

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John R. Williams Elementary School	39685696041909	October 18,2024	November 6, 2024

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The John R. Williams School Plan for Student Achievement is comprised of five goals designed to improve specific areas of challenge. These five goals address academic areas including Language Arts and Math, services for English Learners, school-wide student engagement and attendance, and parent and family engagement. Every goal was written to provide equity for all student groups, with an emphasis on closing achievement gaps. This plan has been designed to support all learners in their academic advancement.

Goal 1: The percentage of K-6 students able to read at grade level will increase from the previous year as measured by iReady (K-6), Amplify (K-2), and CAASPP (3-6). The actions in Goal 1 primarily focus on effective Tier 1 instruction, monitoring student progress and implementation of Tier 2 and Tier 3 intervention.

Goal 2: The percentage of K-6 students meeting grade level standards in mathematics will increase from the previous year as measured by iReady (K-6) and CAASPP (3-6). The actions in Goal 2 primarily focus on effective Tier 1 instruction in conjunction with differentiation, and opportunities for students to receive support in mathematics.

Goal 3: Student engagement will improve through activities and strategies to build relationships, promote positive behavior, and increase student engagement. The actions in Goal 3 primarily focus on building positive relationships with students, addressing social and emotional needs, and creating an environment where students want to attend and engage in their own learning.

Goal 4: Increase parent/family/caregiver engagement in supporting their child's learning, building community, and strengthening family . The actions in Goal 4 primarily focus on helping parents/caregivers support the learning of their child(ren), build community and connections to school, and foster positive relationships with families.

Goal 5: All English learners will show growth toward meeting English language proficiency and grade level academic standards. The actions in Goal 5 primarily focus on providing English learners the support they need to be academically successful.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

English Learner parents were given a Needs Assessment survey. Responses communicated that parents were informed about our language assessments and the language programs available. Responses also included a desire for parent workshops. Parents and upper elementary students were given the Youth Truth survey. Responses reflected that families and staff feel we have a strong, positive school culture and relationships. Students, staff, and families feel engaged and that there is good communication between the school and home. The survey results also indicated that students were struggling with feeling they belonged at school or had positive classroom connections. Parent Square is our primary tool for communication with families and it has been very effective. Out of 838 parents, 78% receive Parent Square emails and 25% receive texts. 46% of our parents have downloaded the Parent Square application. We sent 17,588 direct messages and had 339 parent interactions on Parent Square. Teachers also use Parent Square to effectively communicate with their student's families.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal observations of 30-40 minutes each were conducted in twenty-two classrooms at John R. Williams in 2023-2024. Observations were in person during normal class time. In addition, informal walk throughs were conducted daily in classrooms. Teachers used a variety of strategies to engage students in learning including Literature Circles, Shared Google Slide Presentations, Fishbowl Activities, Project Based Learning, stations, and small group instruction. Teachers also used technology to enhance instruction and engagement including iReady. Students academic stamina improved over the year and academic progress was made progressively.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The State CAASPP assessment was administered to 3rd-6th graders and Amplify was administered to K-3rd grade students. iReady assessments were administered to K-6th grade students. IReady and Amplify assessments were administered BOY, MOY, and EOY, with the exception of Kindergarten. Core Phonics Survey was used for initial groupings. Four of our teachers piloted new Math curriculum. These assessments also have Spanish components and associated information for parents in Spanish. Data from these assessments inform groupings for Tier II and Tier III intervention, especially in early literacy. Assessments are given 2, or typically 3, times a year to progress monitor students.

#### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Grade level teacher collaboration happened 3 times monthly wherein teachers discussed student academic progress and reviewed assessment data that drives Tier I interventions. Skills identified as struggling areas for students were addressed in small groups by the teacher, digital intervention lessons, and additional whole group instruction.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

The John R. Williams staff met the requirements for a highly qualified staff.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

John R. Williams met sufficiency of credentialed teachers for general education, special education and intervention classes.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development for John R. Williams staff was aligned to content standards. Teachers received professional development through District Wide Collaborations and CAFE for Dual Language staff. Dual Language teachers attended CAFE in Anaheim, CA in the winter. Opportunity was provided by the district for teachers to earn their Math Authorization and six teacher from John R. Williams participated in this opportunity.

#### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Continuous, ongoing professional development was available for all staff in a plethora of areas. A number of teachers piloted a new Math curriculum.

#### Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level teachers collaborated 3 times monthly with input from RSP. Teachers shared best practices for teaching and progress monitoring. Teachers reviewed upcoming formative and summative assessment administration. Teachers reviewed data.

## Teaching and Learning

#### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are aligned to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Each grade level used the recommended instructional minutes for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers benchmarked instructional pacing in their grade level collaboration meetings. Teachers used district guidelines as well as formative and summative assessment dates to guide instructional pacing.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Each grade level was supplied with ELA/ELD, Math, Science and Social Studies standards based curriculum. The dual language program also had standards based curriculum in Spanish for Kindergarten through 6th Grade.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Each grade level used the district adopted standards based curriculum for each subject in the general education and intervention classes. The Special Education classes also used grade level standards based curriculum.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students received a Chromebook and charger and had online access at school, especially to programs like iReady and Study Sync. Students use of technology was one tool among many used for learning. Teachers monitored students online using Hapara. Teachers limited how much students used technology during the school day to capitalize on collaboration and creativity. Teachers were able to provide small group Tier I interventions in class. Tier II paraprofessional support and small group intervention was also able to take place in the classroom.

Evidence-based educational practices to raise student achievement

All students received the benefit of daily participating in direct instruction with collaboration and small group work. IReady math and reading assessments and practice further sharpened students' academic skills. IReady identifies areas of individual student struggle and provides explicit help in those areas.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents and families enjoyed connecting on our school campus with family events, concerts, holiday events, class projects, and awards ceremonies. Social Emotional Learning (SEL) continued to be a tremendous focus at JRW helping students learn how to socialize, play, and self regulate. SEL helped students manage emotions, follow instructions, and interact with other both at school and at home.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

ELAC, PTSA and School Site Council were involved in the planning, implementation, and evaluation of the school plan in addition to certificated and classified staff. There was recurring discussion regarding school safety and Social Emotional Learning. We discussed and executed hosting family literacy workshops that were well attended by parents.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by categorical funds to assist underperforming students meet standards consisted of reading support in the primary grades, after school tutoring for all grades, and small group cohorts with paraprofessional assistance for Tier II intervention. The Title 1 teacher and paraprofessionals used one-on-one and small group instruction to practice reading skills. ELs receive ELD designated and integrated in the classroom.

Fiscal support (EPC)

John R. Williams has been fully funded with Title 1 monies to meet the needs of our underperforming students.

## **Educational Partner Involvement**

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

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

The 2023-24 SPSA was reviewed in Fall 2024 with the School Site Council (SCC). Goals were reviewed and progress discussed. SSC provided input about the goals and the 2024-25 plan was updated based on feedback from SSC and ELAC.

## **Resource Inequities**

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

No known resource inequities have been identified.

# School and Student Performance Data

## Student Enrollment 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	0.36%	0.17%	0.37%	2	1	2
African American	11.41%	10.96%	10.54%	64	63	57
Asian	10.34%	9.57%	8.50%	58	55	46
Filipino	1.25%	1.22%	0.92%	7	7	5
Hispanic/Latino	62.39%	63.13%	67.10%	350	363	363
Pacific Islander	0.71%	0.52%	0.18%	4	3	1
White	10.70%	9.74%	7.95%	60	56	43
Multiple/No Response	2.67%	4.52%	4.44%	15	26	24
<b>Total Enrollment</b>				561	575	541

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			
Kindergarten	99	96	72
Grade 1	70	78	68
Grade 2	68	72	71
Grade 3	71	68	70
Grade 4	84	83	70
Grade 5	88	87	84
Grade 6	81	91	82
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	561	575	541

**Conclusions based on this data:**

1. JRW's overall population increases each year. We are over 65% Hispanic population and continuing to grow steadily.
2. Our Hispanic population is far and away our largest subgroup.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

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	97	116	126	14.5%	17.3%	23.3%
Fluent English Proficient (FEP)	33	31	21	6.0%	5.9%	3.9%
Reclassified Fluent English Proficient (RFEP)				7.5%		

### Conclusions based on this data:

1. Our EL population has increased steadily. We have a large EL population
2. The percentage of our students who are Fluent English Proficient has remained steady.
3. We need to continue steadily increasing our RFEP students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	72	70	74	70	67	71	70	67	71	97.2	95.7	95.9
Grade 4	84	85	74	83	80	64	83	80	64	98.8	94.1	86.5
Grade 5	89	90	85	88	90	80	88	90	80	98.9	100.0	94.1
Grade 6	85	94	85	78	92	81	77	92	81	91.8	97.9	95.3
All Grades	330	339	318	319	329	296	318	329	296	96.7	97.1	93.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2394.	2383.	2374.	10.00	14.93	14.08	21.43	14.93	16.90	32.86	29.85	18.31	35.71	40.30	50.70
Grade 4	2417.	2410.	2407.	9.64	10.00	4.69	21.69	15.00	15.63	20.48	18.75	26.56	48.19	56.25	53.13
Grade 5	2435.	2434.	2442.	7.95	5.56	8.75	22.73	21.11	18.75	17.05	16.67	20.00	52.27	56.67	52.50
Grade 6	2451.	2475.	2502.	7.79	6.52	13.58	11.69	28.26	28.40	28.57	28.26	18.52	51.95	36.96	39.51
All Grades	N/A	N/A	N/A	8.81	8.81	10.47	19.50	20.36	20.27	24.21	23.10	20.61	47.48	47.72	48.65

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
Grade 3	11.43	8.96	16.90	61.43	61.19	46.48	27.14	29.85	36.62
Grade 4	12.05	6.25	4.69	61.45	67.50	62.50	26.51	26.25	32.81
Grade 5	7.95	7.78	11.25	57.95	55.56	51.25	34.09	36.67	37.50
Grade 6	6.49	15.22	14.81	46.75	47.83	50.62	46.75	36.96	34.57
All Grades	9.43	9.73	12.16	56.92	57.45	52.36	33.65	32.83	35.47

Writing 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	10.00	10.45	7.04	47.14	49.25	35.21	42.86	40.30	57.75
Grade 4	7.23	3.75	3.13	57.83	47.50	46.88	34.94	48.75	50.00
Grade 5	12.50	4.44	7.50	39.77	48.89	48.75	47.73	46.67	43.75
Grade 6	7.79	5.43	11.11	32.47	45.65	51.85	59.74	48.91	37.04
All Grades	9.43	5.78	7.43	44.34	47.72	45.95	46.23	46.50	46.62

Listening 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	5.71	13.43	4.23	74.29	67.16	74.65	20.00	19.40	21.13
Grade 4	4.82	5.00	1.56	63.86	80.00	70.31	31.33	15.00	28.13
Grade 5	7.95	7.78	7.50	70.45	75.56	75.00	21.59	16.67	17.50
Grade 6	9.09	9.78	12.35	67.53	72.83	75.31	23.38	17.39	12.35
All Grades	6.92	8.81	6.76	68.87	74.16	73.99	24.21	17.02	19.26

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	11.43	10.45	9.86	67.14	59.70	52.11	21.43	29.85	38.03
Grade 4	6.02	6.25	4.69	61.45	65.00	71.88	32.53	28.75	23.44
Grade 5	2.27	5.56	8.75	56.82	64.44	47.50	40.91	30.00	43.75
Grade 6	7.79	10.87	18.52	54.55	66.30	66.67	37.66	22.83	14.81
All Grades	6.60	8.21	10.81	59.75	64.13	59.12	33.65	27.66	30.07

**Conclusions based on this data:**

1. The percentage of enrolled students who tested for CAASPP Language Arts has increased.
2. In grades 3-6, the percent of students who had not met standard or who nearly met standard was far greater than the percent of students who met or exceeded standards. We need to improve student performance.
3. Almost half of our students in 3rd - 6th grades are below standard in writing. We need to improve students' writing skills

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	72	70	74	72	70	73	72	70	73	100.0	100.0	98.6
Grade 4	84	85	74	83	84	72	83	84	72	98.8	98.8	97.3
Grade 5	89	90	85	87	90	84	87	90	84	97.8	100.0	98.8
Grade 6	85	94	85	80	92	82	80	92	82	94.1	97.9	96.5
All Grades	330	339	318	322	336	311	322	336	311	97.6	99.1	97.8

\* 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	2405.	2397.	2378.	9.72	8.57	5.48	25.00	22.86	20.55	23.61	30.00	27.40	41.67	38.57	46.58
Grade 4	2411.	2428.	2413.	0.00	3.57	5.56	15.66	14.29	16.67	40.96	42.86	29.17	43.37	39.29	48.61
Grade 5	2416.	2426.	2438.	3.45	7.78	8.33	6.90	10.00	7.14	25.29	20.00	17.86	64.37	62.22	66.67
Grade 6	2431.	2444.	2472.	5.00	4.35	12.20	11.25	9.78	9.76	22.50	31.52	30.49	61.25	54.35	47.56
All Grades	N/A	N/A	N/A	4.35	5.95	8.04	14.29	13.69	13.18	28.26	30.95	26.05	53.11	49.40	52.73

Concepts & Procedures 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	20.83	11.43	13.70	40.28	51.43	36.99	38.89	37.14	49.32
Grade 4	1.20	5.95	6.94	48.19	53.57	41.67	50.60	40.48	51.39
Grade 5	2.30	10.00	8.33	35.63	35.56	25.00	62.07	54.44	66.67
Grade 6	3.75	5.43	10.98	28.75	35.87	40.24	67.50	58.70	48.78
All Grades	6.52	8.04	9.97	38.20	43.45	35.69	55.28	48.51	54.34

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	11.11	15.71	9.59	45.83	42.86	49.32	43.06	41.43	41.10
<b>Grade 4</b>	6.02	5.95	5.56	50.60	48.81	40.28	43.37	45.24	54.17
<b>Grade 5</b>	4.60	7.78	5.95	39.08	37.78	45.24	56.32	54.44	48.81
<b>Grade 6</b>	5.00	4.35	7.32	38.75	43.48	47.56	56.25	52.17	45.12
<b>All Grades</b>	6.52	8.04	7.07	43.48	43.15	45.66	50.00	48.81	47.27

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	8.33	10.00	4.11	66.67	57.14	61.64	25.00	32.86	34.25
<b>Grade 4</b>	4.82	7.14	4.17	55.42	58.33	54.17	39.76	34.52	41.67
<b>Grade 5</b>	4.60	3.33	4.76	50.57	52.22	48.81	44.83	44.44	46.43
<b>Grade 6</b>	5.00	4.35	9.76	38.75	60.87	52.44	56.25	34.78	37.80
<b>All Grades</b>	5.59	5.95	5.79	52.48	57.14	54.02	41.93	36.90	40.19

**Conclusions based on this data:**

1. The percentage of standard not met in overall achievement went up in all but 6th grade. Not enough significant progress being made
2. The percentage of overall achievement standard exceeded went up in 4th, 5th and 6th grades; most significantly in 6th
3. The percent or above, at, or near standard for applied mathematical concepts and procedures went up in 3 out of 4 grade levels

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1417.3	1411.2	1390.8	1431.5	1421.5	1406.2	1383.9	1387.1	1354.3	23	27	28
<b>1</b>	1436.1	1445.8	1397.3	1451.4	1457.6	1419.9	1420.2	1433.3	1374.2	17	17	19
<b>2</b>	*	1473.9	1475.3	*	1486.0	1482.2	*	1461.4	1467.9	10	16	16
<b>3</b>	1472.4	1465.0	1462.4	1467.1	1456.7	1448.0	1477.2	1472.7	1476.1	19	15	17
<b>4</b>	1493.3	1473.5	1433.7	1479.5	1452.3	1416.3	1506.5	1494.3	1450.6	14	25	16
<b>5</b>	1490.5	1510.2	1499.8	1494.5	1504.5	1493.0	1486.3	1515.5	1506.1	11	11	26
<b>6</b>	1478.2	1493.7	*	1474.1	1478.8	*	1481.9	1508.0	*	11	11	10
<b>All Grades</b>										105	122	132

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
<b>K</b>	8.70	7.41	0.00	26.09	48.15	21.43	52.17	29.63	50.00	13.04	14.81	28.57	23	27	28
<b>1</b>	0.00	0.00	0.00	23.53	35.29	26.32	52.94	58.82	31.58	23.53	5.88	42.11	17	17	19
<b>2</b>	*	12.50	12.50	*	43.75	43.75	*	31.25	31.25	*	12.50	12.50	*	16	16
<b>3</b>	5.26	20.00	5.88	36.84	13.33	23.53	36.84	20.00	41.18	21.05	46.67	29.41	19	15	17
<b>4</b>	14.29	4.00	6.25	28.57	44.00	6.25	35.71	20.00	31.25	21.43	32.00	56.25	14	25	16
<b>5</b>	9.09	18.18	19.23	36.36	27.27	26.92	18.18	45.45	26.92	36.36	9.09	26.92	11	11	26
<b>6</b>	9.09	9.09	*	27.27	27.27	*	27.27	9.09	*	36.36	54.55	*	11	11	*
<b>All Grades</b>	7.62	9.02	6.82	29.52	36.89	26.52	38.10	30.33	34.85	24.76	23.77	31.82	105	122	132

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
<b>K</b>	17.39	11.11	3.57	34.78	48.15	17.86	34.78	29.63	46.43	13.04	11.11	32.14	23	27	28
<b>1</b>	17.65	11.76	21.05	41.18	41.18	31.58	35.29	47.06	15.79	5.88	0.00	31.58	17	17	19
<b>2</b>	*	25.00	37.50	*	56.25	37.50	*	6.25	18.75	*	12.50	6.25	*	16	16
<b>3</b>	15.79	20.00	17.65	47.37	26.67	41.18	21.05	6.67	11.76	15.79	46.67	29.41	19	15	17
<b>4</b>	7.14	12.00	12.50	57.14	44.00	31.25	21.43	20.00	0.00	14.29	24.00	56.25	14	25	16
<b>5</b>	18.18	18.18	38.46	45.45	72.73	19.23	9.09	0.00	19.23	27.27	9.09	23.08	11	11	26
<b>6</b>	18.18	18.18	*	36.36	36.36	*	18.18	9.09	*	27.27	36.36	*	11	11	*
<b>All Grades</b>	15.24	15.57	21.97	42.86	45.90	28.03	23.81	19.67	20.45	18.10	18.85	29.55	105	122	132

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
<b>K</b>	0.00	7.41	0.00	22.22	11.11	11.11	72.22	55.56	55.56	5.56	25.93	25.93	18	27	27
<b>1</b>	0.00	0.00	0.00	18.18	17.65	17.65	9.09	47.06	47.06	72.73	35.29	35.29	11	17	17
<b>2</b>	0.00	6.25	6.25	11.76	37.50	37.50	47.06	31.25	31.25	41.18	25.00	25.00	17	16	16
<b>3</b>	*	6.67	6.67	*	26.67	26.67	*	6.67	6.67	*	60.00	60.00	*	15	15
<b>4</b>	*	8.00	8.00	*	20.00	20.00	*	36.00	36.00	*	36.00	36.00	*	25	25
<b>5</b>	*	18.18	18.18	*	0.00	0.00	*	54.55	54.55	*	27.27	27.27	*	11	11
<b>6</b>	0.00	9.09	9.09	0.00	18.18	18.18	54.55	18.18	18.18	45.45	54.55	54.55	11	11	11
<b>All Grades</b>	2.86	7.38	7.38	20.95	18.85	18.85	36.19	37.70	37.70	40.00	36.07	36.07	105	122	122

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
<b>K</b>	21.74	22.22	10.71	69.57	66.67	67.86	8.70	11.11	21.43	23	27	28
<b>1</b>	52.94	35.29	26.32	35.29	64.71	52.63	11.76	0.00	21.05	17	17	19
<b>2</b>	*	50.00	31.25	*	43.75	62.50	*	6.25	6.25	*	16	16
<b>3</b>	42.11	33.33	17.65	42.11	26.67	52.94	15.79	40.00	29.41	19	15	17
<b>4</b>	50.00	20.00	25.00	42.86	60.00	25.00	7.14	20.00	50.00	14	25	16
<b>5</b>	18.18	9.09	23.08	54.55	63.64	53.85	27.27	27.27	23.08	11	11	26
<b>6</b>	9.09	9.09	*	54.55	54.55	*	36.36	36.36	*	11	11	*
<b>All Grades</b>	32.38	26.23	21.21	50.48	55.74	53.79	17.14	18.03	25.00	105	122	132

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
<b>K</b>	17.39	14.81	0.00	60.87	51.85	60.71	21.74	33.33	39.29	23	27	28
<b>1</b>	5.88	17.65	0.00	58.82	52.94	68.42	35.29	29.41	31.58	17	17	19
<b>2</b>	*	31.25	50.00	*	62.50	37.50	*	6.25	12.50	*	16	16
<b>3</b>	21.05	20.00	17.65	47.37	33.33	47.06	31.58	46.67	35.29	19	15	17
<b>4</b>	0.00	4.17	12.50	71.43	66.67	31.25	28.57	29.17	56.25	14	24	16
<b>5</b>	45.45	72.73	46.15	27.27	18.18	19.23	27.27	9.09	34.62	11	11	26
<b>6</b>	45.45	45.45	*	27.27	27.27	*	27.27	27.27	*	11	11	*
<b>All Grades</b>	19.05	23.97	22.73	51.43	48.76	43.18	29.52	27.27	34.09	105	121	132

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
<b>K</b>	4.35	7.41	0.00	73.91	70.37	67.86	21.74	22.22	32.14	23	27	28
<b>1</b>	17.65	11.76	5.26	35.29	58.82	36.84	47.06	29.41	57.89	17	17	19
<b>2</b>	*	6.25	0.00	*	75.00	81.25	*	18.75	18.75	*	16	16
<b>3</b>	0.00	6.67	5.88	63.16	40.00	35.29	36.84	53.33	58.82	19	15	17
<b>4</b>	7.14	8.00	0.00	64.29	56.00	12.50	28.57	36.00	87.50	14	25	16
<b>5</b>	9.09	9.09	11.54	36.36	72.73	46.15	54.55	18.18	42.31	11	11	26
<b>6</b>	0.00	9.09	*	9.09	18.18	*	90.91	72.73	*	11	11	*
<b>All Grades</b>	7.62	8.20	3.79	49.52	58.20	46.97	42.86	33.61	49.24	105	122	132

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
<b>K</b>	21.74	18.52	7.14	43.48	59.26	67.86	34.78	22.22	25.00	23	27	28
<b>1</b>	0.00	0.00	0.00	64.71	76.47	47.37	35.29	23.53	52.63	17	17	19
<b>2</b>	*	18.75	12.50	*	62.50	68.75	*	18.75	18.75	*	16	16
<b>3</b>	5.26	0.00	5.88	68.42	53.33	70.59	26.32	46.67	23.53	19	15	17
<b>4</b>	14.29	12.00	0.00	64.29	52.00	37.50	21.43	36.00	62.50	14	25	16
<b>5</b>	0.00	18.18	7.69	54.55	54.55	57.69	45.45	27.27	34.62	11	11	26
<b>6</b>	0.00	36.36	*	54.55	27.27	*	45.45	36.36	*	11	11	*
<b>All Grades</b>	8.57	13.93	6.82	55.24	56.56	58.33	36.19	29.51	34.85	105	122	132

**Conclusions based on this data:**

1. We ELPAC tested over 100 students. We have the highest number of EL's in the district, next to Lincoln High School



2. In overall language and in oral language, over 65% of our students are at level 1 and 2

3. 50% of our 132 students tested scored at a beginning reading level.

# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
575	70.1	20.2	0.3
Total Number of Students enrolled in John R. Williams Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	116	20.2
Foster Youth	2	0.3
Homeless	20	3.5
Socioeconomically Disadvantaged	403	70.1
Students with Disabilities	88	15.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	63	11
American Indian	1	0.2
Asian	55	9.6
Filipino	7	1.2
Hispanic	363	63.1
Two or More Races	26	4.5
Pacific Islander	3	0.5
White	56	9.7

**Conclusions based on this data:**

1. With the majority of our students being socioeconomically disadvantaged and approximately 20% of our population being English Learners, we must provide additional opportunities for students to develop language and academic skills.
2. We need to provide opportunities for students to have multicultural experiences.
3. We need to continue to provide for physical and emotional well being of our students

# 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.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. JRW will engage students with activities to improve attendance in structured and unstructured settings.
2. JRW will focus on reducing suspensions and using other means of correction to impact student behavior. Staff will build stronger relationships with students and build community in their classrooms. Admin will more broadly employ restorative practices.

- 
- 
3. JRW will employ a wellness center and SEL to teach students self-regulation and de-escalation

# School and Student Performance Data

## Academic Performance English Language Arts

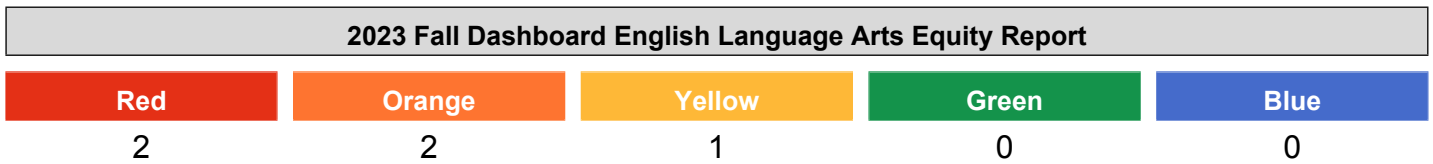
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 56.3 points below standard Maintained +2.9 points 317 Students	<b>English Learners</b>  Red 72.2 points below standard Maintained +0.6 points 63 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> 95.2 points below standard 14 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 65.9 points below standard Increased +6.5 points 225 Students	<b>Students with Disabilities</b>  Red 139.2 points below standard Decreased Significantly -15.3 points 64 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 84.3 points below standard Increased Significantly +18 points 36 Students	Less than 11 Students  1 Student	42.2 points below standard Increased +5 points  33 Students	Less than 11 Students  3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 54.6 points below standard Maintained +0.5 points  196 Students	82.3 points below standard  13 Students	Less than 11 Students  2 Students	27.8 points below standard Increased Significantly +18 points  33 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
96.4 points below standard Increased +10.1 points  49 Students	12.5 points above standard Increased Significantly +19.5 points  14 Students	53.8 points below standard Maintained +2 points  240 Students

**Conclusions based on this data:**

- JRW needs a more focused ELD approach, especially for our newcomers.
- We need to explore how to transfer the success student's are experiencing in iReady to student success on the CAASPP assessment
- We will expand after school tutoring and increase push in support, reducing interventions that pull students from core.

# School and Student Performance Data

## Academic Performance Mathematics

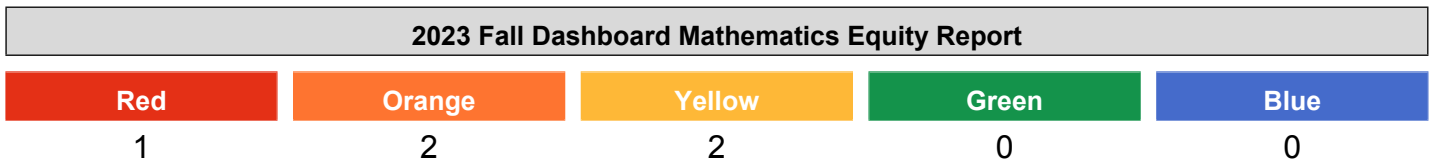
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.





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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 76.1 points below standard Increased +7.8 points 317 Students	<b>English Learners</b>  Orange 82.9 points below standard Maintained +2.1 points 63 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> 107.4 points below standard 14 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 83.9 points below standard Increased Significantly +17.2 points 225 Students	<b>Students with Disabilities</b>  Red 163.3 points below standard Decreased Significantly -16.4 points 64 Students



### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 124.5 points below standard Increased +11.4 points 36 Students	Less than 11 Students  1 Student	46.6 points below standard Increased Significantly +15 points 33 Students	Less than 11 Students  3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 72.2 points below standard Increased +6.3 points 196 Students	109.6 points below standard 13 Students	Less than 11 Students  2 Students	53.2 points below standard Increased Significantly +18.1 points 33 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
100.2 points below standard Increased +9.3 points 49 Students	22.4 points below standard Increased +14.6 points 14 Students	75.1 points below standard Increased +10 points 240 Students

**Conclusions based on this data:**

1. We will increase push in support, reducing interventions that pull students from core and expand after school tutoring.
2. We will employ high engagement math resources including gaming and digital skill development and concept review.
3. JRW staff will increase professional development in the area of Math

# School and Student Performance Data

## Academic Performance English Learner Progress

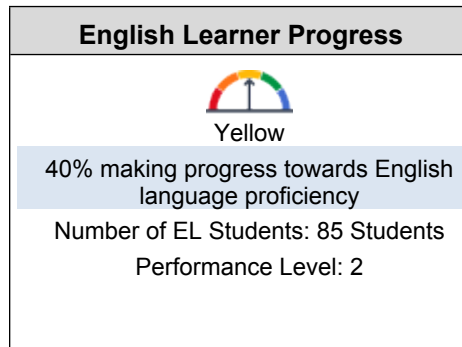
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



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
18	33	0	34

#### Conclusions based on this data:

1. JRW will provide professional development for staff for ELD
2. Staff will develop the writing skills of EL's to progress toward academic proficiency
3. We need to advance the learning of newcomers by targeting specific skill development and adding necessary additional resources to classroom teachers.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

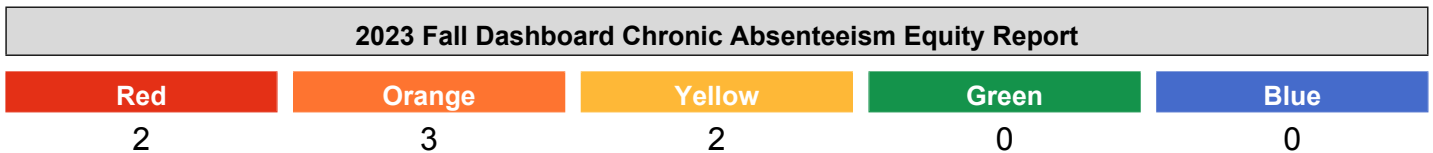
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>32.5% Chronically Absent</p> <p>Declined Significantly -4.3</p> <p>604 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>27.3% Chronically Absent</p> <p>Declined -10.5</p> <p>128 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Homeless</b></p> <p>26.1% Chronically Absent</p> <p>Increased 3</p> <p>23 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>35.3% Chronically Absent</p> <p>Declined Significantly -6.4</p> <p>448 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>31.6% Chronically Absent</p> <p>Declined -9.2</p> <p>117 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 40.3% Chronically Absent Increased 0.6 72 Students	Less than 11 Students 2 Students	 Orange 28.1% Chronically Absent Declined -10 57 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 32.5% Chronically Absent Declined Significantly -5.2 378 Students	33.3% Chronically Absent Declined -11.1 27 Students	Less than 11 Students 3 Students	 Red 22.4% Chronically Absent Maintained -0.3 58 Students

**Conclusions based on this data:**

1. JRW staff will work to create compelling activities, in and out of class, to increase student attendance
2. Administration team will meet monthly to review attendance data and increase contact with families
3. Chronic absenteeism decreased significantly overall.

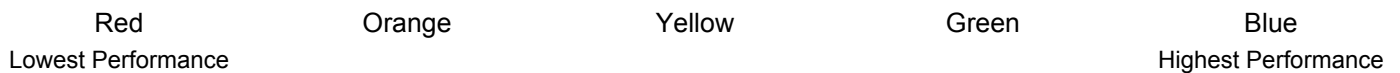
# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

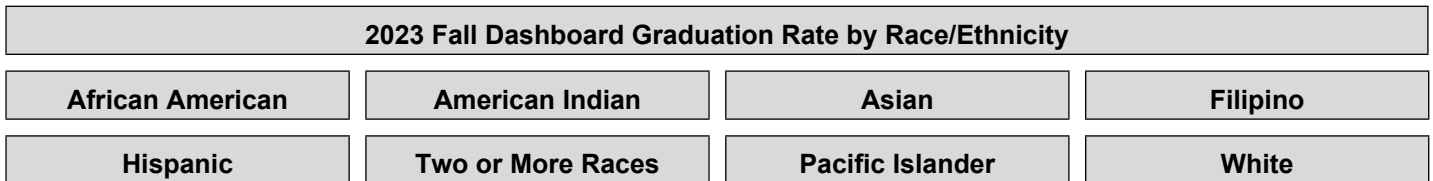
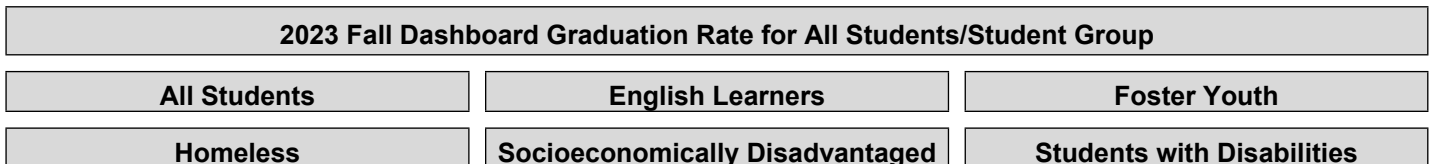
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

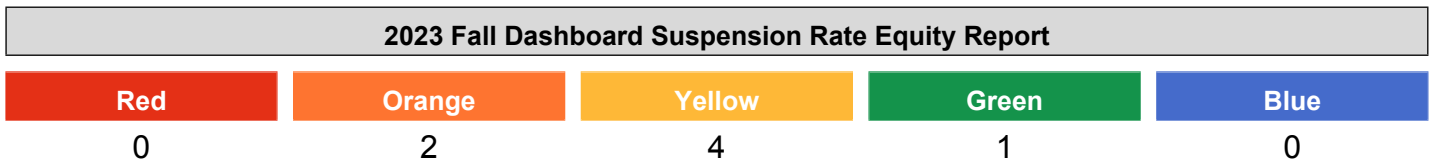
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>4.5% suspended at least one day</p> <p>Declined Significantly -6 622 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>2.3% suspended at least one day</p> <p>Declined -5.8 133 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 4 Students</p>
<p><b>Homeless</b></p> <p>4.3% suspended at least one day</p> <p>Declined -34.1 23 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>4.8% suspended at least one day</p> <p>Declined Significantly -7.4 461 Students</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>6% suspended at least one day</p> <p>Declined -12.1 117 Students</p>

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

African American	American Indian	Asian	Filipino
 Orange 8.2% suspended at least one day Declined -12.4 73 Students	Less than 11 Students 2 Students	 Orange 7% suspended at least one day Declined -4.1 57 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.3% suspended at least one day Declined Significantly -4.5 392 Students	3.6% suspended at least one day Declined -12.2 28 Students	Less than 11 Students 3 Students	 Yellow 5.1% suspended at least one day Declined -9.2 59 Students

**Conclusions based on this data:**

1. JRW will use Social Emotional Learning to teach students how to engage with one another and self regulate
2. Administrators will employ more robust other means of correction to modify and educate student behavior and restorative practices to mitigate conflict and build community in and out of the classroom.
3. Overall suspensions were significantly reduced at every measurable indicator.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

## Goal 1

Goal 1: The percentage of K-6 students able to read at grade level will increase from the previous year as measured by Amplify (K-3), iReady (K-6) and CAASPP (3-6).

## Identified Need

In the area of English Language Arts, students in all categories need support to improve academic progress to overcome learning gaps. Most especially, students with disabilities and English Learners need additional support to improve academic progress.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade 3-6 students and subgroups meeting or exceeding standards - CAASPP ELA	Grade 3 - 30% Grade 4 - 20% Grade 5 - 27%. Grade 6 - 42% 2023-2024 CAASPP ELA Actuals  English Learners 7% at or above grade level actual 23-24 Hispanic 31% at or above grade level ELA actual 23-24 Schoolwide 31% at or above grade level ELA actual 23-24  EL's who progressed at least one ELPI level 40% Actual (up 9.4%) EL's who maintained ELPI levels 38.8% Actual EL's who decreased at least one ELPI level 21.2% Actual  Students w/ Disabilities. 12.82% at or above grade level actual 23-24	Grade 3 - 35% Grade 4 - 30% Grade 5 - 32% Grade 6 - 47% 2024-2025  English Learners - 24% Hispanic - 35% Schoolwide - 35%  EL's who progressed at least one ELPI level 45% EL's who maintained ELPI levels 42% EL's who decreased at least one ELPI level 10%  Students w/ Disabilities. 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade K-6 Students Proficient/Above - iReady Reading	Kindergarten 69% Grade 1 - 50% Grade 2 - 48% Grade 3 - 46% Grade 4 - 27% Grade 5 - 26% Grade 6 - 39% Spring 2024 iReady Actuals	Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Spring 2024 iReady

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.1 In all classrooms, students will receive small group instruction in vocabulary development, reading, and writing.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s) Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.2 Students who meet eligibility will receive intervention support during the day and/or after school. Intervention will be provided through the Title I teacher, intervention teacher, and paraprofessionals. Intervention provided after school will be funded with Title I.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
40,000	Title I Part A: Allocation
0	Title I Part A: Allocation
0	Title I Part A: Allocation
0	Title I Part A: Allocation

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

1.3 Classroom teachers will participate in professional development and collaboration opportunities to strengthen and enhance instructional practices in all educational environments.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
20,000	Title I Part A: Allocation

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in Dual Language program

#### Strategy/Activity

1.4 Additional collaboration meetings for the dual language program once a month to support classroom instruction. Teachers will be compensated for their time after the regular school day.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3,500.00	Title I Part A: Allocation

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

1.5 Purchase of books and resources (digital and/or physical) to increase selection in reading levels, genres, and bilingual reading materials. Purchase and provide students literacy based materials and activities to improve reading at their instructional level.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

27,020

Source(s)

Title I Part A: Allocation

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.6 Purchase supplemental digital and physical supplies for Title I classroom and intervention programs.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

6,000.00

Source(s)

Title I Part A: Allocation

## Annual Review

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 deleted.

### ANALYSIS

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

Title I teacher and paraprofessionals effectively worked with small groups targeting specific literacy needs identified through Amplify testing (a digital assessment of DIBELS Eighth Edition). Amplify testing was used in all classes from Kindergarten to 3rd grade. Kindergarten started Amplify testing with the mid-year assessment. Teachers also emphasized small group instruction in their classrooms to focus on specific literacy skill development. Students' time on task, focus, and stamina began very low and grew over the year. Strategies implemented yielded solid academic advancement as Amplify scores at or above grade level improved 3-5% in 1st and 3rd grades from BOY to MOY. After school tutoring was limited this year as six teachers enrolled in a Math authorization program that met for class two nights a week throughout the school year. Tutoring

was focused on 3rd graders after school twice weekly for one hour. Tutoring will resume next year. The Dual Language team engaged in two full day professional development and collaboration sessions with CAFE and attended the winter CAFE conference in Anaheim. The professional development gave focus to our instruction including content, minutes, language development, and assessment. The conference inspired depth of teaching, projects, cultural enrichment, and creativity. Teachers pursuing their Math authorization employed newly learned, effective teaching strategies in their classrooms. Digital professional development opportunities continued to be made available to all teachers in all content areas by the district throughout the year. Books and resources were purchased for every classroom to enhance classroom libraries and increase educational resources. New books were purchased for the school library to increase bilingual reading material as well as genre selection and reading levels. State Testing scores improved in three of our four grade levels in ELA (3rd, 5th, 6th) with 6th grade improving by 8%. State test scores in 4th grade ELA dropped by 5%.

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

The 2023-24 school year advanced academic student growth. Grade levels engaged in inspiring field trips. Students were challenged both academically and socially as they worked and played together.

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.

There are no changes to this goal.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 2: Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

## Goal 2

Goal 2: The percentage of K-6 students meeting grade level standards in mathematics will increase from the previous year as measured by iReady (1-6) and CAASPP (3-6).

## Identified Need

In the area of Mathematics, students in all categories need support to increase academic progress to overcome learning gaps.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of 3-6 Grade students meeting or exceeding standards - CAASPP Mathematics	Grade 3 - 26%. Grade 4 - 22% Grade 5 - 15% Grade 6 - 22% Spring 2024 CAASPP Math Actuals	Grade 3 - 30% Grade 4 - 28% Grade 5 - 22% Grade 6 - 28% Spring 2025
Percentage of Grade K-6 Students Proficient/Above - iReady Math	Kindergarten - 49% Grade 1 - 48% Grade 2 - 42% Grade 3 - 27% Grade 4 - 49% Grade 5 - 24% Grade 6 - 33% Spring 2024 iReady Math Actuals	Grade 1 - 53% Grade 2 - 48% Grade 3 - 35% Grade 4 - 54% Grade 5 - 30% Grade 6 - 38% Spring 2025

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with emphasis on students with disabilities, English learners, homeless, and foster students

#### Strategy/Activity

2.1 Teachers will collaborate to creatively implement instruction and adapt learning tools for improved student achievement and engagement.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

17,219

Source(s)

Title I Part A: Allocation

#### Strategy/Activity 2

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

2.2 Students who need additional support in Math will be invited to extended day tutoring. Tutoring will be funded with Title I funds. Purchase supplemental physical and digital resources and materials.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

12,000

Source(s)

Title I Part A: Allocation

#### Strategy/Activity 3

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

2.3 Provide online and physical resources and materials to support Math instruction and creatively increase student engagement. Provide tools and resources that improve executive function and student achievement.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

## Annual Review

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 deleted.

### ANALYSIS

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

The 2023-2024 school year saw improved student academic achievement and increased student engagement. The use of iReady for Math and Language Arts improved student engagement and iReady assessments (K-6) continued to inform teacher instruction through the data iReady provides for every student. Six teachers chose to pursue an authorization in Math to improve their teaching practices and advance student academic achievement. Math authorization classes met two nights weekly, inhibiting teachers' ability to tutor after school. Teachers shared the skills and tools they were learning with administration. Tutoring was provided for 3rd grade groups, one hour after school twice weekly. CAASPP results improved in fourth and sixth grades by 7% and 10% respectively in Mathematics for at or above grade level. IReady Math scores improved in every grade level from Fall 2023 to Spring 2024. IReady scores increased most dramatically in four grade levels over 40% each (Kinder, 1st, 2nd, 4th) at or above grade level.

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

No major differences.

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

No major changes.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 3: All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.

## Goal 3

Goal 3: Student engagement will improve through activities and strategies to build relationships, promote positive behavior, and improve attendance.

## Identified Need

All students need positive academic and social engagement and strong relationships with peers and staff. Focusing on these areas through in-person learning will increase attendance, engagement, and support families/students in all learning modalities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - the percentage of students who are suspended at least once during the academic year - CA Dashboard	10.5% 2021-2022	4.5% 2022-2023 Actual Outcome. (Down 6%)
Percentage of K-6 students identified as chronically absent - absent from school 10% or more for the total number of days that they are enrolled in school - Aeries	36.7% 2021-2022	32.5% 2022-2023. (Down 4.2%)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

3.1 Teachers and staff will implement classroom meetings, clubs, restorative practices, and creative activities to help practice social skills, create positive communication, and build relationships with and among students. Supplemental materials, activities, and resources. Social Emotional Learning and resources/materials.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

13,530.00

Source(s)

Title I Part A: Allocation

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.2 A student store will continue to be developed where Genuine Jaguar tickets/points are created for redemption. Every ticket/point is an opportunity win a prize.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

500.00

Source(s)

Unrestricted

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.3 Virtual and real world field trips and activities for students by grade level may be provided with associated preceding and/or follow up activities in the classroom, extending learning and exploring subject content.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

15,000.

Source(s)

Title I Part A: Allocation

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.4. Implement programs for increased attendance such that award students who have good attendance and improved attendance. Purchase PBIS materials that will positively motivate improved student attendance and academic achievement.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

3,000.00

Source(s)

Unrestricted

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.5 Counselors and support will be provided to students who need social/emotional support.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

15,000

Source(s)

Title I Part A: Allocation

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.6 Teachers will implement high engagement programs, materials, and activities in their classrooms and grade levels to increase student engagement.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

10,659.00

Source(s)

Title I Part A: Allocation

# Annual Review

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 deleted.

## ANALYSIS

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

In the 2023-2024 school year we increased teaching positive social interaction and conflict resolution through our lower grades Second Step SEL Curriculum, which was most effective and consistent in 1st grade. Our LSH facilitator added a Kindergarten class that was experiencing much difficulty with social interactions. This social emotional learning curriculum used puppets and videos and role plays. The teacher facilitating used older grade level students to help teach the curriculum, reinforcing SEL skills in those students. Students learned how to emotionally self regulate, breathing to calm down, how to read a social situation, and vocabulary for identifying feelings and responses to conflict. Counselors worked with upper grade levels to de-escalate and resolve social conflicts, presented in classrooms, held small social interaction skill groups, and mediated student conflicts. All staff constantly reiterated, "Hands Off!" to all students. Our Wellness Center served students too numerous to count regarding social emotional behavior and learning. We also learned how to more effectively use "Other Means of Correction, OMC" rather than suspending students to home. Students would spend time with our Focus Center teacher learning life skills such as how to make better decisions, walking away from an altercation, and restorative practices. We would get students turned around and refocused, and keep them up on their work and academics. We used buddy classroom at opposite grade level classes, bench detention, and loss of privileges. We revamped our student store to have Genuine Jaguar tickets (Caught Being Good) pulled every Friday at flag salute for prizes, two or three per grade level. Games on the grass were extremely popular this year, especially football and soccer. Adult supervision ensured safe play on both the grass and asphalt. Grade level field trips were fantastic this year with all grade levels participating in educational trips and field trips more efficiently spread out throughout the school year. PTSA sponsored our school wide participation in the SJCounty Artist in Residence Program for four weeks at the end of the school year. Professional artists would come to every classroom once a week for four weeks and teach art to the students at every grade level. The students loved it. We held our Spotlight on Success academic award night at the Lincoln Performing Arts Center in February where we recognized student academic achievement on the CAASSP and CSA. We had tremendous parent support at this event and fostered student desire to continue academic advancement. This year four student speakers were selected to share about their academic experiences at JRW and they inspired everyone in attendance. We also held our end of the year awards ceremony that included recognizing students on the pathway to biliteracy.

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

No major differences.

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

No major changes.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 4: Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

## Goal 4

Goal 4: Increase parent/family/caregiver engagement in supporting their child's learning.

## Identified Need

Student learning is most successful with intentional support from all stakeholders in a child's life. Providing creative ideas and information to parents and caregivers about how to effectively support their child's learning increases student propensity for success.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at family events as measured by Raptor, sign in sheets, google docs, and/or tickets.	200 Fall Carnival Attendance 50 Family Literacy Day Attendance 250 Spotlight on Success Academic Awards Attendance 95 ELAC Cookie Event Attendance 195 Dual Language Potluck Attendance 250 Band, Strings, & Choral Concert Attendance 93% of Parents attended Parent/Teacher Conferences 2023-2024 Actual	260 Fall Carnival Attendance 58 Family Literacy Day Attendance 250 Spotlight on Success Academic Awards Attendance 115 ELAC Cookie Event Attendance 200 Dual Language Potluck Attendance 250 Band, Strings, Choral Concert Attendance 98% Parent attendance at Parent/Teacher Conferences 2024-2025
Parent Square Percentage of Families With Active Accounts	98.8% Parents contactable through Parent Square 46% Downloaded App, 78% E-mail, 25% Text 2023-24 Actual	100% Parents contactable through Parent Square 60% Download Application, 80% E-mail, 35% Text 2024-25
Percentage of Families completing the Youth Truth Survey Response Rate	27% February 2024 Actual	80% February 2025

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

4.1 Host school-wide events such as Parent Nights and multi-cultural events. Provide materials and light grab-n-go refreshments.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2,275.00

Source(s)

Title I Part A: Parent Involvement

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

4.2 Host family events such as Awards Assemblies, Harvest Festival, Back to School Night, Movie Nights, and Spotlight on Success. Provide awards and access to the event programming.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

500.00

Source(s)

Unrestricted

## Annual Review

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 deleted.

## ANALYSIS

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

In the 2023-2024 school year we started the year with our Back to School Night for all grade levels. Parents responded with tremendous attendance. Teachers shared their classrooms and expectations for the year with parents and families. Fall Parent Teacher Conferences were a huge

success with almost all parents meeting with teachers to review academic progress. We held our fabulous Fall Carnival with over 300 families attending enjoying games, food, raffles, costumes, and music. Holiday festivities and musical concerts were enthusiastically received as parents enjoyed their children's participation in all these events. Grade levels hosted monthly movie nights, with PTSA, proceeds of which funded many of their field trips. Parent Square has been our constant, reliable means of communication with parents and families. Teachers use Google Classroom for academics.

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

No major differences.

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

No major changes.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 2: Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

## Goal 5

Goal 5: All English learners will show growth toward meeting English language proficiency and grade level academic standards.

## Identified Need

English learners need continued support to advance academically amidst the challenges of language acquisition. By focusing on strategies that engage and support our English learners their proficiency increases linguistically pursuant to greater overall academic success.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Learners Meeting or Exceeding Standards - CAASPP ELA	7.41% 2023-2024 Actual	20% 2024-2025
ELPAC	Level 4: 6.82% Level 3: 26.52% Level 2: 34.85% Level 1: 31.82% 2023-2024 ELPAC Actuals  40% of EL's making progress toward English Language Proficiency Increase of 9.4%	Level 4: 14% Level 3: 40% Level 2: 24% Level 1: 20% 2024-2025 ELPAC

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

5.1 Continue to embed integrated ELD practices into daily master schedules in all grades that is informed by collaboration and professional development around best practices and evidence based strategies for integrated ELD.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s) Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

5.2 Provide English learners with Designated ELD daily that is informed by collaboration and professional development around best practices and evidence based strategies for Designated ELD.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s) Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

5.3 Provide primary language support to English learners in the classroom as needed to support language and academic achievement.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s) Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English learners

## Strategy/Activity

5.4. To support English learners and their families, we will provide interpreters at events, increase the number of bilingual resources available, and provide additional support, materials and resources that improve academic achievement for English Learners.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

10,600

Source(s)

Title I Part A: Allocation

## Annual Review

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 deleted.

### ANALYSIS

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

Students received integrated and designated ELD daily. English Learners also received primary language support through small groups where paraprofessionals worked on specific language skills identified through iReady and Amplify testing. Students' beginning ELPAC scores were low, however, at each benchmark student scores improved significantly as student skills steadily developed through interventions and primary language support. English Learners were additionally supported with small group interventions in the afternoon and into the ASES after school program, extended day learning, with a crossover paraprofessional working on specific skills identified by iReady test scores. Bilingual resources, classroom reading materials, and library books were increased at each grade level.

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

No major differences.

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

No major changes.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 6

## Identified Need

## Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
-----------	-----------

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 7

## Identified Need

## Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
-----------	-----------

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 8

## Identified Need

## Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
-----------	-----------

# Budget Summary

## Funds Budgeted to the School by Funding Source

<b>Funding Source</b> This dropdown should be populated manually.	<b>Funding Allocation</b> This data field should be populated manually.	<b>Funds Remaining to be Allocated</b> This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	202,528.00	0.00
Title I Part A: Parent Involvement	2,275.00	0.00
Unrestricted	4000.00	0.00
Comprehensive Support and Improvement (CSI)		

**Total Funding Allocation:** 218,771

This field is auto calculated by DTS and manual entries will be overwritten automatically

## Expenditures by Funding Source From SPSA Goals

<b>Funding Source</b> This field is auto calculated by DTS and manual entries will be overwritten automatically	<b>Amount</b> This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	202,528.00
Title I Part A: Parent Involvement	2,275.00
Unrestricted	4,000.00

**Total SPSA Allocated** (This field is auto calculated by DTS and manual entries will be overwritten automatically):  
208,803.00

# 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
- 3 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Erica Dei Rossi	Parent or Community Member
JoAnn Gonzalez	Parent or Community Member
Monika Hernandez	Parent or Community Member
Gitashree Singha	Parent or Community Member
Charlene Severson	Other School Staff
Shoua Xiong	Classroom Teacher
Maria Estevez	Classroom Teacher
Maria Elena Sandoval	Classroom Teacher
Yari Castro	Other School Staff
Jennifer Heck	Principal
Joseph Rocha	Other School Staff

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



# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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 10/17/2024.

Attested:



Principal, Jennifer Heck on 10/18/2024



SSC Chairperson, JoAnn Gonzalez on 10/18/2024

# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019