

School Year: **2023-24**

# 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
Jefferson Elementary	611744	November 1, 2023	December 12, 2023

## 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  
Additional Targeted Support and Improvement  
Students with Disabilities/Indicators: ELA, Math, Chronic Absenteeism

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.

### Schoolwide Title I

The goals, strategies, and expenditures outlined in the SPSA support the district's LCAP and ESSA requirements by meeting student's academic, social, and behavioral needs. They also support college and career readiness through AVID and provide parent participation opportunities. There are specific goals and actions to address the indicators of our Additional Targeted Support and Improvement(ATSI.)

Focus areas support LCAP:  
High quality teaching and learning  
College and career readiness culture  
Positive school culture conducive to learning  
Parent and community partnerships

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# 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

School Site Council Meetings:

January 31, 2023 – Reviewed the adopted goals and progress from the school plan. Reviewed the reading and math I-Ready scores from the 2nd assessment given in December 2022, Based on this data in comparison from the diagnostic given at the start of the school year, all grade levels made growth. Discussed the ELPAC that would start in February. Reviewed reclassification data. Parents suggested that we recognize students that do reclassify to celebrate student's success and family support.

May 16, 2023- Reflected and evaluated the school plan goals for 22/23. The available data was reviewed to check progress of the goals and goal targets. I-Ready end of year data was evaluated. Based on the data, all grade levels made progress in both reading and math. Kindergarten, first, third, and fourth met or exceeded the 20% goal in reading. Second grade made 19% growth and fifth grade made 17% increase. In math, first, third, fourth, and fifth met or exceeded the 20% target. Kindergarten made 16% growth and second grade made 12% increase. Title I Surveys had a 40% return rate with 139 being submitted. Shared the Additional Targeted Support and Improvement (ATSI) what it was and the focus group being Students with Disabilities. The target areas needing support for this subgroup are chronic absenteeism, ELA, and Math. These three indicators are at the lowest status level.

September 20, 2023 – Reviewed the purpose and requirements of a school plan. Reviewed the data to determine if the goals/targets established in last year's school plan were met Introduction of goals for this year were made and included academic achievement, parent engagement, and college and career readiness. Discussed ways to measure parent engagement. The 22/23 school plan would calculate the attendance at every parent event, training, opportunity for involvement and input, The goal would be at least 35% or 1/3 of parents would be in attendance at meetings. The percentage would be an average. The goal was met based on the average since parent participation was great in numbers or very low, allowing a balance. LCAP Title I Parent Survey, amount returned increased from 139 in 21/22 to 195 in 22/23 which was 51%. Parent participation at parent advisory groups such as ELAC and DELAC, and PTA continue to be minimal attendance. When parents are able to participate in a fun, interactive activity the attendance is high. Activities such as Family Bingo Night, Family CSI Night, Back to School and Open House.

October 4, 2023 - Presented current data to discuss and determine goals and actions based on the data. Input provided was that continuing to monitor academic achievement goal with I-Ready data would be appropriate since all grade levels participate for reading and math. The suggestion is that we continue with a goal of 20% increase over the three assessment periods. The Students with Disabilities are included in the data and will be monitored as a subgroup to support ATSI for ELA and Math. College and Career Readiness Goal was discussed and parents want additional information on AVID. Jefferson will provide an AVID Parent Showcase in January to provide this information and support our goal of being a schoolwide AVID Showcase School (showcase in February.) The career day we had last year as an action, was discussed and parents enjoyed their kids getting that exposure. The Career Day will turn into a Career Week this year to provide additional opportunities and learnings for students. Parent Engagement was reviewed from last year

and it was concluded that most parents do not want to be in any formal role but do enjoy getting information from activities that are engaging and often include their students.

#### English Learner Advisory Committee Meetings:

September 25, 2023- Reviewed proposed school plan goals and how they relate to English Learners. The budget was also reviewed. Reviewed the ELPAC data and reclassification numbers over the past 2 years. Parents shared they agreed having a reclassification goal within the school plan would be beneficial.

#### Staff/Leadership Meetings:

August 23, 2023 - Met with special education team to discuss Additional Targeted Support and Improvement (ATSI.) The targeted student group identified is Students with Disabilities. The following indicators are at the lowest level, ELA, Math, and Chronic Absenteeism. The data was reviewed in the three targeted areas and next steps were discussed as possible actions to be included in the school plan.

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

## Resource Inequities

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

COVID and COVID Protocols have made our families overly cautious about sending students to school when they have any illness symptoms. This behavior has impacted our attendance, chronic absenteeism, and academic gains due to missed school and instructional minutes.

# Paramount Unified School District SPSA Evaluation Template

**Template and Instructions**

For all SPSA actions, complete Table 1 below.

1. Text of Strategy/Activity - (This will be automatically pulled from your 2022-2023 SPSA in DTS)
2. Implementation:
  1. Choose from one of these
    1. Not Implemented
    2. Partially Implemented
    3. Fully Implemented
3. Effectiveness
  1. Choose from one of these
    1. Not Effective
    2. Somewhat Effective
    3. Very Effective
4. Data to support Effectiveness Claim
  1. What data (qualitative or quantitative) supports your effectiveness claim
  2. If actual data is not yet available, enter the data you plan to use
5. Continue Action?
  1. Choose Yes or No
6. 23-24 SPSA Location - Don't complete until writing the 2023-2024 SPSA
  1. Goal
  2. S/A #

Table 1  
Review of 2022-2023 Strategies/Activities

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
1	1	Instructional coaches are provided to support Language Arts and Math instruction. Coaches work with teachers to plan, model, co-teach, and debrief lessons. Coaches assist with data analysis and determining next steps for instruction. Both coaches work with targeted groups of students to improve specific skill areas in reading, writing and number sense. Coaches provide professional development for teachers to support their learning. Coaches are supporting the interventions that are targeting our most "at-risk" students.	Fully Implemented	Very Effective	Smarter Balance schoolwide results in both ELA and in Math. I-Ready data shows gains from assessment 1 to assessment 3. All of our targeted intervention students (except 3) made growth as measured by regular progress monitoring. The three students that did not make progress were evaluated and qualified for Special Education Support and or a Change of Placement. Teachers were provided professional development and planning support from coaches that	Yes	Goal 1

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
					supported clear learning targets and success criteria as measured by observations.		
1	2	A librarian is provided to support students as they locate appropriate leveled books to build fluency and assist with research. Librarian uses children literature books to teach growth mindset theme. Students participate in reading, listening, and speaking activities to support growth mindset development and Language Arts skills.	Fully Implemented	Very Effective	Students were provided Growth Mindset lessons by the librarian that supported students journey with AVID and supporting our school vision. Work samples are posted outside the office. Librarian attended AVID summer training and assisted with monitoring AVID organization and assessments. Based on the data collected, the number of students who got full credit for organization grew from start of the year to the end.	Yes	Goal 1
1	3	Materials and supplies to support instruction in the classroom and during interventions. Students need hands-on items and manipulatives to increase their engagement and active participation in the learning. Intervention teacher requires specific materials that match the skill focus being targeted. Ensure classrooms have the needed technology to support their implemented programs.	Partially Implemented	Very Effective	The full amount allocated for supplies and materials was not used. There were other funding sources that were accessed, resulting in less being purchased through Title I	Yes	Goal 1
1	4	Intervention teacher works with targeted students 5 days a week on needed skills areas to support ELA expected outcomes including reading, writing, listening, and speaking. The teacher provides ELD support and instruction to some of our level 3 students with the plan to have students reclassify on the ELPAC. This teacher also supports Special Education	Fully Implemented	Very Effective	All targeted intervention students (except 3)made growth as measured by regular progress monitoring. The three students that did not make progress were evaluated and qualified for special education services.	Yes	Goal 1

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		classrooms when needed to ensure IEP meetings are held timely and teachers can collaborate with parents and service providers.			Seven of the nine students at ELPAC level 3 reclassified after having ELD with the Intervention Teacher.		
1	5	Provide after school interventions and enrichment opportunities to support ELA and Math. Fund teachers/staff additional hours to best support these activities.	Partially Implemented	Somewhat Effective	There was very little interest in teachers wanting to take on after school intervention. The few that did provide this intervention made progress based on pre and post assessments. ELO-P funding supported many Enrichment opportunities after school which lowered the amount needed from Title I.	Yes	Goal 1
1	6	Provide hand-on experiences for students to support their learning of ELA and Math skills through field trips both on and off campus. These experiences could include admission costs to off site field trips, consultant to provide on site experiences, assemblies.	Partially Implemented	Very Effective	Each grade level was able to attend a field trip that supported their instruction and background knowledge. Buses were supported by PTA and other field trips were supported with ELO-P funds.	Yes	Goal 1
1	7						
1	8						
1	9						
1	10						
1	11						
1	12						
1	13						
1	14						
1	15						
1	16						
1	17						

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
1	18						
1	19						
1	20						
2	1	Provide multiple Family Events to encourage and promote parent engagement and participation. Incentives and prizes will be provided for parent and student attendance and participation. Recognitions and celebrations provided to students that promote a safe and civil environment and attainment of learning and social goals.	Fully Implemented	Very Effective	To encourage parent participation, raffle items and hands on materials were purchased for parent meetings and trainings. To encourage students to be safe and civil, students can earn their name on a weekly prize wheel that can earn them incentives.	Yes	Goal 2
2	2	Provide parent trainings and workshops to best support parent engagement and input. Focus on topics such as supporting your child at home to increase ELA and Math skills. Provide training for parents of ELL students on the requirements of students being able to reclassify. The school will promote parent participation by providing "hands-on" materials and resources that parents can "make and take." The school will use Parent Square as a primary way to contact parents and make them aware of opportunities.	Fully Implemented	Somewhat Effective	Using Parent Square to communicate with our families has been effective. Parents have reported that it is helpful to get a text that keeps them up to date with the school, Struggled to get parents to attend advisory meetings such as ELAC, DELAC, and PTA. Based on LCAP/Title I Survey results 22/23, 62% indicated that their student did not participate in AVID. Raising parent awareness of AVID, what it is and how it impacts all students, will be a next step.	Yes	Goal 2
2	3	Provide college and career readiness activities for all of our students to participate in. Activities that promote AVID strategies and vision. Organizing a Career Day that will expose our students to different jobs, careers and the requirements of these positions.	Fully Implemented	Somewhat Effective	Provided students a Career Day that included close to 15 presenters sharing their profession. Over half of our LCAP Parent Surveys indicate that parents are not aware of our college and career readiness focus	Yes	Goal 2

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
					and connection to AVID and our Career Day.		
2	4						
2	5						
2	6						
2	7						
2	8						
2	9						
2	10						
2	11						
2	12						
2	13						
2	14						
2	15						
2	16						
2	17						
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2	19						
2	20						
3	1						
3	2						
3	3						
3	4						
3	5						
3	6						
3	7						
3	8						
3	9						
3	10						
3	11						
3	12						

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
3	13						
3	14						
3	15						
3	16						
3	17						
3	18						
3	19						
3	20						
4	1						
4	2						
4	3						
4	4						
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4	16						
4	17						
4	18						
4	19						
4	20						

Based upon this review in Table 1, use Table 2 to answer the prompt:

Briefly describe the overall implementation and overall effectiveness of the strategies/activities in each Goal.

This text will be entered into the “Annual Review” section of your SPSA. Begin the narrative now, and revise as additional data is available. Table 1 will supplement the narrative, so a brief summary is sufficient.

Table 2

Overall Narrative

2022-23 Goal	Description
1	ELA/ELD/Math - High quality instruction and learning
2	Safe and Civil, parent engagement and college and career readiness
3	
4	

Based upon this review, and the actual implementation of your SPSA, use Table 3 to answer this prompt

Briefly describe any major differences in what was planned and what occurred in 2022-2023.

Address actions that were planned but didn’t occur, actions that were significantly different than planned, or significant differences between the original budget and actual expenditures, and the impact of the differences on students.

Enter as much information as you can now, and revise as additional information is available. This text will be entered into the “Annual Review” section of your SPSA.

Table 3

Major Differences Between Plan and Execution of the 2022-2023 SPSA

2022-23 Goal	Major differences
1	Activity 5 - Had funding allocated for teachers additional hours to do after school intervention and enrichment. Due to the availability of ELO-P funds, we were able to support after school groups with this funding.
2	
3	
4	

Which actions will be changed (modified, combined, expanded, etc.) in the 2023-2024 SPSA? Describe these changes in Table 4.

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 4

Recommended Modifications Between 2022-2023 and 2023-2024

2022-23 Goal	2022-23 S/A #	Text in 2022-2023 SPSA	Text for 2023-2024 SPSA	23-24 SPSA Location
1	4	Intervention teacher works with targeted students 5 days a week on needed skills areas to support ELA expected outcomes including reading, writing, listening, and speaking. The teacher provides ELD support and instruction to some of our level 3 students with the plan to have students reclassify on the ELPAC. This teacher also supports Special Education classrooms when needed to ensure IEP meetings are held timely and teachers can collaborate with parents and service providers.	Intervention teachers works with targeted students (3rd-5th) 4 days a week on needed skills areas to support ELA expected outcomes including reading, writing, listening, and speaking. Intervention is using the SIPPS Program to target phonemic awareness skills. A second intervention teacher will be working with 3rd-5th grade students, 4 days a week, on Number Sense skills. SDC (Mild/Mod) Teachers and Resource Teacher trained in SIPPS Intervention Program and providing this support to students on their caseload to support ELA (ATSI)	Goal 1

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What new actions, if any, will be added to the 2023-2024 SPSA? Describe these in Table 5

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 5  
Recommended New Actions in 2023-2024

Goal	Strategy/Activity Text	Data that will be used to evaluate the impact	23-24 SPSA Location

Based upon the prior two tables, use Table 6 to describe, in narrative form the following prompt for each goal:

Describe any major changes between 2022-2023 and 2023-2024 that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

This text will be entered into the “Annual Review” section of your SPSA. You may begin entering text now, but should focus on other aspects of the SPSA first and come back to this prompt when the SPSA is nearly complete. Table 4 and Table 5 will supplement the narrative, so you do not need to repeat all details from those tables.

Table 6  
Narrative of Changes to 2023-2024 SPSA

2023-24 Goal	Major differences
1	In 22-23 the intervention teacher also supported ELD instruction for targeted grade levels. In 23-24 the intervention teachers will only support ELA and Math. We are adding an additional intervention teacher to support these two areas (ELA/Math.)

CE Program Instrument

CE 18: School Site Evaluation of Program Effectiveness

18.0 A school operating a program that requires a SPSA shall carry out the following requirements:

(20 U.S.C. Section 6314[b][3]; 34 CFR Section 200.26[c]; EC sections 64001[i], 64001[g][2][B], 64001[h])

(a) Annually evaluate the implementation of, and results achieved by, the program, using data from the state’s annual assessments and other indicators of academic achievement. (34 CFR Section 200.26[c][1])

(b) Determine whether the 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. (34 CFR Section 200.26[c][2])

(c) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the program.

(34 CFR Section 200.26[c][3])

CDE SPSA Instructions

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

Describe the overall implementation 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.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.32%	0.55%	2	1	2
African American	7.3%	5.47%	6.28%	25	17	23
Asian	0.9%	0.32%	0.82%	3	1	3
Filipino	0.6%	0.64%	0.55%	2	2	2
Hispanic/Latino	87.8%	90.03%	87.7%	301	280	321
Pacific Islander	0.6%	0.32%	2.19%	2	1	8
White	1.2%	0.96%	0.82%	4	3	3
Multiple/No Response	1.2%	1.93%	1.09%	4	6	4
<b>Total Enrollment</b>				343	311	366

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	49	52	50
Grade 1	58	55	64
Grade 2	50	46	63
Grade3	63	48	57
Grade 4	54	63	57
Grade 5	69	47	75
<b>Total Enrollment</b>	343	311	366

### Conclusions based on this data:

1. The majority(88%) of our student population is Hispanic/Latino. African American population is 5% on an average.
2. Our enrollment increased slightly in 22/23 due to Independent Study Program was supported on our campus and the enrollment was part of the overall school enrollment.
3. Our enrollment numbers have stayed consistent for the most part over the past three years,

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	112	108	112	32.7%	34.7%	30.6%
Fluent English Proficient (FEP)	49	38	34	14.3%	12.2%	9.3%
Reclassified Fluent English Proficient (RFEP)	12	6	34	10.7%		

### Conclusions based on this data:

1. Our English Learner enrollment has been steady over the past 3 years with an average of 110 English Learners,
2. There has been a significant increase in the number of students that were reclassified from 20/21 to 22/23. The number has almost tripled in growth.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	62	47	52	57	44	51	57	44	51	91.9	93.6	98.1
Grade 4	52	55	56	51	52	54	51	52	54	98.1	94.5	96.4
Grade 5	67	48	68	66	48	68	66	48	68	98.5	100.0	100.0
All Grades	181	150	176	174	144	173	174	144	173	96.1	96.0	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2351.	2356.	2407.	3.51	9.09	11.76	15.79	15.91	23.53	15.79	22.73	33.33	64.91	52.27	31.37
Grade 4	2402.	2402.	2428.	7.84	5.77	14.81	17.65	19.23	14.81	19.61	15.38	25.93	54.90	59.62	44.44
Grade 5	2437.	2465.	2450.	9.09	16.67	4.41	15.15	22.92	23.53	24.24	16.67	32.35	51.52	43.75	39.71
All Grades	N/A	N/A	N/A	6.90	10.42	9.83	16.09	19.44	20.81	20.11	18.06	30.64	56.90	52.08	38.73

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	1.75	9.09	9.80	50.88	52.27	70.59	47.37	38.64	19.61	
Grade 4	5.88	3.85	12.96	54.90	67.31	55.56	39.22	28.85	31.48	
Grade 5	10.61	8.33	2.94	56.06	60.42	67.65	33.33	31.25	29.41	
All Grades	6.32	6.94	8.09	54.02	60.42	64.74	39.66	32.64	27.17	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.51	11.36	13.73	47.37	45.45	62.75	49.12	43.18	23.53
Grade 4	9.80	7.69	5.56	45.10	40.38	57.41	45.10	51.92	37.04
Grade 5	10.77	14.58	10.29	43.08	56.25	55.88	46.15	29.17	33.82
All Grades	8.09	11.11	9.83	45.09	47.22	58.38	46.82	41.67	31.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	1.75	6.82	11.76	71.93	50.00	54.90	26.32	43.18	33.33
Grade 4	7.84	5.77	7.41	72.55	67.31	70.37	19.61	26.92	22.22
Grade 5	3.08	12.50	13.24	67.69	60.42	58.82	29.23	27.08	27.94
All Grades	4.05	8.33	10.98	70.52	59.72	61.27	25.43	31.94	27.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.02	4.55	9.80	57.89	54.55	64.71	35.09	40.91	25.49
Grade 4	7.84	5.77	11.11	60.78	67.31	57.41	31.37	26.92	31.48
Grade 5	7.58	4.17	7.35	54.55	60.42	60.29	37.88	35.42	32.35
All Grades	7.47	4.86	9.25	57.47	61.11	60.69	35.06	34.03	30.06

**Conclusions based on this data:**

1. Third grade made 5% growth from 20-21 to 21-22 moving from 20% at or above for overall achievement. Increased from 25% to 37% from 21-22 to 22-23 in overall achievement.
2. Fourth grade stayed very consistent with 25% at or above overall achievement from 20-21 to 21-22. Increased to 35% in 22-23.
3. Fifth grade had a large increase from 20-21 to 21-22 in overall achievement moving from 25% met or above to 40%., Decreased to 28% in 22-23. 5th grade needs intervention support in ELA.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	62	47	52	57	45	49	57	45	48	91.9	95.7	94.2
Grade 4	52	55	54	51	55	52	51	55	52	98.1	100.0	96.3
Grade 5	67	48	67	65	48	67	65	48	67	97.0	100.0	100.0
All Grades	181	150	173	173	148	168	173	148	167	95.6	98.7	97.1

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2365.	2384.	2428.	5.26	15.56	27.08	12.28	22.22	25.00	33.33	13.33	16.67	49.12	48.89	31.25
Grade 4	2384.	2392.	2433.	0.00	0.00	11.54	9.80	12.73	17.31	25.49	36.36	28.85	64.71	50.91	42.31
Grade 5	2400.	2462.	2470.	0.00	8.33	13.43	6.15	20.83	19.40	18.46	31.25	32.84	75.38	39.58	34.33
All Grades	N/A	N/A	N/A	1.73	7.43	16.77	9.25	18.24	20.36	25.43	27.70	26.95	63.58	46.62	35.93

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	7.02	20.00	35.42	36.84	33.33	39.58	56.14	46.67	25.00	
Grade 4	3.92	1.82	21.15	25.49	40.00	44.23	70.59	58.18	34.62	
Grade 5	0.00	10.42	16.42	32.31	60.42	58.21	67.69	29.17	25.37	
All Grades	3.47	10.14	23.35	31.79	44.59	48.50	64.74	45.27	28.14	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.26	17.78	18.75	47.37	35.56	54.17	47.37	46.67	27.08
Grade 4	1.96	0.00	9.62	33.33	45.45	40.38	64.71	54.55	50.00
Grade 5	0.00	4.17	5.97	27.69	58.33	49.25	72.31	37.50	44.78
All Grades	2.31	6.76	10.78	35.84	46.62	47.90	61.85	46.62	41.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 3</b>	5.26	13.33	31.25	63.16	46.67	52.08	31.58	40.00	16.67
<b>Grade 4</b>	0.00	1.82	9.62	54.90	58.18	51.92	45.10	40.00	38.46
<b>Grade 5</b>	0.00	4.17	5.97	53.85	60.42	62.69	46.15	35.42	31.34
<b>All Grades</b>	1.73	6.08	14.37	57.23	55.41	56.29	41.04	38.51	29.34

**Conclusions based on this data:**

1. All three grade levels increased the number of at and above for overall achievement from 20-21 to 21-22 to 22-23. Scores continue to rise as one of the school's focus areas is Math.
2. Third grade increased 21% in at and above over achievement from 20-21 to 21-22. Scored 52% in 22-23 making it our highest scoring grade level in math.
3. Fifth grade increased 23% in at and above over achievement from 20-21 to 21-22. Scored 32% at or above in 22-23.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1383.3	1397.2	1382.7	1390.4	1414.4	1388.1	1366.7	1356.6	1369.6	18	18	11
<b>1</b>	1411.9	1439.2	1434.7	1436.2	1468.8	1451.8	1387.2	1408.9	1417.2	19	15	19
<b>2</b>	1470.5	1462.2	1495.6	1476.5	1473.3	1500.5	1463.8	1450.8	1490.2	13	20	16
<b>3</b>	1440.6	1463.8	1503.7	1441.9	1468.6	1506.0	1438.9	1458.4	1501.0	24	14	22
<b>4</b>	1490.2	1490.4	1524.5	1483.2	1500.4	1515.9	1496.9	1479.9	1532.6	14	24	13
<b>5</b>	1514.6	1533.3	1538.7	1514.2	1534.3	1539.8	1514.8	1531.8	1537.2	12	12	24
<b>All Grades</b>										100	103	105

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.56	0.00	0.00	33.33	33.33	36.36	27.78	44.44	27.27	33.33	22.22	36.36	18	18	11
<b>1</b>	0.00	0.00	5.26	15.79	40.00	42.11	47.37	40.00	21.05	36.84	20.00	31.58	19	15	19
<b>2</b>	0.00	5.00	31.25	53.85	40.00	31.25	30.77	35.00	25.00	15.38	20.00	12.50	13	20	16
<b>3</b>	0.00	7.14	27.27	20.83	42.86	27.27	45.83	21.43	40.91	33.33	28.57	4.55	24	14	22
<b>4</b>	0.00	12.50	30.77	42.86	16.67	38.46	42.86	54.17	7.69	14.29	16.67	23.08	14	24	13
<b>5</b>	8.33	25.00	25.00	41.67	41.67	41.67	41.67	16.67	29.17	8.33	16.67	4.17	12	12	24
<b>All Grades</b>	2.00	7.77	20.95	32.00	33.98	36.19	40.00	37.86	26.67	26.00	20.39	16.19	100	103	105

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.56	11.11	0.00	44.44	44.44	36.36	16.67	22.22	27.27	33.33	22.22	36.36	18	18	11
<b>1</b>	0.00	26.67	21.05	42.11	40.00	31.58	47.37	33.33	26.32	10.53	0.00	21.05	19	15	19
<b>2</b>	15.38	20.00	37.50	53.85	50.00	43.75	23.08	20.00	12.50	7.69	10.00	6.25	13	20	16
<b>3</b>	4.17	21.43	31.82	54.17	42.86	50.00	16.67	14.29	18.18	25.00	21.43	0.00	24	14	22
<b>4</b>	0.00	25.00	61.54	71.43	54.17	7.69	21.43	12.50	7.69	7.14	8.33	23.08	14	24	13
<b>5</b>	25.00	50.00	45.83	66.67	33.33	50.00	0.00	8.33	0.00	8.33	8.33	4.17	12	12	24
<b>All Grades</b>	7.00	24.27	34.29	54.00	45.63	39.05	22.00	18.45	14.29	17.00	11.65	12.38	100	103	105

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.56	0.00	0.00	33.33	5.56	27.27	27.78	66.67	45.45	33.33	27.78	27.27	18	18	11
<b>1</b>	0.00	0.00	0.00	5.26	26.67	31.58	36.84	13.33	21.05	57.89	60.00	47.37	19	15	19
<b>2</b>	7.69	5.00	25.00	23.08	35.00	25.00	46.15	20.00	18.75	23.08	40.00	31.25	13	20	16
<b>3</b>	0.00	0.00	4.55	12.50	35.71	36.36	37.50	35.71	45.45	50.00	28.57	13.64	24	14	22
<b>4</b>	0.00	0.00	23.08	35.71	20.83	30.77	28.57	37.50	23.08	35.71	41.67	23.08	14	24	13
<b>5</b>	0.00	16.67	20.83	8.33	25.00	8.33	66.67	25.00	50.00	25.00	33.33	20.83	12	12	24
<b>All Grades</b>	2.00	2.91	12.38	19.00	24.27	25.71	39.00	33.98	35.24	40.00	38.83	26.67	100	103	105

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	11.11	11.11	0.00	61.11	66.67	63.64	27.78	22.22	36.36	18	18	11
<b>1</b>	21.05	40.00	36.84	68.42	60.00	47.37	10.53	0.00	15.79	19	15	19
<b>2</b>	15.38	10.00	43.75	61.54	80.00	50.00	23.08	10.00	6.25	13	20	16
<b>3</b>	12.50	42.86	30.00	62.50	28.57	45.00	25.00	28.57	25.00	24	14	20
<b>4</b>	21.43	37.50	23.08	64.29	54.17	53.85	14.29	8.33	23.08	14	24	13
<b>5</b>	16.67	16.67	22.73	66.67	75.00	72.73	16.67	8.33	4.55	12	12	22
<b>All Grades</b>	16.00	26.21	27.72	64.00	61.17	55.45	20.00	12.62	16.83	100	103	101

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	11.11	11.11	10.00	55.56	61.11	40.00	33.33	27.78	50.00	18	18	10
<b>1</b>	5.26	0.00	17.65	78.95	80.00	64.71	15.79	20.00	17.65	19	15	17
<b>2</b>	38.46	25.00	64.29	53.85	70.00	35.71	7.69	5.00	0.00	13	20	14
<b>3</b>	16.67	50.00	45.45	58.33	28.57	54.55	25.00	21.43	0.00	24	14	22
<b>4</b>	7.14	33.33	87.50	78.57	58.33	12.50	14.29	8.33	0.00	14	24	8
<b>5</b>	66.67	83.33	85.71	33.33	8.33	14.29	0.00	8.33	0.00	12	12	21
<b>All Grades</b>	21.00	31.07	52.17	61.00	54.37	39.13	18.00	14.56	8.70	100	103	92

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.56	0.00	0.00	61.11	77.78	72.73	33.33	22.22	27.27	18	18	11
<b>1</b>	5.26	20.00	10.53	21.05	13.33	31.58	73.68	66.67	57.89	19	15	19
<b>2</b>	23.08	10.53	31.25	46.15	57.89	31.25	30.77	31.58	37.50	13	19	16
<b>3</b>	0.00	0.00	0.00	25.00	53.85	66.67	75.00	46.15	33.33	24	13	21
<b>4</b>	0.00	0.00	20.00	57.14	52.17	70.00	42.86	47.83	10.00	14	23	10
<b>5</b>	0.00	25.00	26.09	66.67	50.00	56.52	33.33	25.00	17.39	12	12	23
<b>All Grades</b>	5.00	8.00	15.00	43.00	52.00	53.00	52.00	40.00	32.00	100	100	100

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	27.78	0.00	9.09	16.67	76.47	54.55	55.56	23.53	36.36	18	17	11
<b>1</b>	0.00	0.00	0.00	47.37	75.00	46.67	52.63	25.00	53.33	19	12	15
<b>2</b>	15.38	5.00	41.67	69.23	60.00	41.67	15.38	35.00	16.67	13	20	12
<b>3</b>	8.33	15.38	50.00	62.50	61.54	50.00	29.17	23.08	0.00	24	13	20
<b>4</b>	7.14	13.64	45.45	71.43	63.64	36.36	21.43	22.73	18.18	14	22	11
<b>5</b>	8.33	45.45	31.58	91.67	45.45	57.89	0.00	9.09	10.53	12	11	19
<b>All Grades</b>	11.00	11.58	30.68	57.00	64.21	48.86	32.00	24.21	20.45	100	95	88

**Conclusions based on this data:**

1. Fewer students are at levels 3 and 4 in the areas of reading and writing. Students need foundational reading and writing skills which is part of what is targeted in intervention.
2. From 20-21 to 22-23, our number of students at levels 3 and 4 continue to rise.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>311</b>	<b>90.4</b>	<b>34.7</b>	<b>0.3</b>
Total Number of Students enrolled in Jefferson Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	108	34.7
Foster Youth	1	0.3
Homeless	3	1.0
Socioeconomically Disadvantaged	281	90.4
Students with Disabilities	79	25.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	5.5
American Indian	1	0.3
Asian	1	0.3
Filipino	2	0.6
Hispanic	280	90.0
Two or More Races	6	1.9
Pacific Islander	1	0.3
White	3	1.0

**Conclusions based on this data:**

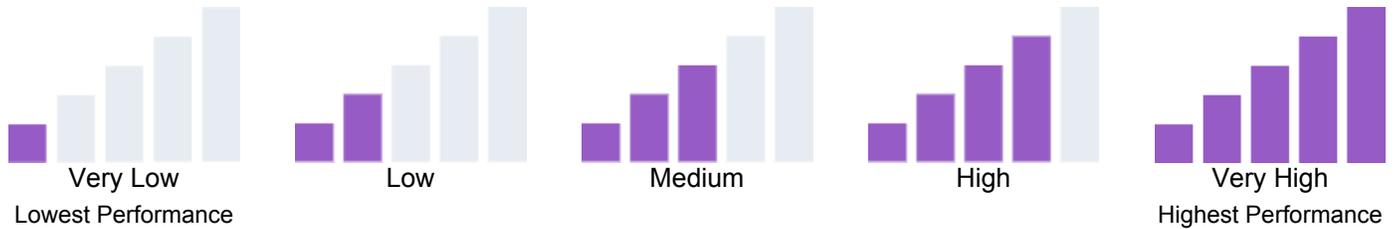
1. We have a very high percentage of students that are socioeconomically disadvantaged 90%.
2. There is a large percentage of students (26%) that are Students with Disabilities.

# School and Student Performance Data

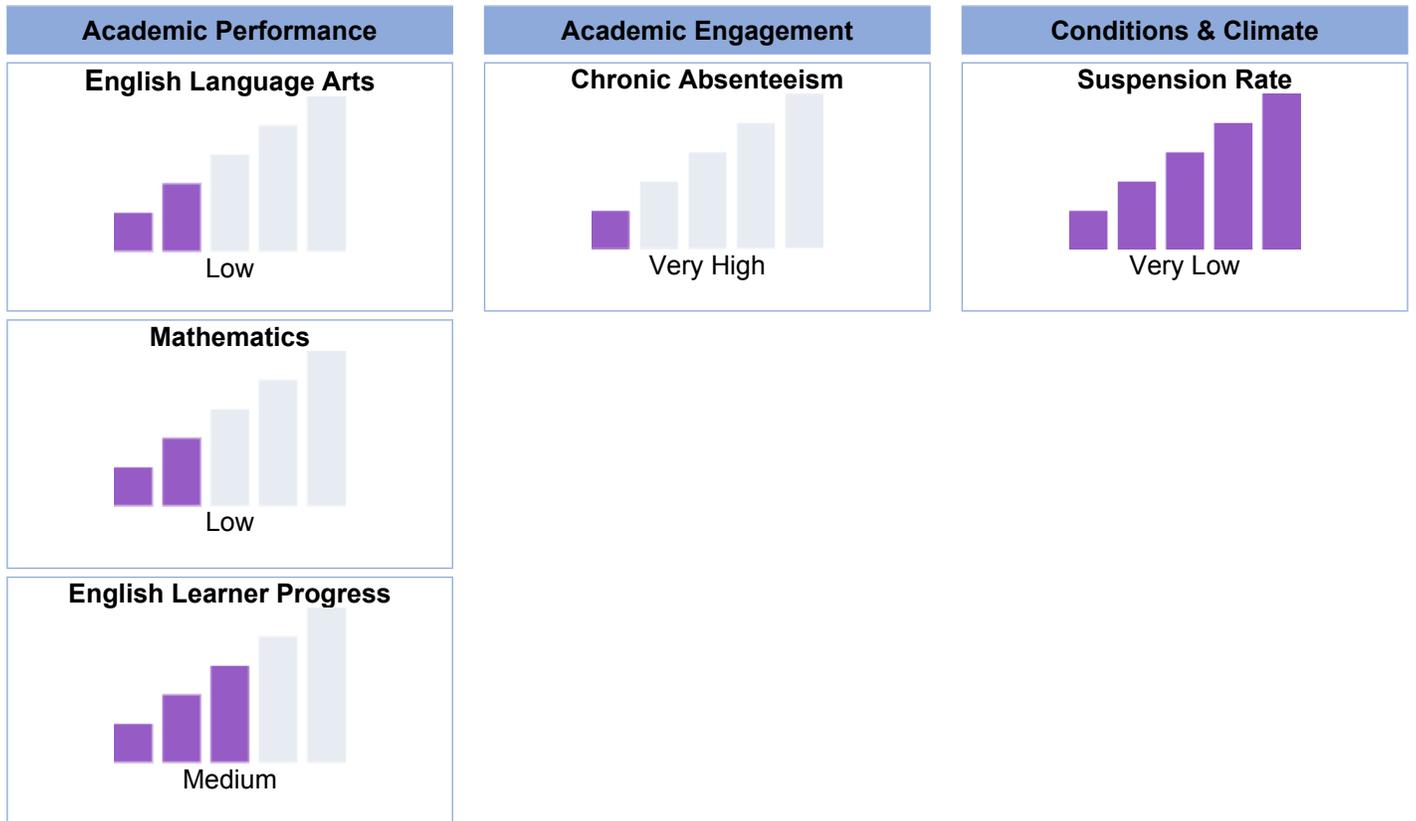
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. We are improving our English Learner Progress and maintain very low suspension rate.
2. COVID and its continued negative impact has made chronic absenteeism a focus area that needs improvement.

# School and Student Performance Data

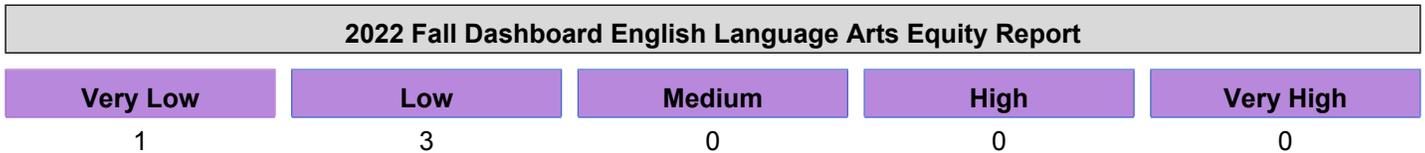
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

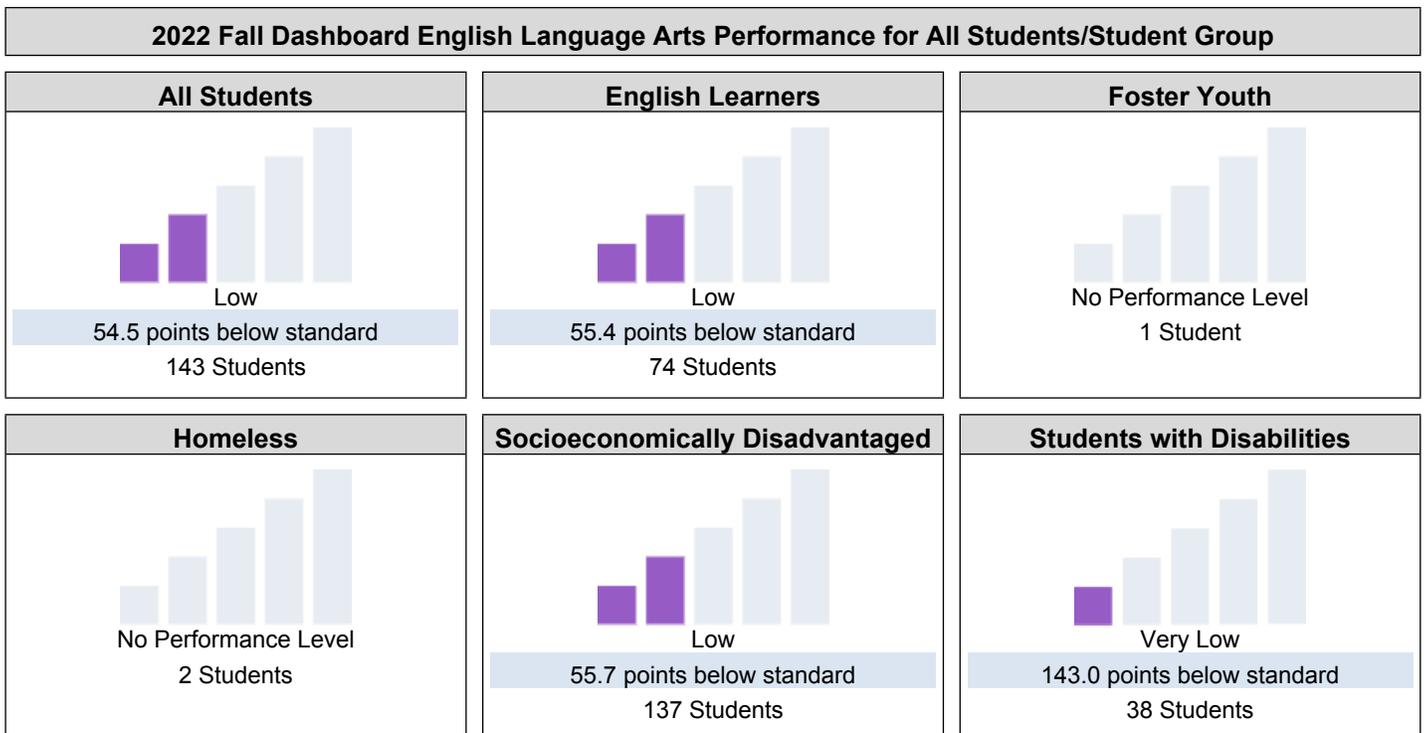
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



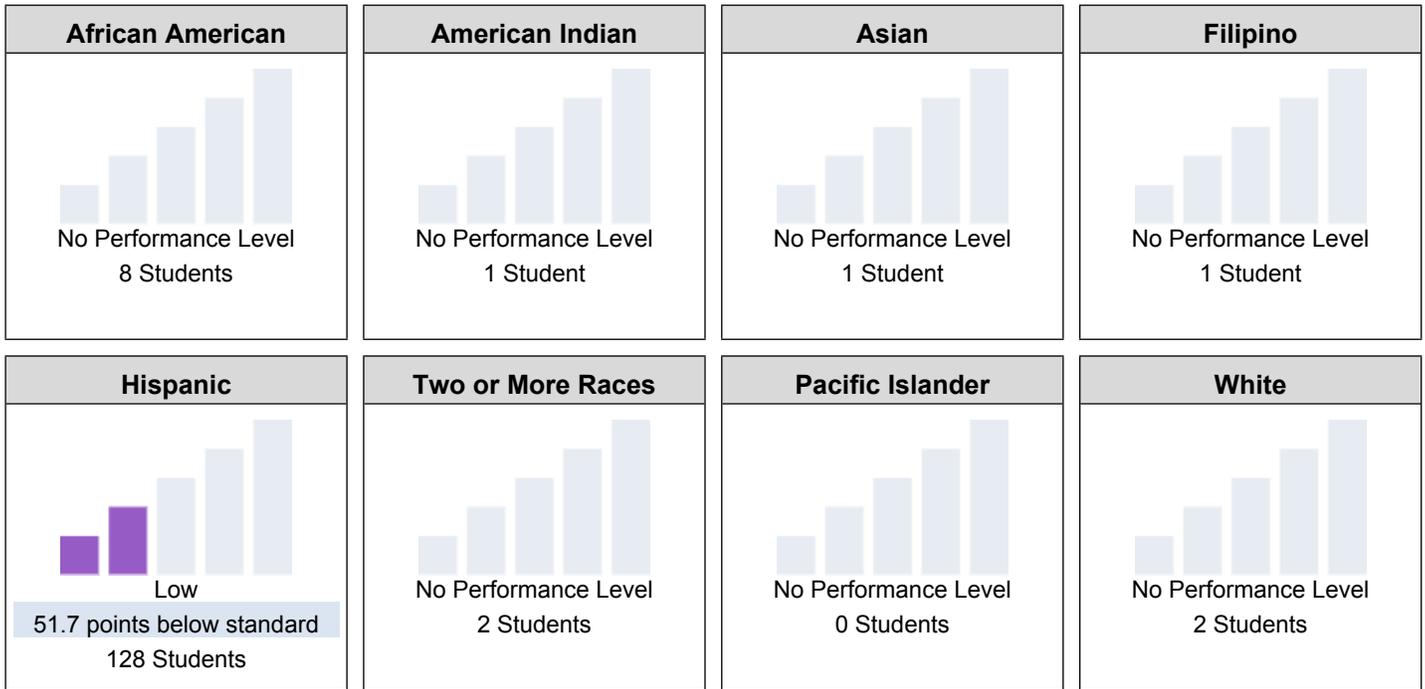
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
87.7 points below standard 46 Students	2.3 points below standard 28 Students	57.0 points below standard 66 Students

**Conclusions based on this data:**

- Our English Learners are performing 20 points more below standard than our English Only students.
- Students with Disabilities is the lowest performing subgroup.

# School and Student Performance Data

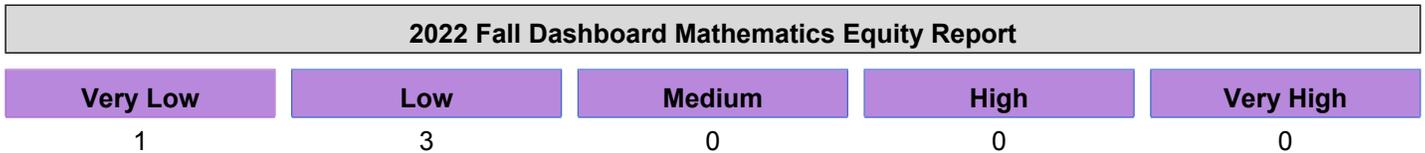
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

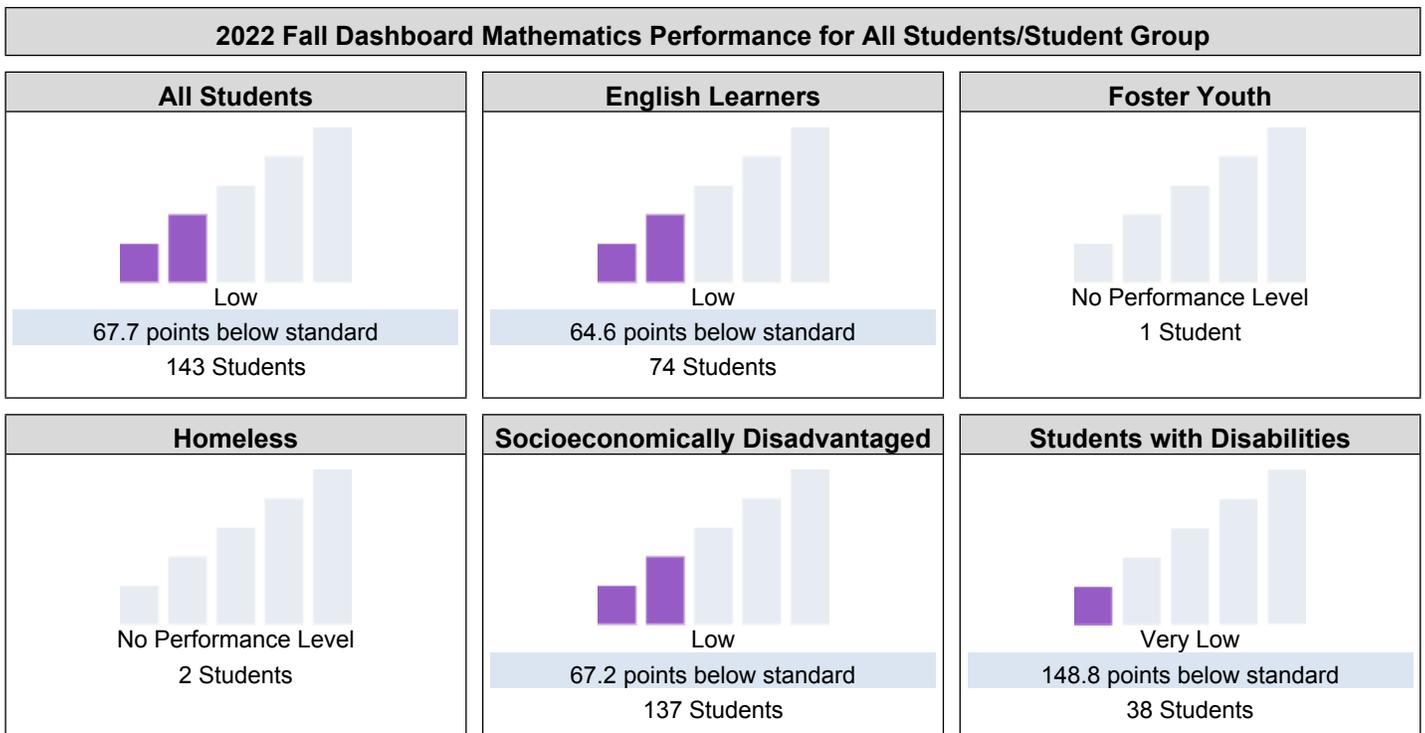
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



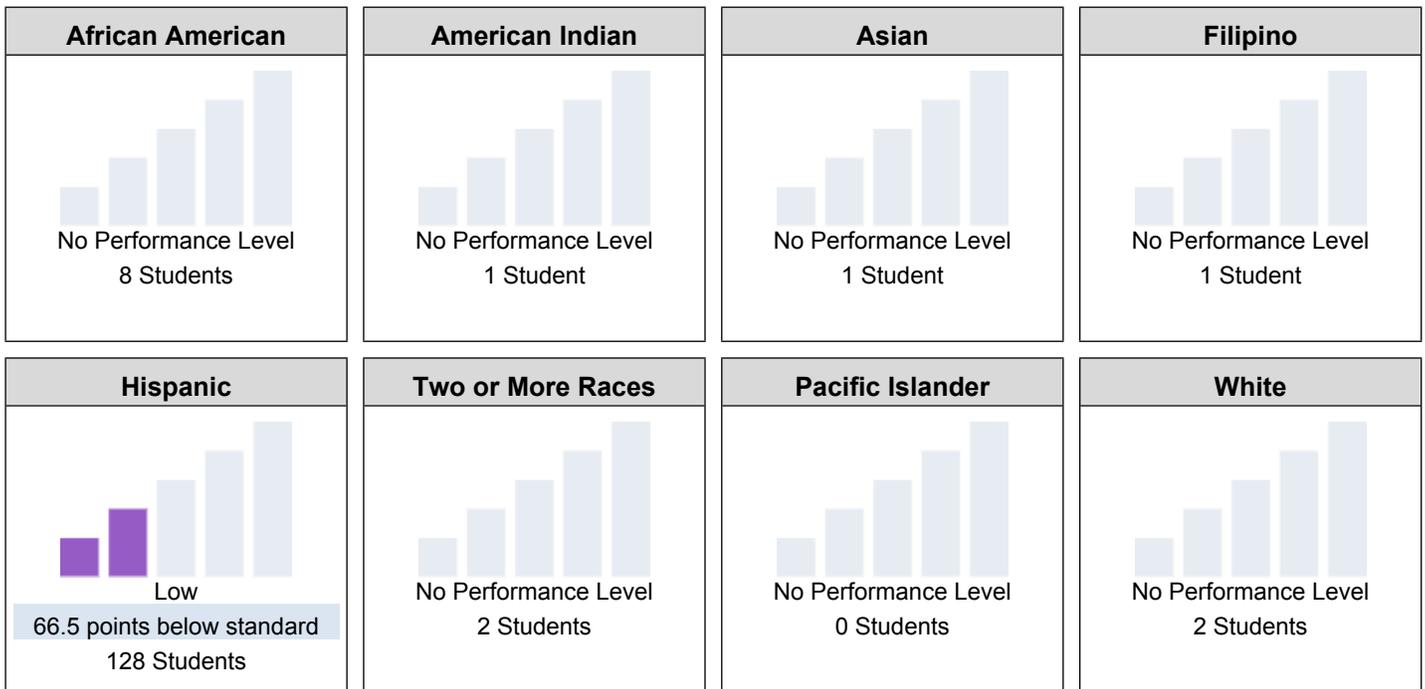
This section provides number of student groups in each level.



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.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">83.3 points below standard</p> <p>46 Students</p>	<p style="background-color: #e6f2ff;">33.9 points below standard</p> <p>28 Students</p>	<p style="background-color: #e6f2ff;">73.8 points below standard</p> <p>66 Students</p>

**Conclusions based on this data:**

1. The gap between English Only and English Learners is smaller in the area of math than ELA.
2. Reclassified students were 40 points below grade level in math as opposed to being only 3 points below in ELA.
3. Students with Disabilities is the lowest performing group, 148 points below standard.

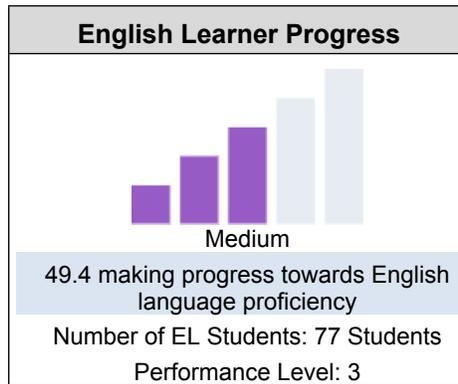
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
10.4%	40.3%	0.0%	49.4%

#### Conclusions based on this data:

1. Our English Learners are making, on an average, 50% growth and 40% are maintaining there current level.
2. Lowest percentage was in the decreased one ELPI level showing the majority are growing.

# School and Student Performance Data

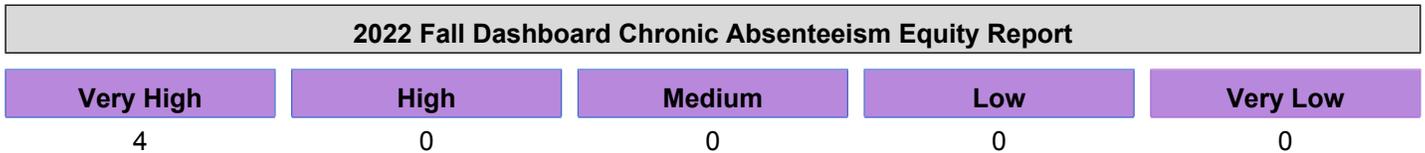
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

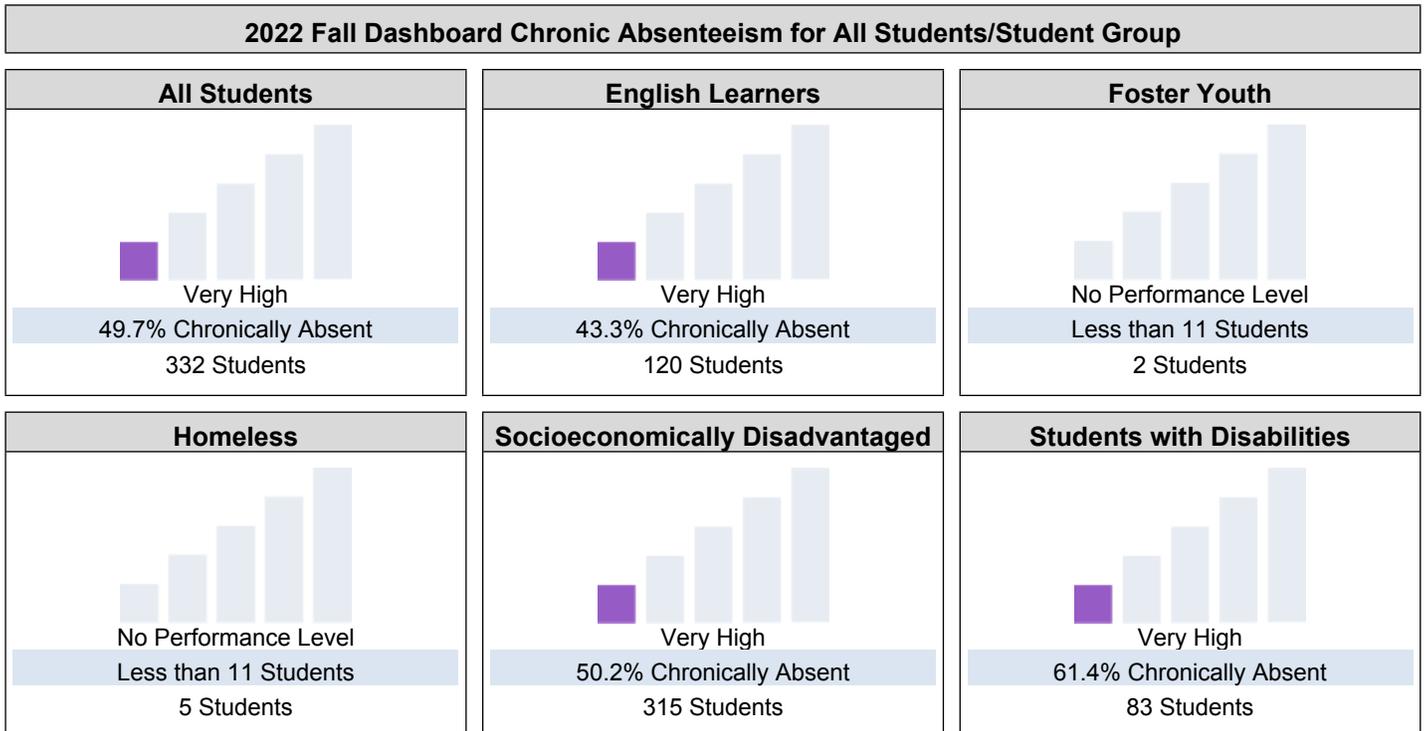
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



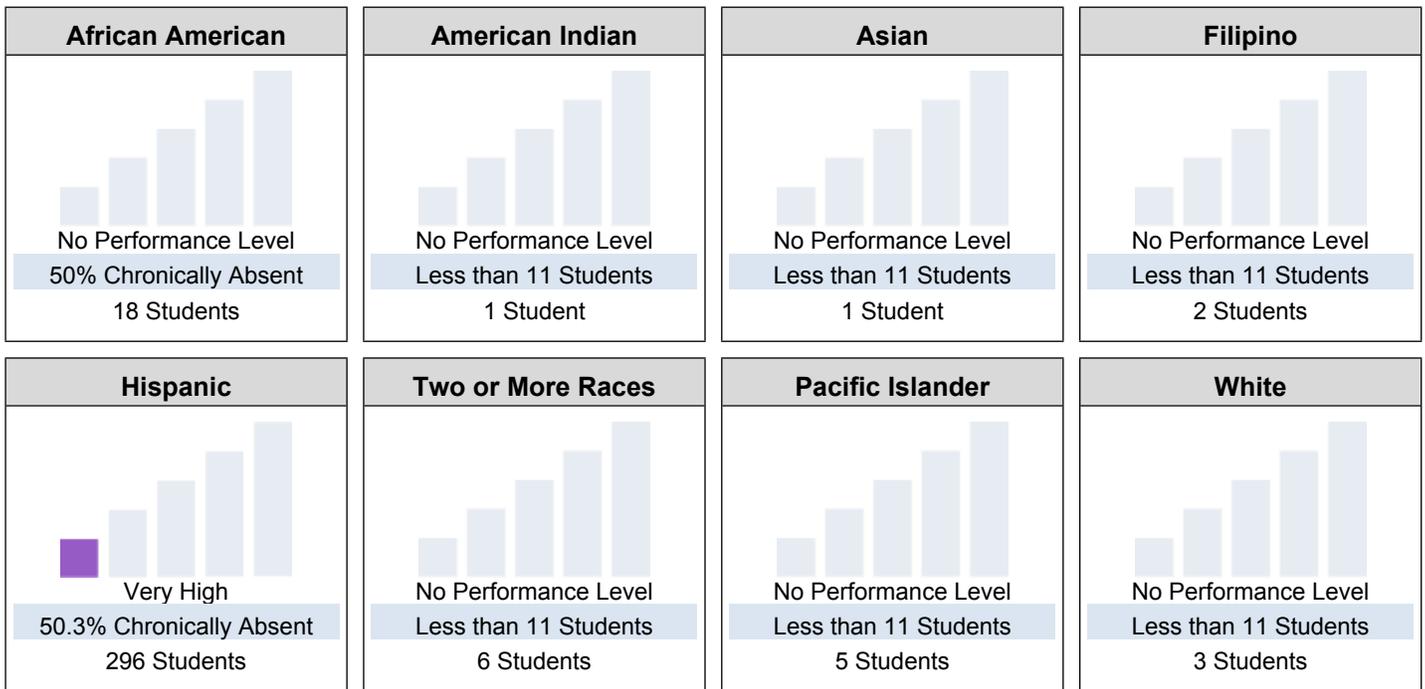
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Chronic Absenteeism is 50% on an average. COVID and COVID Protocols has impacted student attendance negatively.
2. Large percentage, 43% of English Language Learners were chronically absent.
3. Students with Disabilities have the highest level of chronic Absenteeism at 61% which can be a factor in their low, academic performance in ELA and Math.

# School and Student Performance Data

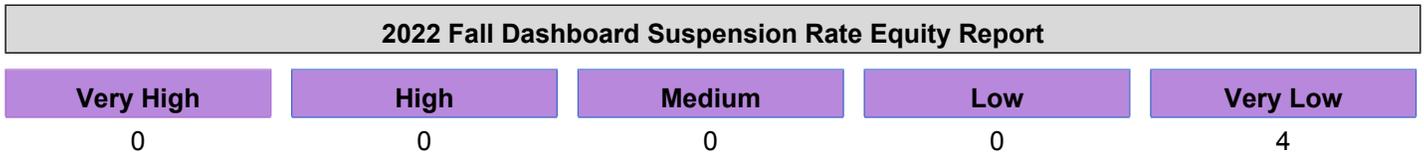
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

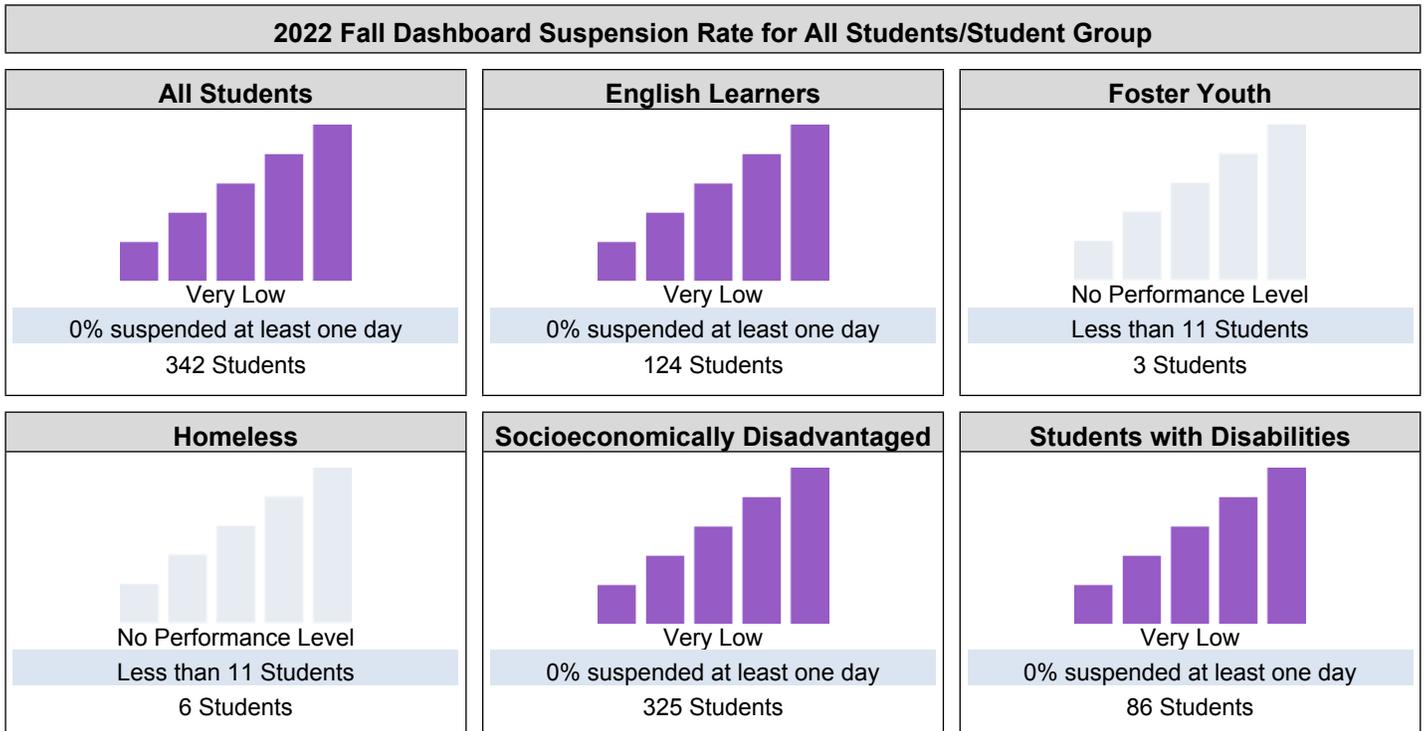
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



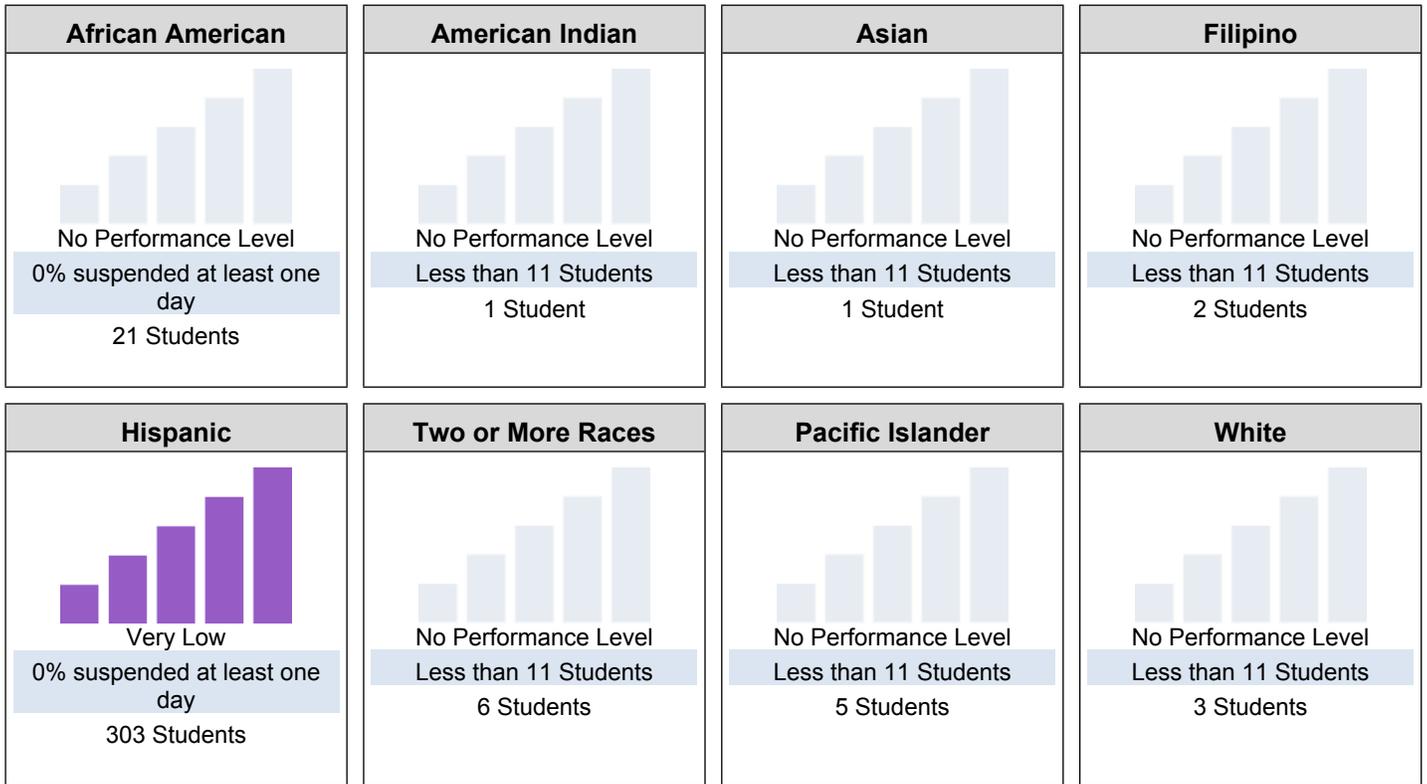
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Language Arts, Math, English Language Learners, Students with Disabilities(ATSI)

## LEA/LCAP Goal

High Quality Teaching and Learning

## Goal 1

Increase student achievement in Language Arts and Math by providing high quality instruction and support. Increase the number of English Language Learners being reclassified.

## Identified Need

CAASP Performance Summary 2022/2023

Language Arts

Schoolwide – 31% Met/Exceeded the Standards (30% 21/22)

3rd – 33% Met/Exceeded the Standards(25% 21/22)

4th – 29% Met/Exceeded the Standards(24% 21/22)

5th – 32% Met/Exceeded the Standards(40% 21/22)

Math

Schoolwide – 37% Met/Exceeded the Standards (26% 21/22)

3rd – 50% Met/Exceeded the Standards(38% 21/22)

4th – 31% Met/Exceeded the Standards(14% 21/22)

5th – 37% Met/Exceeded the Standards(23% 21/22)

I-Ready Diagnostic Results based on 22/23 school year:

Math

Grade Level At or Above One grade level below Two or more levels below

BEG/END

BEG/END

BEG/END

KINDER

10%/27%

90%/73%

O/O

1st

6%/33%

51%/63%

44%/4%

2nd	7%/19%	25%/53%	67%/28%
3rd	2%/29%	47%/44%	51%/27%
4th	2%/26%	36%/43%	62%/29%
5th	3%/29%	38%/34%	59%/36%

READING

Kinder	10%/52%	90%/48%	0/0
1st	4%/41%	67%/59%	30%/0
2nd	16%/35%	20%/42%	64%/23%
3rd	16%/46%	30%/23%	54%/31%
4th	11%/34%	49%/43%	40%/23%
5th	14%/29%	18%/19%	66%/52%

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I-Ready Diagnostic results for Beginning of the Year 23/24:

READING  
S(Student)

Grade	At or Above	One Grade level below	Two or more below
Schoolwide	14%/37S	43%/110S	43%/110S
Kinder	17%/ 7S	83%/34S	NA
1st	2%/1S	65%/32S	33%/16S
2nd	14%/7	43%/22S	43%/22S
3rd	20%/10S	26%/13S	54%/27S
4th	18%/9S	44%/21S	38%/18S
5th	14%/6S	21%/9S	65%/28S
Special Education Classes Mild/Mod	30S Total		
Kinder	0S	100%/3S	NA
1st	0S	40%/4S	60%/6S
2nd	0S	0S	100%/5S
3rd	0S	14%/1S	86%/6S (2S two or more below 4S
three or more below)			
4th	0S	0S	100%/5S (1S two or more below
4S three or more below)			
5th	0S	0S	100%/3S (3S three or more below)

MATH

Schoolwide	7%/20S	48%/132S	45%/121S
Kinder	7% 3S	93%/38S	NA
1st	0S	45%/22S	55%/27S

2nd	6%/3S	41%/21S	53%/27S
3rd	4%/2S	48%/24S	48%/24S
4th	15%/7S	38%/18S	48%/23S
5th	12%/5S	42%/18S	46%/20S
Special Education Classes Mild/Mod			
Kinder	0S	100%/3S	NA
1st	0S	20%/2S	80%/8S
2nd	0S	0S	100%/5S
3rd	0S	14%/1S	86%/6S (3S two or more below 3S
three or more below)			
4th	0S	0S	100%/5S (1S two or more below 4S
3 or more below)			
5th	0S	0S	100%/3S (3S three or more below)

Based on ELPAC Assessment results 22/23

6 students reclassified in 21/22

24 students reclassified in 22/23

36% of our ELL are at level 2 based on 21/22 data

27% of our ELL are at level 2 based on 22/23 data

38% of ELL are at level 3 based on 21/22 data

41% of ELL are at level 3 based on 22/23 data

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Reading 9/2023	Kinder I-Ready Reading - 17% are at or above grade level	Kinder The percentage of students at or above grade level in Reading will increase 20% as

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Reading 9/2023	12/23-  1st Grade I-Ready Reading - 2% are at or above grade level	measured by end of the year I- Ready Assess. Goal -37 % (End Of Year EOY- )  1st Grade The percentage of students at or above grade level in Reading will increase 20% as measured by end of the year I- Ready Assess. Goal -22% (EOY- )
I-Ready Reading 9/2023	12/23-  2nd Grade I-Ready Reading - 14% are at or above grade level	2nd Grade The percentage of students at or above grade level in Reading will increase 20% as measured by end of the year I- Ready Assess. Goal-34% (EOY- )
I-Ready Reading SDC(Mild/Mod) (ATSI) 9/2023	12/23-  SDC(Mild/Mod) 30Students (ATSI) 0S At or Above Grd level/7S One or more below/17S two or more below/11S three or more below	SDC (Mild/Mod) (ATSI) At least 20% or 6S will move up one level based on EOY I- Ready data
I-Ready 9/2023	3rd Grade I-Ready Reading - 20%% are at or above grade level	3rd Grade The percentage of students at or above grade level in Reading will increase 20% as measured by end of the year I- Ready Assess. Goal-40% (EOY- )
I-Ready Reading. 9/2023	12/23-  4th Grade I-Ready Reading - 18% are at or above grade level	4th Grade The percentage of students at or above grade level in Reading will increase 20% as measured by end of the year I- Ready Assess. Goal-38% (EOY- )
I-Ready Reading 9/2023	12/23 -  5th Grade I-Ready Reading - 14% are at or above grade level	5th Grade The percentage of students at or above grade level in Reading will increase 20% as measured by end of the year I-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Ready Assess. Goal-34%%(EOY- )
I-Ready Math 9/2023	Kinder I-Ready Math - 7% are at or above grade level  12/23 -	Kinder The percentage of students at or above grade level in Math will increase 20% as measured by end of the year I-Ready Assess. Goal-27%(EOY- )
I-Ready Math 9/2023	1st Grade I-Ready Math - 0% are at or above grade level  12/23 -	1st Grade The percentage of students at or above grade level in Math will increase 20% as measured by end of the year I-Ready Assess. Goal-20%% (EOY- )
I-Ready Math 9/2023	2nd Grade I-Ready Math - 6% are at or above grade level  12/23 -	2nd Grade The percentage of students at or above grade level in Math will increase 20% as measured by end of the year I-Ready Assess. Goal-26%(EOY- )
I-Ready Math 9/2023	3rd Grade I-Ready Math - 4% are at or above grade level  12/23 -	3rd Grade The percentage of students at or above grade level in Math will increase 20% as measured by end of the year I-Ready Assess. Goal-24% (EOY- )
I-Ready Math 9/2023	4th Grade I-Ready Math - 15% are at or above grade level  12/23 -	4th Grade The percentage of students at or above grade level in Math will increase 20% as measured by end of the year I-Ready Assess. Goal-35% (EOY- )
I-Ready Math SDC(Mild/Mod) (ATSI) 9/2023	5th Grade I-Ready Math - 12% are at or above grade level  12/23 -  SDC(Mild/Mod) 30Students (ATSI) 0S At or Above Grd level 6/S One or more below/8S two or	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	more below/16S three or more below	5th Grade The percentage of students at or above grade level in Math will increase 20% as measured by end of the year I-Ready Assess. Goal-32%(EOY- )  SDC (Mild/Mod) (ATSI) At least 20% or 6S will move up one level based on EOY I-Ready data

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, Students with Disabilities (ATSI)

**Strategy/Activity**

An Instructional Coach is provided to support Language Arts and Math instruction. Our ELA/Math Coach works with teachers to plan, model, co-teach, and debrief lessons. Coaches assist with data analysis and determining next steps for instruction. The coach works with targeted groups of students to improve specific skill areas in reading, writing and number sense. The coach provides professional development for teachers to support their learning.

**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)
97,727.00	LCAP
63,819.00	Title I

**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

A librarian is provided to support students as they locate appropriate leveled books to build fluency and assist with research. Librarian uses children literature books to teach growth mindset theme. Students participate in reading, listening, and speaking activities to support growth mindset development and Language Arts skills.

### 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)

0

District Funded

### 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

Materials and supplies to support instruction in the classroom and during interventions. Students need hands-on items and manipulatives to increase their engagement and active participation in the learning. Intervention teacher requires specific materials that match the skill focus being targeted. Ensure classrooms have the needed technology to support their implemented programs. Printing costs from the Print Shop to support needed instructional 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)

Source(s)

10,000

None Specified  
None Specified

Title I

### 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

Intervention teachers works with targeted students (3rd-5th) 4 days a week on needed skills areas to support ELA expected outcomes including reading, writing, listening, and speaking. Intervention is using the SIPPS Program to target phonemic awareness skills. A second intervention teacher will be working with 3rd-5th grade students, 4 days a week, on Number Sense skills. SDC (Mild/Mod) Teachers and Resource Teacher trained in SIPPS Intervention Program and providing this support to students on their caseload to support ELA (ATSI)

**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)

0

District Funded

**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

Provide professional development and collaboration for teachers on First Best Instruction and strategies in ELA/ELD and Math (including additional hours and substitutes if needed)

**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)

5,000

Title I

**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

Provide hands-on experiences for students to support their learning of ELA and Math skills through field trips both on and off campus. These experiences could include admission costs to off site field trips, consultant to provide on site experiences, assemblies, and transportation for field trips.

### 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)

10,000

Source(s)

Title I

### Strategy/Activity 7

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

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

All Students, English Learners, Students with Disabilities

#### Strategy/Activity

Fund Teacher on Special Assignment (TOSA) to support all academic programs.

The TOSA duties include:

Site AVID Coordinator to support schoolwide implementation and parent training

Oversee the Multi-Tiered System of Support(MTSS) to ensure interventions are provided and data based for targeted students

Support Students with Disabilities by supporting instruction in Special Day Classes and providing coverage for staff to attend IEP meetings(ATSI)

Collaborate with Special Ed Team and General Ed Team on differentiating and inclusion opportunities (ATSI)

ELPAC Coordinator - Maintain all testing protocols and ensure appropriate documentation in IEPS

### 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)

176,949.00

Source(s)

LCAP

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Instructional Coaches supported teachers this past year by working with them on First Best Teaching. Language Arts Coach worked with Intervention teacher to determine students that needed small group instruction and determined grade levels that needed additional support. Both coaches supported I-Ready Program Implementation by monitoring student progress, working with teachers, and providing recognition for student success within this program. Coaches provided classroom coverage to ensure students were provided planned instruction, as teachers participated in IEP meetings and professional development.

Librarian provided growth mindset lessons to all students during rotation. She had all students also engage in their planning for the future by doing activities that reflected their college and career goals.

Intervention teacher met with small groups of students four days a week on targeted skill areas. Based on pre/post tests most students did make progress and showed an increase in their post scores. Also, supported ELD by working with the level three students in grades 3rd and 5th with the goal of reclassification on ELPAC.

After school academic intervention was not utilized as much as what was predicted. Teachers took advantage of ELO-P funds to support students with hand-on and enrichment activities.

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 anticipated amount of teachers, providing after school intervention support, did not match the actual amount of staff. As ELO-P funds became available to sites, teachers were choosing enrichment activities after school rather than academic intervention. These teachers were supported by ELO-P funds.

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.

Intervention support after school can be supported by other funding such as ELO-P funds. The funding not used for after school intervention will be used to support teacher planning and participating in Instructional Rounds.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

College/Career Readiness, Parent Engagement

## LEA/LCAP Goal

College and Career Readiness, Parent Partnerships

## Goal 2

Create a school culture that promotes college and career readiness while engaging and promoting parent participation and input.

## Identified Need

Jefferson currently has 6 grade levels trained and implementing AVID strategies. AVID provides a foundation for students to become organized, goal orientated, and equipped to be successful in their learning and application of skills. Our training added 1 Kinder teacher, 1 first grade teacher, 1st/2nd SDC (Mild/Mod) teacher, a new 4th grade teacher, and our Computer Lab Instructional Assistant. It is our goal to have schoolwide trained staff and implemented AVID. This summer training will include 1 TK teacher, 1 TK/K SDC Teacher, 1 Kinder Teacher, 1 1st Grade Teacher and 1 4th Grade Teacher.

The goal for parent participation was to have at least 1/3 of our parents attend meetings and activities as measured by an average of this attendance. Since we had high attendance at activities and schoolwide events such as Back to School and Open House and extremely low attendance at meetings and trainings, the numbers balanced themselves. We still recognize we need increased parent involvement. Particularly, we need parents to be aware and understand what it means to be an AVID school. We increased the number of parent surveys returned this year, assisting with identifying areas of need. We need to be creative and purposely planned for all parent events to provide needed information in a way that is blended into the fun activities that are at a high attendance. Parents have expressed a need to have a virtual option at times so they have access to trainings at a time that best meets their need. Parents are motivated by incentives, and providing a raffle at a meeting does support attendance.

We have a large population of Students with Disabilities, approx. 25% of our students have an Individual Education Plan(IEP) and receive services. We have identified that parents of Students with Disabilities sometimes need and could benefit from trainings and collaboration that support their knowledge and involvement in the Special Education process and services. Our school has been identified as Additional Targeted Support and Improvement(ATSI) with Students with Disabilities being a qualifying subgroup to improve the indicators of ELA, Math, and Chronic Absenteeism.

We had an increase of students requiring at-risk counseling services to support with emotional regulation, socialization and problem solving. Students were supported by our Counselor and Social Worker. We used funding from a Grant this past year to support students with Social Emotional Learning. There is a need to continue with these grant funded activities and supports such as

schoolwide implementation of 2nd Step SEL Program, Mentor Program, and use of our Calming Room.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Parent Participation/Input</p>	<p>Title I Surveys 2022/23 51% returned. Trainings, meetings, and activities provided were provided virtual and in person. We had low attendance at parent committee mtgs. such as ELAC, often, less than 1% of our ELL population. Parents did participate in interactive activities such as Family Nights. We had 2 Family Nights in 22/23 and will increase this in 23/24. Based on LCAP/Title I Surveys from 22/23, 62% of our families are unfamiliar with AVID. We will provide additional parent trainings and opportunities that will support knowledge of AVID and how it impacts our students. Currently, we do not have a parent group that is specific to parents that have Students with Disabilities. We are currently an ATSI site and want our families to be actively engaged in improving absenteeism and academic progress in ELA/Math for Students with Disabilities.</p>	<p>Increase the number of Family Nights to promote and increase the attendance of parents on our campus being involved as measured by event sign-in/ attendance tracking. Decrease the percentage of parents that answer "my child did not participate in AVID" on the LCAP/Title I Survey as measured by survey outcomes. Provide multiple opportunities for parents to learn about AVID and how AVID supports college and career readiness as measured by event details, calendar, and sign-in/project completion. Provide a Parent Showcase in January to support parent understanding of AVID. Create an on site, parent committee that focuses on the needs of our Students with Disabilities and meet quarterly.(ATSI)</p>
<p>College and Career Readiness</p>	<p>Currently 6 grade levels are trained and implementing AVID strategies in their classrooms. 13 teachers trained. Approx. 225 students participating. We have the librarian and Technology Assistant AVID trained and supporting AVID</p>	<p>Increase the number of trained teachers by training the final few from TK-1st which increases student participation to schoolwide 300+ students. Make AVID Summer Training available to trained grade levels that want to look at a</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Site Goals. We have a yearly Career Day that allows students to hear from different professions. Parents are usually not actively involved in this day, unless they are a presenter.	focus area. Increase college and career readiness for both students and families by providing a College and Career Week that includes parent participation..

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

Provide multiple Family Events to encourage and promote parent engagement and participation. Incentives and prizes will be provided for parent and student attendance and participation.

#### 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)

5,000

#### Source(s)

Title I

### Strategy/Activity 2

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

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

All Students, ELL, Students with Disabilities (ATSI)

#### Strategy/Activity

Provide parent trainings and workshops to best support parent engagement and input. Focus on topics such as supporting your child at home to increase ELA and Math skills. Provide training for parents of ELL students on the requirements of students being able to reclassify. Provide training on attendance and why it is important, focused on Special Ed. families that are struggling with student attendance.(ATSI) he school will promote parent participation by providing “hands-on” materials and resources that parents can “make and take.” The school will use Parent Square as a primary way to contact parents and make them aware of opportunities.

#### 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)

5,000

Source(s)

Title I

### 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

Provide college and career readiness activities for all of our students to participate in. Activities that promote AVID strategies and vision. Organizing a Career Week that will expose our students to different jobs, careers and the requirements of these positions. Upper grade students will work with Computer Lab Assistant to have students research and present colleges and careers. Provide an AVID Parent Showcase in January and support AVID Family Projects that support college and career readiness.

#### 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)

5,000

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

We had two goals that were based on parent participation and input. Our goal was to increase parent attendance at meetings and workshops to obtain an average attendance of 1/3 of our enrolment. Parents are more likely to attend interactive events such as Open House and Family Nights. Attendance was minimal at committee meetings such as ELAC.

We provided weekly recognitions for students using their PAWS through a raffle wheel that provided prizes and incentives for chosen names on the wheel.

We provided a AVID Family Project that was completed by 60% of our AVID students. We had a Career Day, back in person, that is always well received by staff and students.

Took a school team to AVID summer training. We now have at least one or more teachers per grade level that are AVID trained, making us schoolwide. We also added our Technology Assistant to the trained AVID members.

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

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

Narrowing this goal's focus to college and career readiness and parent engagement. Parent Engagement will target parent's knowledge and involvement with AVID to support college and career readiness. Will provide a career week rather than a day to incorporate college and career projects.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate/ Social Emotional Learning

## LEA/LCAP Goal

Create a positive school culture and environment that is conducive to learning and promotes school attendance.

## Goal 3

Creating a positive school culture where students feel safe and a sense of belonging to support student attendance and learning.

## Identified Need

After COVID and return to in-person instruction, there has been an increase in the number of referrals for at-risk counseling due to students needing check-ins, emotional regulation skills and application of social skills. Through a Grant last year 22/23, we were able to provide a Mentor Program that connected our at-risk students to an adult mentor that built a relationship with the student throughout the year. Through this grant, each teacher was provided 2nd Step (SEL Program) materials to deliver lessons in every classroom. There is a need to continue these initiatives with Title I funding. We are a Safe and Civil School that has expectations for behaviors and success. We have schoolwide, established vocabulary when we talk about what students need and are expected to do to be a successful student. Students respond positively to recognitions and acknowledgements of their use of our schoolwide expectations. Attendance became an area of concern as our attendance rates have decreased over the past 3 years and our chronic absenteeism has increased. Our students with disabilities are a subgroup that has a high number of chronically absent students, making it an indicator on our ATSI that needs to improve.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates	2021-2022 82% 2022-2023 92.7 2023-2024 (Aug-Oct) 95.2%	Increase to 97% by the end of 2023-2024 school year (Aug-June)
Chronic Absenteeism Data (All Students)	2020-2021 10%/37 Students 2021-2022 49%/165 Students 2022-2023 36% 145Students	Decrease the percentage
Chronic Absenteeism Data (Students with Disabilities)(ATSI)	2020-2021 14%/10 Students 2021-2022 59%/44 Students 2022-2023 48% 49 Students	Decrease the percentage

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

Absenteeism Intervention Support - Collect and analyze data on a weekly basis to determine which students/families are struggling to maintain regular attendance and targeting interventions where they are needed. Interventions could include, ACT meeting, SART meeting and or SARB meeting. Attendance incentives will be provided to promote regular attendance and reduce chronic absenteeism schoolwide.

#### 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)

2,000

Source(s)

Title I

### Strategy/Activity 2

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

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

Students with Disabilities - Improving attendance (ATSI)

#### Strategy/Activity

Attendance and Absenteeism Support and Interventions. Improving the attendance of all students will continue with a targeted focus on Students with Disabilities. There will be weekly data analysis and close monitoring of this subgroup to determine which students/families need regular contact and supports. Social Worker and Counselor will be the leads for supporting and intervening with this targeted subgroup.

#### 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)

2,000

Source(s)

Title I

### 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

Continue to support our students with Social Emotional Learning by providing instructional tools to support 2nd Step Implementation, compensation for staff and materials to maintain the Mentor Program, and keeping the Calming Room stocked with current sensory items for students.

#### 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)

5,500

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

NEW GOAL

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

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

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$113,319.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$387,995.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$113,319.00

Subtotal of additional federal funds included for this school: \$113,319.00

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCAP	\$274,676.00

Subtotal of state or local funds included for this school: \$274,676.00

Total of federal, state, and/or local funds for this school: \$387,995.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP	274,676.00
Title I	113,319.00

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCAP	274,676.00
	Title I	113,319.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	363,495.00
Goal 2	15,000.00
Goal 3	9,500.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

## **Name of Members**

## **Role**

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 November 1, 2023.

Attested:



Principal, Kelly Williams, Principal on November 1, 2023



SSC Chairperson, Gina Ruiz on November 1, 2023

# 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/>

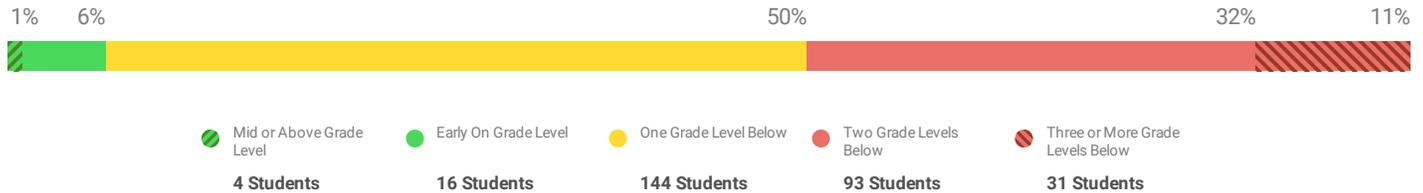
Developed by the California Department of Education, January 2019

# Diagnostic Results

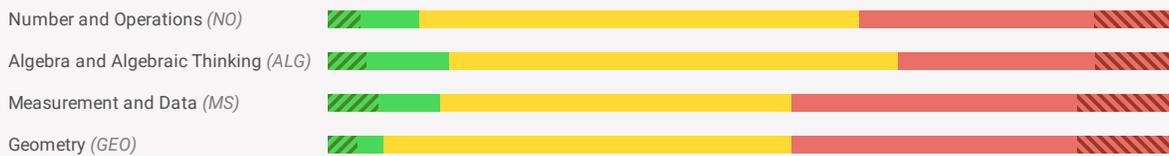
School: JEFFERSON ELEMENTARY  
 Subject: Math  
 Academic Year: 2023 - 2024  
 Diagnostic: Most Recent  
 Prior Diagnostic: None

## Overall Placement

Students Assessed/Total: 288/299



### Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		2%	5%	93%	0%	0%	42/42
Grade 1		0%	0%	45%	55%	0%	51/51
Grade 2		4%	2%	43%	51%	0%	51/51
Grade 3		0%	4%	48%	34%	14%	50/53
Grade 4		2%	12%	37%	31%	18%	49/54
Grade 5		0%	11%	40%	16%	33%	45/48

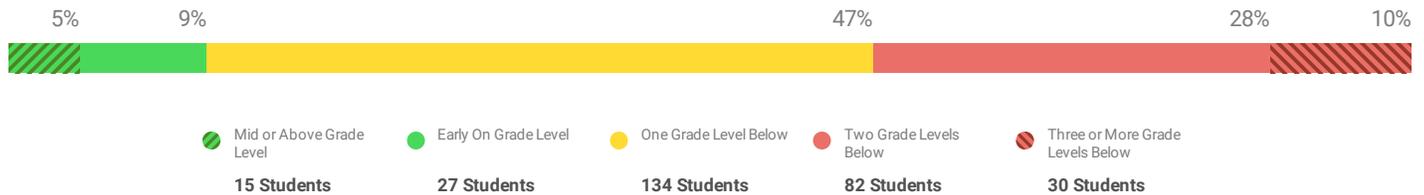


# Diagnostic Results

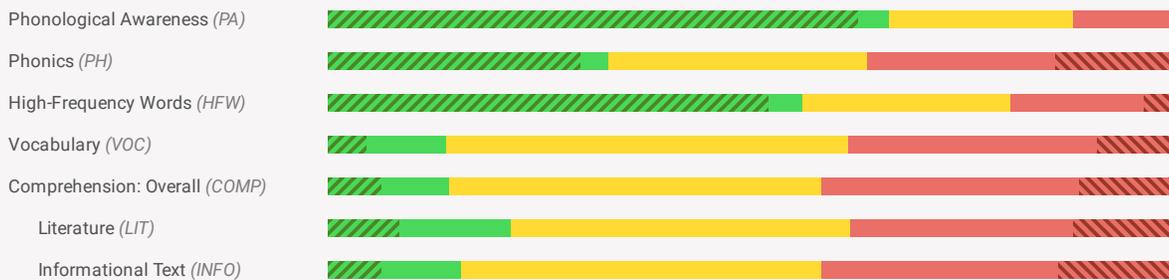
School: JEFFERSON ELEMENTARY  
 Subject: Reading  
 Academic Year: 2023 - 2024  
 Diagnostic: Most Recent  
 Prior Diagnostic: None

## Overall Placement

Students Assessed/Total: 288/299



### Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		7%	10%	83%	0%	0%	42/42
Grade 1		2%	0%	67%	31%	0%	51/51
Grade 2		8%	8%	43%	41%	0%	51/51
Grade 3		2%	18%	26%	38%	16%	50/53
Grade 4		10%	10%	43%	18%	18%	49/54
Grade 5		2%	11%	20%	38%	29%	45/48





# 2022-23 Smarter

## Balanced

### Performance Summary

#### ELA (Summative): All Grades

Grade: 3

Site: Jefferson School

Roster Date: Control Panel (06-08-2023)

Grades: All

English Proficiencies: All

Reported Race: All Reported Races

Gender(s): All

Special Education: Special & Non Special Ed

Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

#### Overall Score Levels

- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

#### Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 06/21/2023  
by Illuminate Education

Overall Performance: 46 students

# 33%

15 Students

4  
13.0%  
6 Students

3  
19.6%  
9 Students

Average Distance from Level 3 -25

# 67%

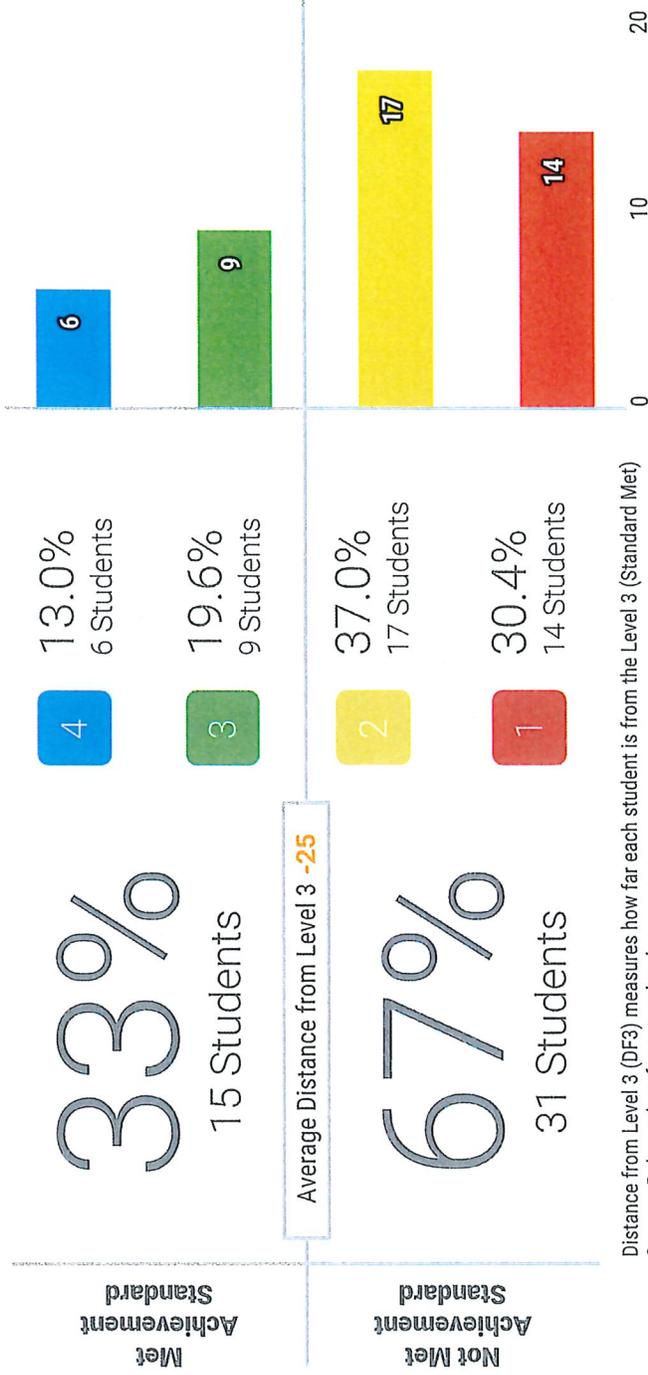
31 Students

2  
37.0%  
17 Students

1  
30.4%  
14 Students

Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

*2/22 - 25% -> +8%*



*EPSED 38%*

ADDITIONAL FILTERS APPLIED: Students: All Students Addl Student Group: All Students

# 2022-23 Smarter

## Balanced

### Performance Summary

#### Math (Summative): All Grades

Grade: 3  
 Site: Jefferson School  
 Roster Date: Control Panel (06-08-2023)

Grades: All  
 English Proficiencies: All  
 Reported Race: All Reported Races  
 Gender(s): All  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

#### Overall Score Levels

- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

#### Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 06/21/2023  
 by Illuminate Education

Overall Performance: 46 students

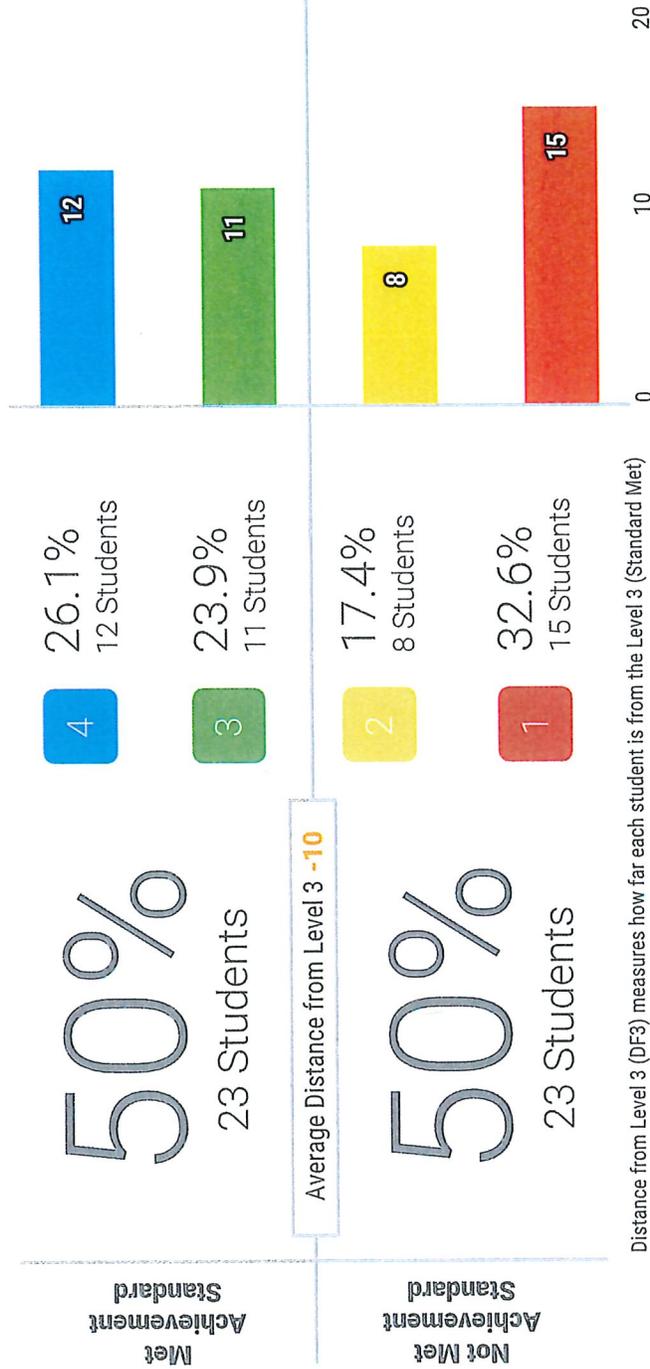
# 50%

23 Students

Average Distance from Level 3 -10

# 50%

23 Students



Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

*21/22 38% → +12%*

*EPUSD 39%*

ADDITIONAL FILTERS APPLIED: Students: All Students Addl Student Group: All Students

# 2022-23 Smarter

## Balanced

### Performance Summary

#### Math (Summative): All Grades

Grade: 4  
Site: Jefferson School  
Roster Date: Control Panel (06-08-2023)

Grades: All  
English Proficiencies: All  
Reported Race: All Reported Races  
Gender(s): All  
Special Education: Special & Non Special Ed  
Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

#### Overall Score Levels

- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

#### Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 06/21/2023  
by Illuminate Education

Overall Performance: 48 students

# 31%

15 Students

4  
12.5%  
6 Students

6

3  
18.8%  
9 Students

9

Average Distance from Level 3 -45

# 69%

33 Students

2  
27.1%  
13 Students

13

1  
41.7%  
20 Students

20

Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

*2/29 13% → +18%*

*Based on current students ~53% not a above*

*E. P. V. S. D. 27%*

ADDITIONAL FILTERS APPLIED: Students: All Students Addl Student Group: All Students

# 2022-23 Smarter

## Balanced

Performance Summary

**ELA (Summative): All Grades**

Grade: 4  
 Site: Jefferson School  
 Roster Date: Control Panel (06-08-2023)

Grades: All  
 English Proficiencies: All  
 Reported Race: All Reported Races  
 Gender(s): All  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

Overall Score Levels

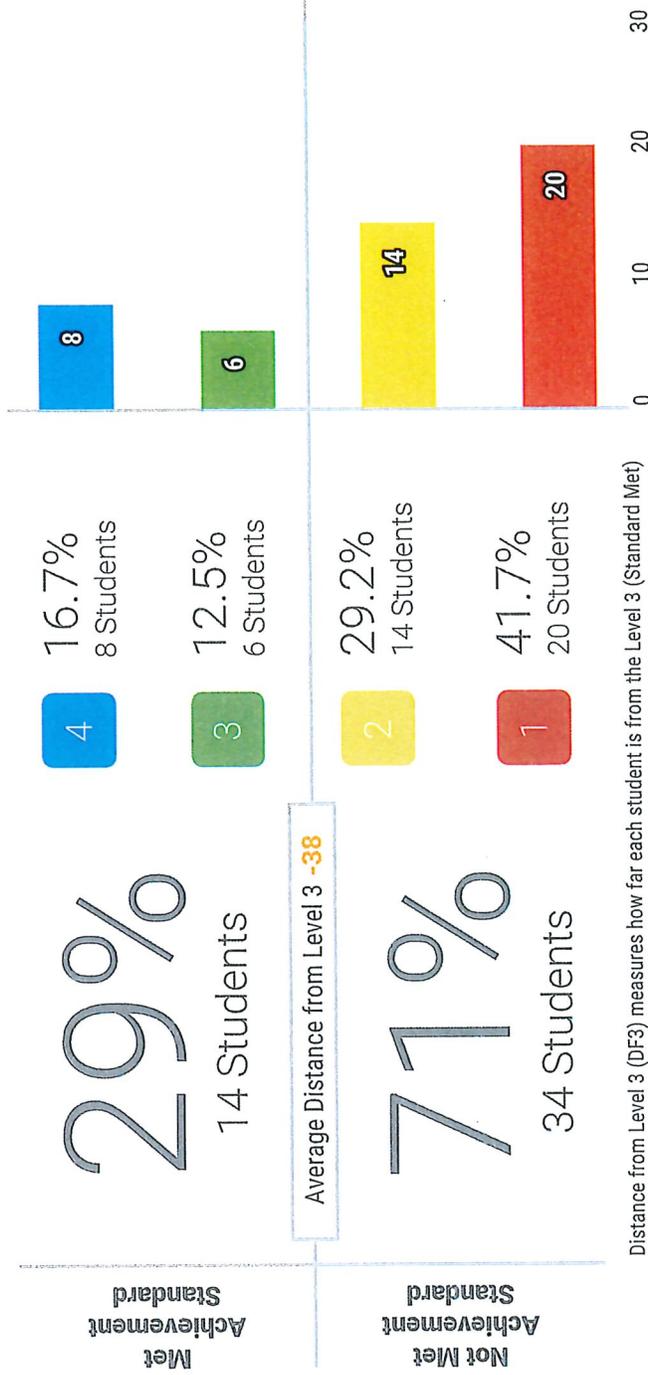
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 06/21/2023  
 by Illuminate Education

Overall Performance: 48 students



Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

*21/22 - 25% → 44%*

*Based on current enrollment ~ 41% at or above*

*PISD 33%*

ADDITIONAL FILTERS APPLIED: Students: All Students Addl Student Group: All Students

# 2022-23 Smarter

## Balanced

### Performance Summary

#### Math (Summative): All Grades

Grade: 5  
 Site: Jefferson School  
 Roster Date: Control Panel (06-08-2023)

Grades: All  
 English Proficiencies: All  
 Reported Race: All Reported Races  
 Gender(s): All  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

#### Overall Score Levels

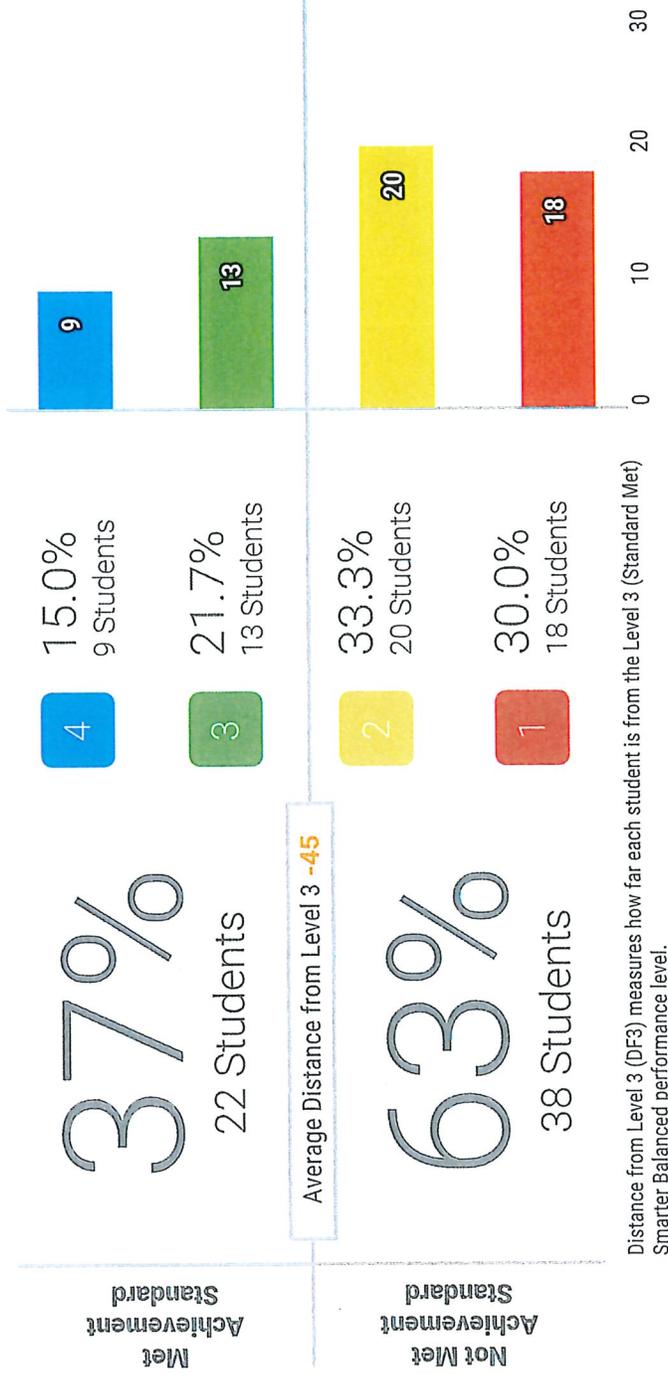
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

#### Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 06/21/2023  
 by Illuminate Education

Overall Performance: 60 students



Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

*2/22 29% → +8%*

*Based on Current Student 26% met/exceeded*

*CPUSD - 22%*

ADDITIONAL FILTERS APPLIED: Students: All Students Add Student Group: All Students

# 2022-23 Smarter

## Balanced

### Performance Summary

#### ELA (Summative): All Grades

Grade: 5  
Site: Jefferson School  
Roster Date: Control Panel (06-08-2023)  
Grades: All

English Proficiencies: All  
Reported Race: All Reported Races  
Gender(s): All  
Special Education: Special & Non Special Ed  
Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

#### Overall Score Levels

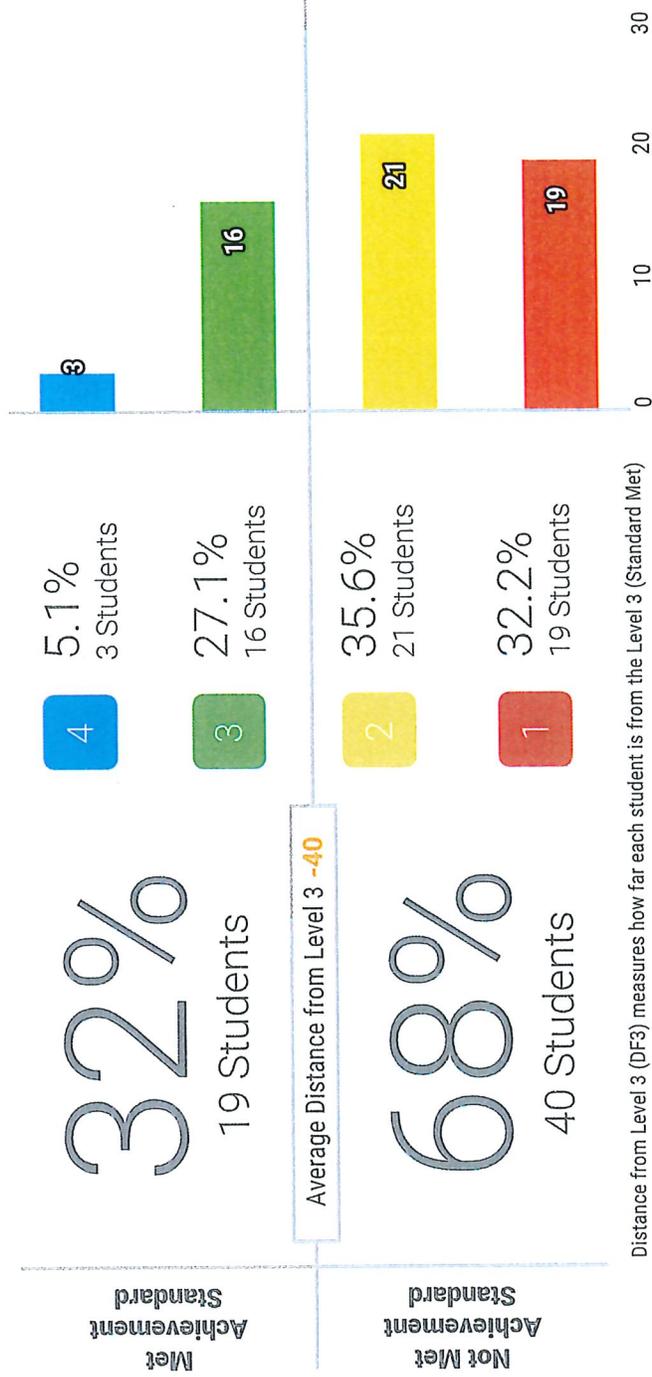
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

#### Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 06/21/2023  
by Illuminate Education

Overall Performance: 59 students



Average Distance from Level 3 -40

Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter-Balanced performance level.

*21/22 40% → -8%*

*Current students ~ 29% met or exceeded*

*EPISD-357*

ADDITIONAL FILTERS APPLIED: Students: All Students Addl Student Group: All Students

**Summative ELA**

Export

Column Order

0 empty rows Display value as Achievement levels

Show Hide Percent Number All Grouped

Organization Assessment Grade Academic Year Subgroup

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score + Error Band	Status Not Met Level 1	Status Near Met Level 2	Status Met Level 3	Status Exceeded Level 4
District Paramount Unifi...	3	2018-19	Overall	1016		2409 ± 3	31%	27%	24%	16%
			Overall	832		2399 ± 3	36%	24%	22%	15%
	4	2018-19	Overall	1008		2452 ± 3	34%	21%	26%	17%
			Overall	824		2432 ± 3	42%	24%	20%	12%
	5	2018-19	Overall	1036		2481 ± 3	31%	25%	29%	13%
			Overall	907		2465 ± 3	39%	25%	23%	11%
School Jefferson Eleme...	3	2018-19	Overall	61		2391 ± 10	29%	42%	18%	9%
			Overall	51		2408 ± 13	31%	39%	23%	11%
	4	2018-19	Overall	65		2451 ± 10	33%	24%	27%	13%
			Overall	54		2428 ± 13	41%	25%	14%	14%
	5	2018-19	Overall	77		2479 ± 11	32%	19%	36%	11%
			Overall	68		2451 ± 11	39%	32%	23%	4%

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Exceeded Level 1	Standard Exceeded Level 2	Standard Exceeded Level 3	Standard Exceeded Level 4
District Paramount Unif...	3	2018-19	Overall	1020		2428 ± 3	27%	24%	29%	18%
			Overall	831		2407 ± 3	35%	25%	24%	14%
	4	2018-19	Overall	1005		2461 ± 3	26%	31%	27%	13%
			Overall	821		2433 ± 3	38%	34%	18%	8%
	5	2018-19	Overall	1039		2474 ± 3	40%	31%	17%	10%
Overall			910		2452 ± 3	51%	26%	15%	6%	
School Jefferson Eleme...	3	2018-19	Overall	62		2431 ± 10	24%	19%	40%	16%
			Overall	49		2423 ± 16	32%	16%	24%	26%
	4	2018-19	Overall	64		2468 ± 10	29%	23%	29%	17%
			Overall	52		2433 ± 11	42%	28%	17%	11%
	5	2018-19	Overall	77		2501 ± 11	31%	19%	29%	19%
Overall			67		2470 ± 13	34%	32%	19%	13%	