase  from 20-21 to 21-22 in overall achievement moving from 25% met or above to 40%., Decreased to 28% in 22-23. 5th grade needs intervention support in ELA.

# 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 47 | 52 | 50 | 45 | 49 | 50 | 45 | 48 | 50 | 95.7 | 94.2 | 100 |
| Grade 4 | 55 | 54 | 49 | 55 | 52 | 49 | 55 | 52 | 49 | 100.0 | 96.3 | 100 |
| Grade 5 | 48 | 67 | 45 | 48 | 67 | 44 | 48 | 67 | 44 | 100.0 | 100.0 | 97.8 |
| All Grades | 150 | 173 | 144 | 148 | 168 | 143 | 148 | 167 | 143 | 98.7 | 97.1 | 99.3 |

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

| Overall Achievement for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2384. | 2428. | 2428. | 15.56 | 27.08 | 22.00 | 22.22 | 25.00 | 24.00 | 13.33 | 16.67 | 28.00 | 48.89 | 31.25 | 26.00 |
| Grade 4 | 2392. | 2433. | 2449. | 0.00 | 11.54 | 8.16 | 12.73 | 17.31 | 28.57 | 36.36 | 28.85 | 28.57 | 50.91 | 42.31 | 34.69 |
| Grade 5 | 2462. | 2470. | 2491. | 8.33 | 13.43 | 20.45 | 20.83 | 19.40 | 11.36 | 31.25 | 32.84 | 38.64 | 39.58 | 34.33 | 29.55 |
| All Grades | N/A | N/A | N/A | 7.43 | 16.77 | 16.78 | 18.24 | 20.36 | 21.68 | 27.70 | 26.95 | 31.47 | 46.62 | 35.93 | 30.07 |

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| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|---|---|---|---|
| Grade 3 | 20.00 | 35.42 | 24.00 | 33.33 | 39.58 | 52.00 | 46.67 | 25.00 | 24.00 |
| Grade 4 | 1.82 | 21.15 | 12.24 | 40.00 | 44.23 | 55.10 | 58.18 | 34.62 | 32.65 |
| Grade 5 | 10.42 | 16.42 | 18.18 | 60.42 | 58.21 | 56.82 | 29.17 | 25.37 | 25.00 |
| All Grades | 10.14 | 23.35 | 18.18 | 44.59 | 48.50 | 54.55 | 45.27 | 28.14 | 27.27 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|---|---|---|---|
| Grade 3 | 17.78 | 18.75 | 18.00 | 35.56 | 54.17 | 50.00 | 46.67 | 27.08 | 32.00 |
| Grade 4 | 0.00 | 9.62 | 12.24 | 45.45 | 40.38 | 55.10 | 54.55 | 50.00 | 32.65 |
| Grade 5 | 4.17 | 5.97 | 9.09 | 58.33 | 49.25 | 52.27 | 37.50 | 44.78 | 38.64 |
| All Grades | 6.76 | 10.78 | 13.29 | 46.62 | 47.90 | 52.45 | 46.62 | 41.32 | 34.27 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|---|---|---|---|
| Grade 3 | 13.33 | 31.25 | 12.00 | 46.67 | 52.08 | 70.00 | 40.00 | 16.67 | 18.00 |
| Grade 4 | 1.82 | 9.62 | 8.16 | 58.18 | 51.92 | 77.55 | 40.00 | 38.46 | 14.29 |
| Grade 5 | 4.17 | 5.97 | 2.27 | 60.42 | 62.69 | 75.00 | 35.42 | 31.34 | 22.73 |
| All Grades | 6.08 | 14.37 | 7.69 | 55.41 | 56.29 | 74.13 | 38.51 | 29.34 | 18.18 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. All three grade levels increased the number of at and above for overall achievement from 20-21 to 21-22 to 22-23. Scores continue to rise as one of the school's focus areas is Math.

2. Third grade increased 21% in at and above over achievement from 20-21 to 21-22. Scored 52% in 22-23 making it our highest scoring grade level in math.

3. Fifth grade increased 23% in at and above over achievement from 20-21 to 21-22. Scored 32% at or above in 22-23.

# 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) web page or the ELPAC.org website for more information about the ELPAC.

## ELPAC Results

| Grade Level | ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 1397.2 | 1382.7 | 1387.8 | 1414.4 | 1388.1 | 1404.2 | 1356.6 | 1369.6 | 1349.7 | 18 | 11 | 13 |
| 1 | 1439.2 | 1434.7 | 1414.1 | 1468.8 | 1451.8 | 1415.8 | 1408.9 | 1417.2 | 1411.9 | 15 | 19 | 13 |
| 2 | 1462.2 | 1495.6 | 1491.8 | 1473.3 | 1500.5 | 1482.8 | 1450.8 | 1490.2 | 1500.2 | 20 | 16 | 16 |
| 3 | 1463.8 | 1503.7 | * | 1468.6 | 1506.0 | * | 1458.4 | 1501.0 | * | 14 | 22 | 10 |
| 4 | 1490.4 | 1524.5 | 1512.4 | 1500.4 | 1515.9 | 1524.3 | 1479.9 | 1532.6 | 1500.1 | 24 | 13 | 14 |
| 5 | 1533.3 | 1538.7 | * | 1534.3 | 1539.8 | * | 1531.8 | 1537.2 | * | 12 | 24 | 8 |
| All Grades | | | | | | | | | | 103 | 105 | 74 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Grade Level | Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 0.00 | 0.00 | 23.08 | 33.33 | 36.36 | 23.08 | 44.44 | 27.27 | 0.00 | 22.22 | 36.36 | 53.85 | 18 | 11 | 13 |
| 1 | 0.00 | 5.26 | 7.69 | 40.00 | 42.11 | 23.08 | 40.00 | 21.05 | 23.08 | 20.00 | 31.58 | 46.15 | 15 | 19 | 13 |
| 2 | 5.00 | 31.25 | 31.25 | 40.00 | 31.25 | 25.00 | 35.00 | 25.00 | 31.25 | 20.00 | 12.50 | 12.50 | 20 | 16 | 16 |
| 3 | 7.14 | 27.27 | * | 42.86 | 27.27 | * | 21.43 | 40.91 | * | 28.57 | 4.55 | * | 14 | 22 | * |
| 4 | 12.50 | 30.77 | 7.14 | 16.67 | 38.46 | 57.14 | 54.17 | 7.69 | 28.57 | 16.67 | 23.08 | 7.14 | 24 | 13 | 14 |
| 5 | 25.00 | 25.00 | * | 41.67 | 41.67 | * | 16.67 | 29.17 | * | 16.67 | 4.17 | * | 12 | 24 | * |
| All Grades | 7.77 | 20.95 | 18.92 | 33.98 | 36.19 | 28.38 | 37.86 | 26.67 | 28.38 | 20.39 | 16.19 | 24.32 | 103 | 105 | 74 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| | Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Level 4** | | | **Level 3** | | | **Level 2** | | | **Level 1** | | | **Total Number of Students** | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **K** | 11.11 | 0.00 | 30.77 | 44.44 | 36.36 | 15.38 | 22.22 | 27.27 | 15.38 | 22.22 | 36.36 | 38.46 | 18 | 11 | 13 |
| **1** | 26.67 | 21.05 | 38.46 | 40.00 | 31.58 | 7.69 | 33.33 | 26.32 | 15.38 | 0.00 | 21.05 | 38.46 | 15 | 19 | 13 |
| **2** | 20.00 | 37.50 | 12.50 | 50.00 | 43.75 | 75.00 | 20.00 | 12.50 | 6.25 | 10.00 | 6.25 | 6.25 | 20 | 16 | 16 |
| **3** | 21.43 | 31.82 | * | 42.86 | 50.00 | * | 14.29 | 18.18 | * | 21.43 | 0.00 | * | 14 | 22 | * |
| **4** | 25.00 | 61.54 | 57.14 | 54.17 | 7.69 | 35.71 | 12.50 | 7.69 | 7.14 | 8.33 | 23.08 | 0.00 | 24 | 13 | 14 |
| **5** | 50.00 | 45.83 | * | 33.33 | 50.00 | * | 8.33 | 0.00 | * | 8.33 | 4.17 | * | 12 | 24 | * |
| **All Grades** | 24.27 | 34.29 | 33.78 | 45.63 | 39.05 | 37.84 | 18.45 | 14.29 | 12.16 | 11.65 | 12.38 | 16.22 | 103 | 105 | 74 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| | Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Level 4** | | | **Level 3** | | | **Level 2** | | | **Level 1** | | | **Total Number of Students** | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **K** | 0.00 | 0.00 | 23.08 | 5.56 | 27.27 | 7.69 | 66.67 | 45.45 | 0.00 | 27.78 | 27.27 | 69.23 | 18 | 11 | 13 |
| **1** | 0.00 | 0.00 | 7.69 | 26.67 | 31.58 | 7.69 | 13.33 | 21.05 | 15.38 | 60.00 | 47.37 | 69.23 | 15 | 19 | 13 |
| **2** | 5.00 | 25.00 | 37.50 | 35.00 | 25.00 | 12.50 | 20.00 | 18.75 | 6.25 | 40.00 | 31.25 | 43.75 | 20 | 16 | 16 |
| **3** | 0.00 | 4.55 | * | 35.71 | 36.36 | * | 35.71 | 45.45 | * | 28.57 | 13.64 | * | 14 | 22 | * |
| **4** | 0.00 | 23.08 | 7.14 | 20.83 | 30.77 | 7.14 | 37.50 | 23.08 | 57.14 | 41.67 | 23.08 | 28.57 | 24 | 13 | 14 |
| **5** | 16.67 | 20.83 | * | 25.00 | 8.33 | * | 25.00 | 50.00 | * | 33.33 | 20.83 | * | 12 | 24 | * |
| **All Grades** | 2.91 | 12.38 | 17.57 | 24.27 | 25.71 | 10.81 | 33.98 | 35.24 | 27.03 | 38.83 | 26.67 | 44.59 | 103 | 105 | 74 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Listening Domain | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Percentage of Students by Domain Performance Level for All Students** | | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 11.11 | 0.00 | 30.77 | 66.67 | 63.64 | 15.38 | 22.22 | 36.36 | 53.85 | 18 | 11 | 13 |
| 1 | 40.00 | 36.84 | 30.77 | 60.00 | 47.37 | 38.46 | 0.00 | 15.79 | 30.77 | 15 | 19 | 13 |
| 2 | 10.00 | 43.75 | 12.50 | 80.00 | 50.00 | 81.25 | 10.00 | 6.25 | 6.25 | 20 | 16 | 16 |
| 3 | 42.86 | 30.00 | * | 28.57 | 45.00 | * | 28.57 | 25.00 | * | 14 | 20 | * |
| 4 | 37.50 | 23.08 | 25.00 | 54.17 | 53.85 | 75.00 | 8.33 | 23.08 | 0.00 | 24 | 13 | 8 |
| 5 | 16.67 | 22.73 | * | 75.00 | 72.73 | * | 8.33 | 4.55 | * | 12 | 22 | * |
| All Grades | 26.21 | 27.72 | 23.53 | 61.17 | 55.45 | 57.35 | 12.62 | 16.83 | 19.12 | 103 | 101 | 68 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Speaking Domain | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Percentage of Students by Domain Performance Level for All Students** | | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 11.11 | 10.00 | 36.36 | 61.11 | 40.00 | 45.45 | 27.78 | 50.00 | 18.18 | 18 | 10 | 11 |
| 1 | 0.00 | 17.65 | 20.00 | 80.00 | 64.71 | 60.00 | 20.00 | 17.65 | 20.00 | 15 | 17 | 10 |
| 2 | 25.00 | 64.29 | 38.46 | 70.00 | 35.71 | 61.54 | 5.00 | 0.00 | 0.00 | 20 | 14 | 13 |
| 3 | 50.00 | 45.45 | * | 28.57 | 54.55 | * | 21.43 | 0.00 | * | 14 | 22 | * |
| 4 | 33.33 | 87.50 | 76.92 | 58.33 | 12.50 | 23.08 | 8.33 | 0.00 | 0.00 | 24 | 8 | 13 |
| 5 | 83.33 | 85.71 | * | 8.33 | 14.29 | * | 8.33 | 0.00 | * | 12 | 21 | * |
| All Grades | 31.07 | 52.17 | 48.21 | 54.37 | 39.13 | 44.64 | 14.56 | 8.70 | 7.14 | 103 | 92 | 56 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

## Reading Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 0.00 | 0.00 | 23.08 | 77.78 | 72.73 | 7.69 | 22.22 | 27.27 | 69.23 | 18 | 11 | 13 |
| 1 | 20.00 | 10.53 | 18.18 | 13.33 | 31.58 | 18.18 | 66.67 | 57.89 | 63.64 | 15 | 19 | 11 |
| 2 | 10.53 | 31.25 | 18.75 | 57.89 | 31.25 | 37.50 | 31.58 | 37.50 | 43.75 | 19 | 16 | 16 |
| 3 | 0.00 | 0.00 | * | 53.85 | 66.67 | * | 46.15 | 33.33 | * | 13 | 21 | * |
| 4 | 0.00 | 20.00 | 0.00 | 52.17 | 70.00 | 66.67 | 47.83 | 10.00 | 33.33 | 23 | 10 | 9 |
| 5 | 25.00 | 26.09 | * | 50.00 | 56.52 | * | 25.00 | 17.39 | * | 12 | 23 | * |
| All Grades | 8.00 | 15.00 | 15.63 | 52.00 | 53.00 | 32.81 | 40.00 | 32.00 | 51.56 | 100 | 100 | 64 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

## Writing Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 0.00 | 9.09 | 23.08 | 76.47 | 54.55 | 7.69 | 23.53 | 36.36 | 69.23 | 17 | 11 | 13 |
| 1 | 0.00 | 0.00 | 0.00 | 75.00 | 46.67 | 33.33 | 25.00 | 53.33 | 66.67 | 12 | 15 | 12 |
| 2 | 5.00 | 41.67 | 46.15 | 60.00 | 41.67 | 30.77 | 35.00 | 16.67 | 23.08 | 20 | 12 | 13 |
| 3 | 15.38 | 50.00 | * | 61.54 | 50.00 | * | 23.08 | 0.00 | * | 13 | 20 | * |
| 4 | 13.64 | 45.45 | 33.33 | 63.64 | 36.36 | 58.33 | 22.73 | 18.18 | 8.33 | 22 | 11 | 12 |
| 5 | 45.45 | 31.58 | * | 45.45 | 57.89 | * | 9.09 | 10.53 | * | 11 | 19 | * |
| All Grades | 11.58 | 30.68 | 25.81 | 64.21 | 48.86 | 40.32 | 24.21 | 20.45 | 33.87 | 95 | 88 | 62 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Fewer students are at levels 3 and 4 in the areas of reading and writing. Students need foundational reading and writing skills which is part of what is targeted in intervention.

2. From 20-21 to 22-23, our number of students at levels 3 and 4 continue to rise. Students are having more success in the listening and speaking than in the reading and writing.

3. Students with disabilities that take the ELPAC were able to be exempt from listening or speaking and exempt in reading or writing.

# School and Student Performance Data

## California School Dashboard
## Student Population

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

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

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

| 2022-23 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **366** | **92.3** | **30.6** | **0.5** |
| Total Number of Students enrolled in Jefferson Elementary. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 112 | 30.6 |
| **Foster Youth** | 2 | 0.5 |
| **Homeless** | 14 | 3.8 |
| **Socioeconomically Disadvantaged** | 338 | 92.3 |
| **Students with Disabilities** | 86 | 23.5 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 23 | 6.3 |
| **American Indian** | 2 | 0.5 |
| **Asian** | 3 | 0.8 |
| **Filipino** | 2 | 0.5 |
| **Hispanic** | 321 | 87.7 |
| **Two or More Races** | 4 | 1.1 |
| **Pacific Islander** | 8 | 2.2 |
| **White** | 3 | 0.8 |

**Conclusions based on this data:**

1. We have a very high percentage of students that are socioeconomically disadvantaged 92%. Our student's needs often require the school to provide the experiences and visuals to support their background knowledge within content.

2. There is a large percentage of students (23%) that are Students with Disabilities. This population of students is almost 1/3 of our total school population. These students all of an IEP that requires specific instruction and monitoring of goals.

# School and Student Performance Data

## Overall Performance

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

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

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

### 2023 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts** Yellow | **Chronic Absenteeism** Yellow | **Suspension Rate** Blue |
| **Mathematics** Yellow | | |
| **English Learner Progress** Blue | | |

**Conclusions based on this data:**

1.  We are improving our English Learner Progress. Jefferson's focus on ELL that includes an analysis of ELPAC scores that supports the development of very specific ELD instruction to support areas of need. All staff being aware of student ELL levels and needs also allows teachers to maximize the integrated ELD times throughout the day that has supported ELL progress and improvement.

**2.** Chronic absenteeism is a focus area that needs improvement. Our TK and K along with students with disabilities are the groups that have the most students that are chronically absent. Jefferson has created a Special Education Parent Committee to work specifically with these families taking into account the impact of their student's disability to identify any barriers and working towards the removal of any barriers.

**3.** Our suspension rate is in the blue with minimal suspensions. Our schoolwide focus on Safe and Civil learning components has had a positive impact. The staff is proactive rather than reactive and often seeks out other means of correction and support before considering a suspension.

# School and Student Performance Data

## Academic Performance
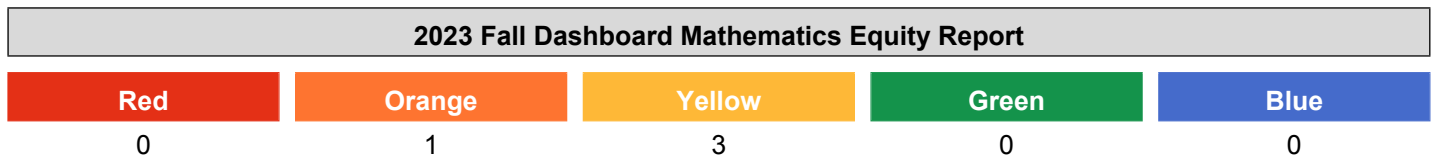### English Language Arts

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

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

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

| Red | Orange | Yellow | Green | Blue |
|:---:|:---:|:---:|:---:|:---:|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard English Language Arts Equity Report | | | | |
|:---:|:---:|:---:|:---:|:---:|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 2 | 2 | 0 | 0 |

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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|:---:|:---:|:---:|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Orange | Less than 11 Students |
| 40.1 points below standard | 53.9 points below standard | |
| Increased +14.5 points | Maintained +1.5 points | 1 Student |
| 175 Students | 72 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Less than 11 Students | Yellow | Orange |
| | 43.7 points below standard | 105 points below standard |
| 2 Students | Increased +12 points | Increased Significantly +38 points |
| | 162 Students | 48 Students |

| 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Less than 11 Students | Less than 11 Students | Less than 11 Students | Less than 11 Students |
| 10 Students | 1 Student | 1 Student | 1 Student |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | Less than 11 Students | Less than 11 Students | Less than 11 Students |
| 38.3 points below standard | 2 Students | 3 Students | 2 Students |
| Increased +13.5 points | | | |
| 155 Students | | | |

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

| 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 101.7 points below standard | 13.1 points above standard | 34.8 points below standard |
| Decreased -14 points | Increased Significantly +15.4 points | Increased Significantly +22.1 points |
| 42 Students | 30 Students | 86 Students |

**Conclusions based on this data:**

**1.** Our English Learners are performing 80 points more below standard than our English Only students. This group also decreased 14 points from last year. This group of students require intervention to support ELA and Math progress.

**2.** Students with Disabilities is the lowest performing subgroup. This group is performing only 4 points below our English Learner group. It is necessary to also look at progress on student IEPs to best determine progress.

**3.** All students did increase by almost 15 points from Fall 2022. Students with Disabilities also increased by 38 points from last year.

# School and Student Performance Data

## Academic Performance
### Mathematics

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

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

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

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard Mathematics Equity Report | | | | |
|-----|--------|--------|-------|------|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 1 | 3 | 0 | 0 |

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

### 2023 Fall Dashboard Mathematics Performance for All Students/Student Group

| All Students | English Learners | Foster Youth |
|---|---|---|
| Yellow | Yellow | Less than 11 Students |
| 43.4 points below standard | 55.9 points below standard | |
| Increased Significantly +24.3 points | Increased +8.7 points | 1 Student |
| 173 Students | 70 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Less than 11 Students | Yellow | Orange |
| | 46.1 points below standard | 107.6 points below standard |
| 2 Students | Increased Significantly +21.1 points | Increased Significantly +41.2 points |
| | 160 Students | 48 Students |

| **2023 Fall Dashboard Mathematics Performance by Race/Ethnicity** | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Less than 11 Students<br><br>10 Students | Less than 11 Students<br><br>1 Student | Less than 11 Students<br><br>1 Student | Less than 11 Students<br><br>1 Student |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow<br><br>42.9 points below standard<br><br>Increased Significantly +23.5 points<br><br>153 Students | Less than 11 Students<br><br>2 Students | Less than 11 Students<br><br>3 Students | Less than 11 Students<br><br>2 Students |

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

| **2023 Fall Dashboard Mathematics Data Comparisons for English Learners** | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 100 points below standard | 5.4 points below standard | 42.4 points below standard |
| Decreased Significantly -16.6 points | Increased Significantly +28.5 points | Increased Significantly +31.3 points |
| 41 Students | 30 Students | 86 Students |

**Conclusions based on this data:**

1. The gap between English Only and English Learners is smaller in the area of math than ELA. Our ELL seem to not be as impacted by language in math than we see in ELA.

2. Reclassified students were 40 points below grade level in math as opposed to being only 3points below in ELA.

3. Students with Disabilities is the lowest performing group, 148 points below standard. However, this group had the greatest increase in points of 41 points from Fall 2022.

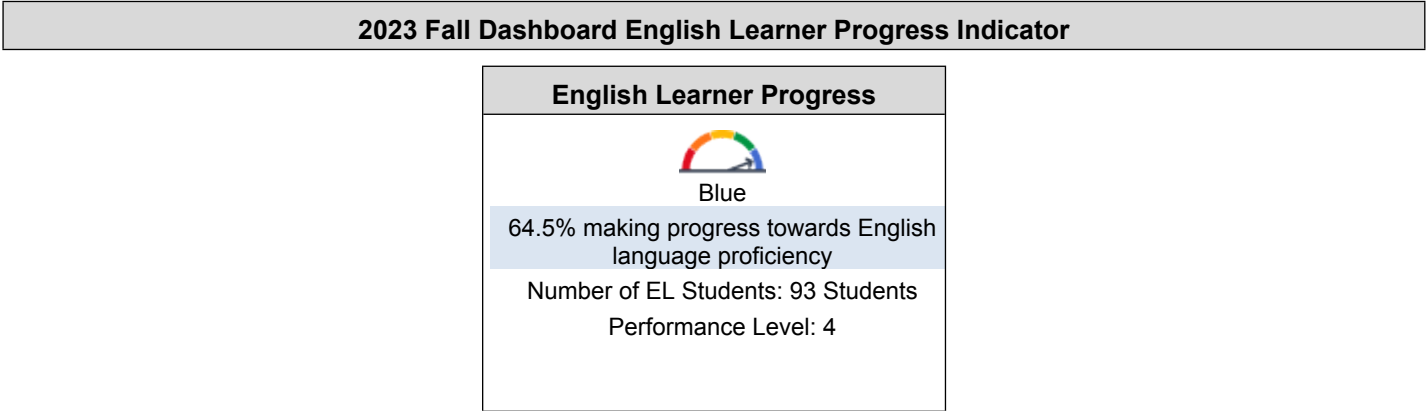# School and Student Performance Data

## Academic Performance
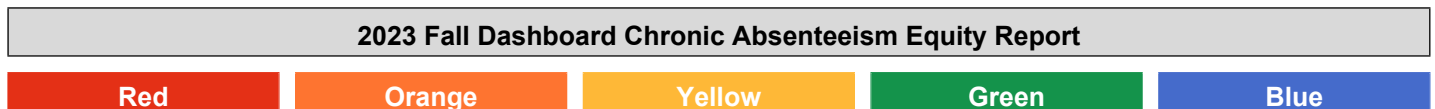### English Learner Progress

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

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

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

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

| 2023 Fall Dashboard English Learner Progress Indicator |
| --- |

| English Learner Progress |
| --- |
| Blue |
| 64.5% making progress towards English language proficiency |
| Number of EL Students: 93 Students |
| Performance Level: 4 |

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

| 2023 Fall Dashboard Student English Language Acquisition Results | | | |
| --- | --- | --- | --- |
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 14 | 19 | 0 | 57 |

**Conclusions based on this data:**

**1.** 62% of our ELL moved up at least one ELPI level while 15% decreased one ELPI level showing a positive trend toward English Fluency. Students that have decreased in their level will have a plan for improvement that will start with the identification of which, specific areas, was their a decrease followed by targeted intervention in these identified areas.

**2.** 20% of our ELL are maintaining their ELPI level. Identifying these students would be a next step to see how close they are to moving to that next level so we can target students based on this information.

# School and Student Performance Data

## Academic Engagement
### Chronic Absenteeism

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

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

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

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|

Lowest Performance                                          Highest Performance

This section provides number of student groups in each level.

**2023 Fall Dashboard Chronic Absenteeism Equity Report**

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|

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

**2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Yellow | Orange | Less than 11 Students |
| 28% Chronically Absent | 23.3% Chronically Absent | |
| Declined Significantly -21.7 | Declined -20 | 3 Students |
| 396 Students | 120 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| 35.7% Chronically Absent | Yellow | Orange |
| 0 | 28.7% Chronically Absent | 41.3% Chronically Absent |
| 14 Students | Declined Significantly -21.5 | Declined -20.1 |
| | 366 Students | 104 Students |

## 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| 14.8% Chronically Absent | Less than 11 Students | Less than 11 Students | Less than 11 Students |
| Declined -35.2 | 2 Students | 3 Students | 2 Students |
| 27 Students | | | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Yellow | Less than 11 Students | 46.2% Chronically Absent | Less than 11 Students |
| 28.4% Chronically Absent | 5 Students | 0 | 3 Students |
| Declined Significantly -21.9 | | 13 Students | |
| 341 Students | | | |

**Conclusions based on this data:**

**1.** Chronic Absenteeism is 50% on an average.

**2.** Large percentage, 43% of English Language Learners were chronically absent.

**3.** Students with Disabilities have the highest level of chronic Absenteeism at 61% which can be a factor in their low, academic performance in ELA and Math.

# School and Student Performance Data
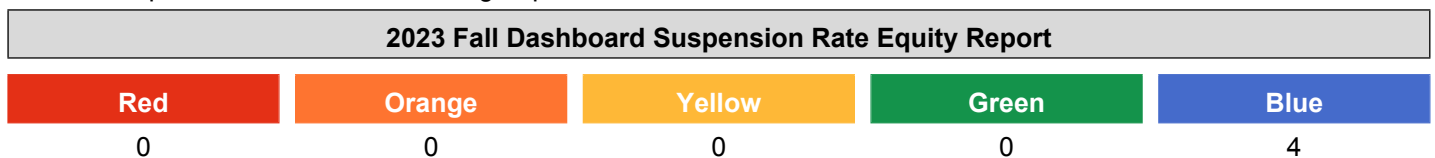
## Conditions & Climate
### Suspension Rate

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

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

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

| Red | Orange | Yellow | Green | Blue |
|:---:|:---:|:---:|:---:|:---:|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard Suspension Rate Equity Report | | | | |
|:---:|:---:|:---:|:---:|:---:|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 0 | 0 | 4 |

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

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|:---:|:---:|:---:|
| **All Students** | **English Learners** | **Foster Youth** |
| Blue | Blue | Less than 11 Students |
| 0% suspended at least one day | 0% suspended at least one day | 3 Students |
| Maintained 0 | Maintained 0 | |
| 408 Students | 121 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| 0% suspended at least one day | Blue | Blue |
| 14 Students | 0% suspended at least one day | 0% suspended at least one day |
| | Maintained 0 | Maintained 0 |
| | 377 Students | 107 Students |

| | |
|---|---|
| **2023 Fall Dashboard Suspension Rate by Race/Ethnicity** | |

| **African American** | **American Indian** | **Asian** | **Filipino** |
|---|---|---|---|
| 0% suspended at least one day<br><br>Maintained 0<br><br>31 Students | Less than 11 Students<br>2 Students | Less than 11 Students<br>3 Students | Less than 11 Students<br>2 Students |

| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|---|---|---|---|
| <br>Blue<br><br>0% suspended at least one day<br><br>Maintained 0<br><br>348 Students | Less than 11 Students<br>5 Students | 0% suspended at least one day<br><br>13 Students | Less than 11 Students<br>4 Students |

**Conclusions based on this data:**

**1.** We have maintained an extremely low suspension rate across subgroups. Having a schoolwide focus in providing Social Emotional Lessons has supported students making good choices.

# 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, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Elevate deeper learning and college, career, and life readiness

## 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.

As part of the Comprehensive needs assessment, educational partners examined state assessment data. SBAC ELA & MATH data indicate a need in high quality data-driven core instruction using effective instructional strategies, scaffolds, and assessments. Additionally, there is a need to provide effective interventions using the MTSS model with progress monitoring tools to measure growth. The data also indicates a discrepancy between the scores of non-English learners and English learners. The data below is based on 2023-2024 school year SBA and ELPAC data, as well as 2024 iReady data.

In response to these results, we are implementing several key activities to enhance student support and academic performance.

We have academic coaches to facilitate multi-tiered systems of support and provide professional development for teachers, enabling them to effectively implement standards and improve the quality of education.

Furthermore, we are leveraging the expertise of various teachers, including PE, music, and science educators, to foster holistic academic development. To address the specific needs of our students, we recognize the necessity of providing extra hours for academic interventions, including IEP and MTSS programs. This initiative will require additional manipulatives and resources for our content areas, ensuring that our staff are equipped with the tools they need to succeed.

In addition to ongoing professional development, our commitment to AVID strategies will empower teachers to deliver rigorous academic experiences, ultimately enhancing student engagement and achievement. Jefferson currently has 7 grade levels trained and implementing AVID strategies. AVID provides a foundation for students to become organized, goal orientated, and equipped to be successful in their learning and application of skills. Our training added 1 Kinder teacher, 1 first grade teacher, TK/K SDC teacher, TK teacher and our AVID lead teacher did a training strand to support the AVID learning more in depth. It is our goal to have schoolwide trained staff and implemented AVID. This summer training will include any new teachers, social worker, and in-depth development of 1 grade level.

## 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 |
|---|---|---|
| | | |
| CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website) | ELA at 37% School Year 2023-2024 | Increase the percent of Met or Exceeded students in grades 3-5 on CAASPP in the area of ELA to 40%%, |
| CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website) | Math at 38% School Year 2023-2024 | Increase the percent of Met or Exceeded students in grades 3-5 on CAASPP in the area of Math to 40%. |
| California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website) | Science at 20% School Year 2023-2024 | Increase the percent of Met or Exceeded students in grade 5 on CAST by 22%. |
| English Learner Proficiency Indicator (ELPI) (CA School Dashboard) | 64.5% making progress Blue Status CA School Dashboard Fall 2023 | Continue to make progress and remain in the blue status on the Dashboard which will require us to increase by .5% or higher to be in the Very High level on the English Learner Progress Indicator. |
| i-Ready Percent meeting typical growth in Reading (i-Ready) | Reading at 50% Diagnostic 3 School Year 2023-2024 | Increase percent of students meeting typical growth in reading on i-Ready EOY 2025 to 55% |
| i-Ready Percent meeting typical growth in Math (i-Ready) | Math at 42% Diagnostic 3 School Year 2023-2024 | Increase percent of students meeting typical growth in math on i-Ready EOY 2025 to 47% |

## 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 | Progress Monitoring | Proposed Expenditures |
|---|---|---|---|---|
| | | | | |
| 1.1 | Academic coaches: support Pre-K-12 staff, both general and special education, in the implementation of district and school site goals for California Content and English Language Development Standards as well as Multi-Tiered Systems of Support (MTSS). The Academic Coach supports school sites by providing coaching, training, and professional development to teachers in relation to the implementation of Common Core State Standards in Language Arts and/or Math. They will also collect, analyze and interpret data for the purpose of guiding instructional practices and decisions related to student achievement | All Students | Bi-weekly meetings with principal and school collab teams. | District Funded |
| 1.2 | Elementary PE Teachers provide physical education to students based on their grade level standards | All Students | Class activities and student participation per the school/grade level schedule for PE | District Funded |

| 1.3 | Elementary Music Teachers providing vocal or instrumental instruction to students | All Students | Class activities and student participation per the school/grade level schedule for music | District Funded |
|---|---|---|---|---|
| 1.4 | PLTW Teachers supporting STEM education with elementary students | All Students | PLTW Class activities and student participation per the school/grade level schedule | District Funded |
| 1.5 | Language Assessment Assistant (LAA's) perform a variety of duties involved in the receipt, compilation, preparation, verification, distribution, collection and processing of testing materials for State-mandated language assessment tests; administer, score and monitor students during language assessment tests. | ELD Students | • ELPAC Assessment<br>• SIPPS<br>• DELD instructional time<br>• IELD instruction | District Funded |
| 1.6 | Library Techs support literacy instruction and support services. | All Students | i-Ready ELA data College and Career Indicator Student Grades CAASPP scores | District Funded |
| 1.9 | Fund extra hours for academic interventions after school, IEPs and additional collaboration time, to include teacher release to plan for interventions to address the needs of struggling students to improve academic performance. | All Students | Attendance of students for intervention, lessons planned by teams, student data of progress in intervention. | 5,000<br>Title I Part A: Allocation<br><br>MTSS Grant |
| 1.10 | Purchase manipulatives for math, language arts, and science. These items will support our efforts to reinforce concepts, in these specific subject areas. This includes: library books, print shop materials, technology, resources, and exposure to real-life experiences that support our efforts to implement AVID. | All Students | Budget Tracking Collaboration minutes identifying materials needed to support lessons and goals. | 5,000<br>Title I Part A: Allocation |
| 1.11 | Identify field trips and enrichment opportunities to enhance literacy and numeracy content taught at each grade level through real-life experiences and support the development of student academic performance. Field trips will be determined throughout the year. | All Students | Grade levels will request and provide a rationale explaining how the field trip will support/enhance grade-level instruction to the SSC for approval. | 15,000<br>Title I Part A: Allocation |

| | | | | |
|---|---|---|---|---|
| **1.12** | Identify resources that best support AVID school based activities to help enhance our capacity to provide comprehensive learning environment that ultimately fosters student success and promotes a college-ready culture within our school community. | All Students | CCI School AVID Plan | 2,000 Title I Part A: Allocation |
| **1.13** | | | | |
| **1.14** | Provide targeted ELD instruction, differentiated teaching strategies, and integrated language development across subjects through the use of materials and resources. As such, provide families materials and strategies for family workshops and provide extra hours to staff for on-going professional development for teachers to ensure effective support and inclusivity. | ELL Students | Administer assessments, such as the English Language Proficiency Assessments for California (ELPAC) and through teacher collaboration to track students' growth in speaking, listening, reading, and writing. | 563 Title I Part A: Allocation |
| **1.22** | Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus. | All Students | ILT Professional Development activities and meetings Teacher instructional and collaboration support Staff communication regarding the ILT role, responsibilities and PUSD instructional vision. | District Funded |
| **1.23** | TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned. | All Students | Use of technology by staff (both classified and certificated) Use of technology by students during classroom lessons Annual data reports used by school administration and teachers | District Funded |
| **1.24** | Classroom Tech including student devices, monitors, and staff devices | All Students | Classroom Visits Teacher and student use of technology during daily instruction | District Funded District Funded |

| 1.25 | Student Laptop devices for all grades, including replacement devices and power cords | All Students | Distribution to all students | District Funded |
| | | | Classroom use | |
| | | | Tracking of student replacement | District Funded |

# Annual Review

**SPSA Year Reviewed: 2023-24**

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.

NA

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

NA

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.

NA

# 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, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change

## 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.

Significant improvement is essential as indicated by the California Assessment of Student Performance and Progress (CAASPP) data, which reveals areas needing enhanced focus. To address these challenges, it is crucial for the instructional leadership team to collaborate effectively and implement best practices tailored to meet the diverse needs of our students. This collaboration will facilitate a shared vision and strategic approach to instruction. An ILT can help coordinate targeted interventions, provide data-driven insights, and facilitate professional development that strengthens instructional practices. By leveraging the expertise of an ILT, Jefferson can more effectively align efforts to improve performance in Math, Science, and English learner progress, ensuring that improvement goals are met and/or exceeded through focused and strategic interventions.

Furthermore, there is a pressing need for targeted professional development to ensure the successful implementation of instructional leadership goals, as well as frameworks such as AVID (Advancement via Individual Determination) and MTSS (Multi-Tiered System of Supports). By investing in professional development, we can empower educators with the skills and strategies necessary to foster student engagement, improve academic outcomes, and create a supportive learning environment. This comprehensive approach will ultimately enhance the quality of instruction and support continuous improvement throughout the school.

## 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 |
|---|---|---|
|  |  |  |
| ILT | Develop measurement tool and use results for set outcomes | Develop measurement tool and use results for set outcomes |
| ILT Coaching Activities | Develop measurement tool and use results for set outcomes | Develop measurement tool and use results for set outcomes |
| District PD/conference activities (including programs such as AVID, AP, CTE, etc.) | Develop measurement tool and use results for set outcomes | Develop measurement tool and use results for set outcomes |

## 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 | Progress Monitoring | Proposed Expenditures |
|---|---|---|---|---|
|  |  |  |  |  |

| | | | | |
|---|---|---|---|---|
| 2.1 | AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success. | All Students | Identify Participants by January 1, 2025<br><br>Current School Site AVID Plans<br><br>Pre-Conference meeting by the end of May 2025<br><br>AVID 2025-2026 Site Plan development at the conference | District Funded |
| 2.6 | Fund extra hours for ILT members to meet after school to develop staff presentations and a plan for implementation, at each grade level, for the research-based strategies shared in district ILT meetings. ILT members will deliver the presentations during grade-level collaboration and staff meetings, allowing for further data-driven planning to develop the next steps. | All Students | ILT members at each grade level bring back data from their collaboration team meetings to share with ILT. ILT will document the impact on student progress across grades K-5 in content areas where the research-based strategies shared in district ILT meetings were implemented. | 6,000<br>Title I Part A: Allocation |
| 2.7 | Fund additional hours dedicated to the AVID site team and personnel who support AVID professional development and the effective implementation of the Site AVID Plan. | All Students | CCI<br>AVID Site Plan | 2,000<br>Title I Part A: Allocation |

# Annual Review

**SPSA Year Reviewed: 2023-24**

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.

NA

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

NA

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.

NA

# 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, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

## 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.

Cultivating an emotionally safe environment is paramount for fostering student success, particularly in light of suspension data, attendance metrics, and insights from the Healthy Kids Survey. To address these concerns, it is essential to continue providing training on restorative practices, which promote accountability and healing rather than punitive measures. Finding alternatives to suspension will further help maintain student engagement and support a positive school culture.

According to data from the California School Dashboard, Jefferson's suspension rate for kindergarten through fifth grade stands at 0%. Additionally, attendance has significantly improved since 2021, with an average of 93.2% for the 2023-2024 school year. Our current goal is to increase attendance to 95%.

To achieve this, we aim to implement a robust attendance program that supports children and their families through essential resources, supplies, and engaging activities. This initiative will also address chronic absenteeism among transitional kindergarten through fifth grade where our current status is at 28%.

To further our efforts, we will provide personnel training for staff, including campus safety officers, certified behavior analysts, school nurses, social workers, and interventionists, ensuring that students feel safe and supported at school.

Additionally, the implementation of a robust attendance program is crucial to improving overall attendance rates. This program should focus on identifying and addressing barriers to attendance, while also promoting the importance of being present in school.

Furthermore, it is vital to continue incorporating Social and Emotional Learning (SEL) lessons into the curriculum. These lessons not only equip students with essential skills for managing their emotions and building healthy relationships but also contribute to a supportive and inclusive school environment. Together, these initiatives will help ensure that all students feel safe, valued, and ready to learn.

## 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 |
|---|---|---|
| | | |
| Suspension Rate Indicator (CA School Dashboard) | 0%<br>Blue status<br>CA School Dashboard Fall 2023 | Continue to maintain blue status on suspension rate indicator on CA School Dashboard by maintaining a status of under 5%. |
| Cumulative attendance (PUSD Dashboard) | 93.2% EOY 2023-2024 | Increase  Schoolwide attendance to 95% to support district goal. |
| Chronic absenteeism in grades TK through 8th grade (CA Dashboard) | 28%<br>Yellow status<br>CA School Dashboard Fall 2023 | Reduce the percentage of students that are chronically absent TK-5th by 3%. |
| CHKS Student School Connectedness (5th) (7th) (9th) A6.4 /A6.3 | 5th: 88% | Continue to increase the number of students that feel school connectedness by 2% or more. |

## 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 | Progress Monitoring | Proposed Expenditures |
|---|---|---|---|---|
| | | | | |
| 3.1 | CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilizie and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures. | All Students | Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices.<br><br>Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared.<br><br>Host monthly meetings to set specific targets related to student supervision, positive | District Funded |

| | | | | behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data. | |
|---|---|---|---|---|---|
| **3.2** | BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Bahavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of  ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students ith autism and social skills programming for students. BCBAs conduct functional behavioral assessmetns and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms. | All Students | SEL Data (monthly/weekly attendance, suspension, counseling, etc.) | District Funded<br><br><br>District Funded |
| **3.3** | School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs. | All Students | SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness) | District Funded |
| **3.5** | Identify additional time to empower our educators and support staff to work together in identifying the root causes of student behavioral and mental health challenges, develop a plan, and implement said plan. By providing time for focused discussions and professional development, we will equip our team with the necessary skills and strategies to create a supportive environment that fosters positive behavior. | All Students | Meeting agendas, data analysis, sign-in sheets, and student intervention plans. | 3,000 Title I Part A: Allocation<br><br>MTSS Grant |

| | | | | |
|---|---|---|---|---|
| **3.6** | Staff members will support Jefferson staff by providing professional developments for their fellow colleagues, conduct meetings, that focus on creating a positive school climate and focus specifically on the development of social-emotional competencies of children and adults and the use of Tier 1 & 2 Multi-Tiered System of Supports strategies in the classroom. | All Students | <ul><li>Foundations for Safe and Civil Schools Implementation</li><li>Second Step implementation</li><li>Counselor and Social Worker Training and Conferences</li><li>ACT/SART/ SARB Training and Implementation</li></ul> | 3,000<br>Title I Part A: Allocation<br><br>MTSS Grant |
| **3.7** | Provide funding for supplies, materials, and resources and activities that recognize students for demonstrating actions that support/promote the school's Guidelines for Success, students will be Polite, Act responsibly, Work together, and Strive for success(PAWS) and student attendance. | All Students | Evidence of recognitions of successful use of Jefferson's PAWS and positive and or improved student attendance. | 5,700<br>Title I Part A: Allocation |
| **3.13** | Identify assemblies and events that promote a sense of safety and healthy well-being of students including but not limited to Safe and Civil, Anti-bullying, and the importance of daily attendance. | All Students | Student, parent, and teacher surveys after assemblies and events, throughout the year. | 3,000<br>Title I Part A: Allocation |
| **3.22** | CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure<br>student compliance with school and District rules and procedures. | All Students | Synergy Student Behavior and Suspension Data | District Funded |

| | | | | |
|---|---|---|---|---|
| **3.23** | Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff. | Special Education Students | Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP | District Funded |
| **3.24** | School Nurses | All Students | Students working with Nurse including those with specific health conditions that require a Nurses support. | District Funded |
| **3.25** | Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth. | All Students | Synergy SEL and student information/counseling data | District Funded |

# Annual Review

**SPSA Year Reviewed: 2023-24**

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.

NA

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

NA

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.

NA

# 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, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Enhance Family and Community Engagement

## 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.

Enhancing family and community engagement is vital for building strong partnerships that support student success. To achieve this, we will provide families with multiple opportunities to participate in school activities, workshops, and volunteering. By offering various events—such as family nights, educational workshops, and community service projects—we aim to create an inclusive environment where families feel welcomed and valued.

According to the Title I/LCAP survey, Jefferson families express that they feel welcomed at Jefferson, actively engage with our school, and are provided opportunities to give feedback. These insights reinforce our commitment to fostering a collaborative community that empowers families to play an active role in their children's education, ultimately benefiting all students.

## 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 |
|---|---|---|
| | | |
| Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey) | 98% School Year 2023-2024 | Continue to maintain a high percentage, over 95%, of families that strongly agree school is welcoming as measured by Title I/LCAP Parent Survey |
| Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey) | 75% School Year 2023-2024 | Increase to 80% the percentage of of parents using the Parent Portal (Parent Square) at least one a week as measured by Title I/LCAP Parent Survey |
| Families find school events relevant and engaging (Title I/LCAP Parent Survey) | 100% average (4 or 5) as of June 12, 2024 | Increase percentage of families that find school events as relevant and engaging as measured by Title I/LCAP Parent Survey and maintain to 100% average. |
| This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey) | 94% School Year 2023-2024 | Continue to maintain a high percentage, over 90%, of families that agree that the school seeks parent input before making decisions as measured by Title I/LCAP Parent Survey |
| Families report attending events (Title I/LCAP Parent Survey) | 99 parents - Open House 103 parents - Back to School Night 16 parents -Parent Education Classes | Increase the number of families attending school as measured by Title I/LCAP Parent Survey by 5%. |

# 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 | Progress Monitoring | Proposed Expenditures |
|---|---|---|---|---|
| | | | | |
| 4.1 | AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community. | All Students | Review of School Site Plans<br><br>Fall and Spring Site visit with site coordinator and administrator<br><br>AVID Site Coordinator Meetings | District Funded |
| 4.5 | Our goal is to create and maintain a community closet that provides essential resources to families in need within our school by purchasing any essential items not provide by the district.This initiative aims to alleviate some of the financial burdens that many families face by offering clothing, school supplies, hygiene products, and other necessities at no cost. | All Students | Usage tracking log to maintain a log of items purchased, donated, distributed, and the number of families served. | 1,000 Title I Part A: Allocation |
| 4.6 | Allocate additional hours for teachers and support staff to plan and execute family engagement events and workshops, including translation when needed. | All Students | Track the number of family engagement events and attendance records to measure participation rates.<br><br>Survey families for feedback after engagement events to measure changes in understanding, suggestions for improvement, and/or possible topics for upcoming meetings | 800 Title I Part A: Parent Involvement |
| 4.7 | Provide parent education opportunities by our support staff to address a variety of target topics such as, academics, attendance, SEL, AVID, etc. to support families eliminate barriers that negatively | All Students | Evidence of agendas, presentations, sign-in sheets and parent surveys. List of parents recognized. | 779 Title I Part A: Parent Involvement |

| | | | | |
|---|---|---|---|---|
| affect student growth and achievement.<br>Required: materials, supplies, and resource. | | | | |

# Annual Review

**SPSA Year Reviewed: 2023-24**

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.

NA

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

NA

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.

NA

# 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, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School District

## 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.

Addressing the needs for student inclusivity and an equitable school environment is critical, particularly in light of CAASPP data indicating that students across various subgroups continue to require assistance in English Language Arts, math, and science. The data highlights significant gaps that must be addressed to ensure all students have access to high-quality education. Additionally, findings from the English Learner Proficiency assessments reveal that English Learners need targeted support to enhance their language skills and overall academic performance.

Jefferson School's CAASPP data reveals that students achieved 37% proficiency in English Language Arts (ELA), 38% in math, and 20% in science. These scores closely align with our iReady data, which indicates a typical reading proficiency of 45% and a typical growth rate in math of 42%.

In response to this data, we are implementing several key activities to enhance student performance. Teachers will collaborate with middle school AVID coordinators to increase participation in middle school AVID programs, as well as visual and performing arts initiatives. We will also identify funding to support targeted subgroups and purchase manipulatives and materials that enhance learning. Additionally, we are committed to providing extracurricular programs that promote student engagement and academic growth. These efforts aim to create a supportive environment that fosters improvement across all subject areas.

To foster inclusivity and equity, the school must implement activities and support systems that address these needs. This includes offering tailored interventions, expanding access to resources, and providing professional development for educators focused on culturally responsive teaching practices. By creating an environment that prioritizes the diverse needs of all students, we can promote equitable outcomes and ensure that every student has the opportunity to thrive academically and socially.

## 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 |
|---|---|---|
| | | |
| CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website) | ELA at 37%<br>School Year 2023-2024<br>English Learners: 6%<br>African American: 60%<br>Hispanic: 35%<br>SPED: 3%<br>Foster Youth: N/A<br>SED: 36%<br>LTEL: N/A | Increase percentage of all subgroups by 3% |
| CAASPP Math Percent Met or Exceeded (All grades all students) | Math at 38%<br>School Year 2023-2024 | Increase percentage of all subgroups by 2% |

| | | |
|---|---|---|
| (Test Results for California's Assessments website) | English Learners: 13%<br>African American: 70%<br>Hispanic: 38%<br>SPED: 6%<br>Foster Youth: N/A<br>SED: 35%<br>LTEL: N/A | |
| California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website) | Science at 20%<br>School Year 2023-2024<br>English Learners: 0%<br>African American: 17%<br>Hispanic: 22%<br>SPED: 0%<br>Foster Youth: N/A<br>SED: 20%<br>LTEL: N/A | Increase percentage of all subgroups by 2% |
| English Learner Proficiency Indicator (ELPI) (CA School Dashboard) | 64.5% making progress<br>Blue Status<br>Decreased at Least 1 ELPI Level: 15.6%<br>Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 21.1%<br>Maintained ELPI Level 4: N/A<br>Progressed at Least 1 ELPI Level: 63.3%<br>CA School Dashboard Fall 2023 | Continue to make progress and remain in the blue status on the Dashboard which will require us to increase by .5% or higher to be in the Very High level on the English Learner Progress Indicator. |
| i-Ready Percent meeting typical growth in Reading (i-Ready) | Reading at 45%<br>Diagnostic 3<br>School Year 2023-2024<br>English Learners: 36%<br>African American: 59%<br>Hispanic: 45%<br>SPED: 38% | Increase percent on typical growth in I-Ready reading for all subgroups by 2% |
| i-Ready Percent meeting typical growth in Math (i-Ready) | Math at 42%<br>Diagnostic 3<br>School Year 2023-2024<br>English Learners: 42%<br>African American: 47%<br>Hispanic: 42%<br>SPED: 48% | Increase percent on typical growth in I-Ready math for all subgroups by 2% |

## 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 | Progress Monitoring | Proposed Expenditures |
|---|---|---|---|---|
| | | | | |
| 5.1 | The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core | All Students | Elementary Master Schedule Performances and activities throughout the year Collaboration agenda | District Funded |

| | | curriculum and are targeted to meet individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending District meetings, trainings, and outside conferences as directed. | | | |
|---|---|---|---|---|---|
| **5.2** | AVID Recruitment: 5th grade teachers and Elementary AVID Coordinators meet with 6-8 AVID Coordinators to review the recruitment process and timeline.  This process includes application, nomination, interviews, and selection of AVID students for the following year. | All Students | Recruitment timeline and process

Review of Criteria and Applications

MS Master Schedule: AVID Sections | District Funded | |
| **5.4** | Summer School Program can be structured to offer a range of academic and enrichment opportunities tailored to the needs of diverse learners, including:
1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency.
2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences.
3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps.
4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking.
5) Remediation and Credit Recovery: High school students needing additional support to meet graduation or A-G credit requirements can participate in credit recovery courses. | All Students | Student Grades (Secondary by Quarter, Elementary by Trimester)

K-8 i-Ready assessment data

ELPAC | District Funded

District Funded | |
| **5.5** | Identify materials and resources tailored to support the unique needs of our special education students. Recognizing that each student has individualized requirements, we aim to invest in tools and objects that enhance their learning experiences and promote greater accessibility in the classroom. | SPED Students | Monitor student progress through IEP goals. SSC minutes will reflect approval of the specific purchases. | 3,000 Title I Part A: Allocation | |
| **5.6** | Identify hours for after-school academic interventions and | Targeted Subgroups | Attendance of students for | 2,000 Title I Part A: Allocation | |

| | | | | |
|---|---|---|---|---|
| | collaboration time to plan targeted interventions for students with disabilities (SPED), Hispanic students, socioeconomically disadvantaged students (SED), and English Learners, aimed at improving their academic performance. | | intervention, lessons planned by teams, student data of progress in intervention. | MTSS Grant |
| 5.7 | Identify manipulatives, materials, and resources to enhance math numeracy, literacy, language acquisition for English Learners, and science concepts, addressing the diverse needs of all identified student groups. This includes trade books and resources to support AVID strategies focused on English language development. | ELL Students | Monitor the progress of students identified in specific ELPI Levels. SSC minutes will reflect approval of the specific purchases. | 2,000 Title I Part A: Allocation |
| 5.25 | Extra-Curricular programs including after school programs, intermural activities, and athletic teams. | All Students | Student participation in activities | District Funded |

# Annual Review

**SPSA Year Reviewed: 2023-24**

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.

| NA |
|---|

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

| NA |
|---|

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.

| NA |
|---|

# 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 | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $59,842.00 |
| 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 ($) |
|---|---|
|  |  |
| Title I Part A: Allocation | $58,263.00 |
| Title I Part A: Parent Involvement | $1,579.00 |

Subtotal of additional federal funds included for this school: $59,842.00

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: $59,842.00

# 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 |
|---|---|---|
| Title I Part A: Parent Involvement | 1,579 | 0.00 |
| Title I Part A: Allocation | 58,263 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| Title I Part A: Allocation | 58,263.00 |
| Title I Part A: Parent Involvement | 1,579.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
|  | 32,263.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
|  | Title I Part A: Allocation | 58,263.00 |
|  | Title I Part A: Parent Involvement | 1,579.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 27,563.00 |
| Goal 2 | 8,000.00 |
| Goal 3 | 14,700.00 |
| Goal 4 | 2,579.00 |
| Goal 5 | 7,000.00 |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

| Name of Members | Role |
|---|---|
| Kelly Williams | Principal |
| Edith Morales | Other School Staff |
| Becky Choung | Classroom Teacher |
| Anne Law | Classroom Teacher |
| Jessica Pizzano | Classroom Teacher |
| Sibolet Vazquez | Parent or Community Member |
| Kathy Rodriguez | Parent or Community Member |
| Ruby Vega | Parent or Community Member |
| Valeria Esparza | Parent or Community Member |
| Jennifer Cortez Smith | Parent or Community Member |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
|---|---|
| | |

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 December 3, 2024.

Attested:

Principal, Kelly Williams, Principal on 12/3/24

SSC Chairperson, Jessica Pizzano on 12/3/24

# 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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-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 (S*ections: 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 (S*ections: 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 (S*ections: 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