School Year: **2025-26**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John R. Williams Elementary School	39685696041909	October 12, 2025	October 22, 2025

Purpose and Description

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

Schoolwide Program

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

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

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

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

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

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

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

Comprehensive Needs Assessment Components

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

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

English Learner parents were given a Needs Assessment survey. Responses communicated that parents felt informed about our language assessments and the language programs available but would still like to know more. Two to one, parents felt informed about our Dual Language program. Most parents felt somewhat informed about Special Education programs. Parents felt they did not know much about Honors and Advanced Placement programs. Parents wanted to know more about the ELPAC assessment given to English Learners and more about the criteria for reclassification from EL to FEP. Parents and upper elementary students were given the Youth Truth survey. Responses reflected that families felt safe with their children at JRW and that there were open and effective lines of communication between families and school. It also reflected that some families struggled to have positive relationships based upon care and approachability with the school. Some families struggled to feel engaged and empowered by the school. Parent Square has been our primary tool for communication with families and it has been very effective. 98.6% of our parents were contactable in Parent Square. The app was downloaded by 54% of parents, 79% receive emails, and 25% receive texts. 8% more parents uploaded the Parent Square app in 2024. Teachers also use Parent Square to effectively communicate with their student's families.

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

Twenty-five formal observations of 30-40 minutes each were conducted at John R. Williams in 2024-2025. Observations were in person during normal class time. In addition, informal walk throughs were conducted daily in classrooms. Teachers used a variety of strategies to engage students in learning including Literature Circles, Shared Google Slide Presentations, Vertical White Boards with groups, Project Based Learning, stations, and small group instruction. Teachers also used technology to enhance instruction and engagement including iReady. Students academic stamina improved over the year and academic progress was made progressively.

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

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

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

Standards, Assessment, and Accountability

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

The State CAASPP assessment was administered to 3rd-6th graders and Amplify was administered to K-3rd grade students. iReady assessments were administered to K-6th grade students. IReady and Amplify assessments were administered BOY, MOY, and EOY, with the exception of Kindergarten. Math curriculum HMH was used by all teachers. Assessments are also administered in Spanish to our Dual Language students. 3rd-6th grade Dual Language students take the CSA in addition to CAASPP. and associated information for parents is provided in Spanish. Data from these assessments inform groupings for Tier II and Tier III intervention, especially in early literacy. Assessments are given 2, or typically 3, times a year to progress monitor students. All Dual Language students also take the AVANT Spanish test. AVANT is the only test given Kindergarten through 12th grade once each year at the beginning of the year and for placement of incoming 7th and 9th grade Dual Language students.

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

Grade level teacher collaboration happened 2-3 times monthly wherein teachers discussed student academic progress, look at groupings, and reviewed assessment data that drives Tier I interventions. Skills identified as struggling areas for students were addressed in small groups by the teacher, digital intervention lessons, and additional whole group instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

Professional development for John R. Williams staff was aligned to content standards. Teachers received professional development through District Wide Collaborations and CABE for Dual Language staff. Abundant online professional development was made available to all teachers throughout the year. JRW teachers attended Math PD during break and Summer.

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

Continuous, ongoing professional development was available, in numerous content areas and skill development, for all staff.

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

ELAC, PTSA and School Site Council were involved in the planning, implementation, and evaluation of the school plan in addition to certificated and classified staff. There was recurring discussion regarding school safety and Social Emotional Learning.

Funding

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

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

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 2024-25 SPSA was reviewed in Fall 2025 with the School Site Council (SCC). Goals were reviewed and progress discussed. SSC provided input about the goals and the 2025-26 plan was updated based on feedback from SSC and ELAC.

Resource Inequities

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

No known resource inequities have been identified.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.17%	0.37%	%	1	2	
African American	10.96%	10.54%	9.91%	63	57	55
Asian	9.57%	8.50%	9.37%	55	46	52
Filipino	1.22%	0.92%	0.90%	7	5	5
Hispanic/Latino	63.13%	67.10%	67.93%	363	363	377
Pacific Islander	0.52%	0.18%	0.36%	3	1	2
White	9.74%	7.95%	5.77%	56	43	32
Two or More Races	4.52%	4.44%	5.41%	26	24	30
Not Reported	0.17%	%	0.36%	1		2
			Total Enrollment	575	541	555

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			24
Kindergarten	96	72	76
Grade 1	78	68	72
Grade 2	72	71	71
Grade3	68	70	73
Grade 4	83	70	78
Grade 5	87	84	71
Grade 6	91	82	90
Total Enrollment	575	541	555

Conclusions based on this data:

1. The population of JRW is 68% Hispanic, far and above all other student groups. We are about 10% African American, 10% Asian, 6% White, and 6% other.

2. Our enrollment increased a bit from 23-24 to 24-25 and was highest in Kindergarten, 4th, and 6th grades.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
English Learners	116	126	119	20.2%	23.3%	21.4%
Fluent English Proficient (FEP)	31	21	33	5.4%	3.9%	5.9%
Reclassified Fluent English Proficient (RFEP)	5	10	9	4.3%	7.9%	7.6%

Conclusions based on this data:

1. JRW maintains a large English Learner population across years, consistently over 20%

2. Since 22-23, we have doubled the number of students who have RFEP'd to 10 in 23-24, and 9 in 24-25.

3. Of our EL students, about 8% have RFEP'd each year for the past two years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	72	70	74	70	67	71	70	67	71	97.2	95.7	95.9
Grade 4	84	85	74	83	80	64	83	80	64	98.8	94.1	86.5
Grade 5	89	90	85	88	90	80	88	90	80	98.9	100.0	94.1
Grade 6	85	94	85	78	92	81	77	92	81	91.8	97.9	95.3
All Grades	330	339	318	319	329	296	318	329	296	96.7	97.1	93.1

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2394.	2383.	2374.	10.00	14.93	14.08	21.43	14.93	16.90	32.86	29.85	18.31	35.71	40.30	50.70
Grade 4	2417.	2410.	2407.	9.64	10.00	4.69	21.69	15.00	15.63	20.48	18.75	26.56	48.19	56.25	53.13
Grade 5	2435.	2434.	2442.	7.95	5.56	8.75	22.73	21.11	18.75	17.05	16.67	20.00	52.27	56.67	52.50
Grade 6	2451.	2475.	2502.	7.79	6.52	13.58	11.69	28.26	28.40	28.57	28.26	18.52	51.95	36.96	39.51
All Grades	N/A	N/A	N/A	8.81	8.81	10.47	19.50	20.36	20.27	24.21	23.10	20.61	47.48	47.72	48.65

Overall Achievement for All Students

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.43	8.96	16.90	61.43	61.19	46.48	27.14	29.85	36.62
Grade 4	12.05	6.25	4.69	61.45	67.50	62.50	26.51	26.25	32.81
Grade 5	7.95	7.78	11.25	57.95	55.56	51.25	34.09	36.67	37.50
Grade 6	6.49	15.22	14.81	46.75	47.83	50.62	46.75	36.96	34.57
All Grades	9.43	9.73	12.16	56.92	57.45	52.36	33.65	32.83	35.47

Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.00	10.45	7.04	47.14	49.25	35.21	42.86	40.30	57.75
Grade 4	7.23	3.75	3.13	57.83	47.50	46.88	34.94	48.75	50.00
Grade 5	12.50	4.44	7.50	39.77	48.89	48.75	47.73	46.67	43.75
Grade 6	7.79	5.43	11.11	32.47	45.65	51.85	59.74	48.91	37.04
All Grades	9.43	5.78	7.43	44.34	47.72	45.95	46.23	46.50	46.62

Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.71	13.43	4.23	74.29	67.16	74.65	20.00	19.40	21.13
Grade 4	4.82	5.00	1.56	63.86	80.00	70.31	31.33	15.00	28.13
Grade 5	7.95	7.78	7.50	70.45	75.56	75.00	21.59	16.67	17.50
Grade 6	9.09	9.78	12.35	67.53	72.83	75.31	23.38	17.39	12.35
All Grades	6.92	8.81	6.76	68.87	74.16	73.99	24.21	17.02	19.26

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.43	10.45	9.86	67.14	59.70	52.11	21.43	29.85	38.03
Grade 4	6.02	6.25	4.69	61.45	65.00	71.88	32.53	28.75	23.44
Grade 5	2.27	5.56	8.75	56.82	64.44	47.50	40.91	30.00	43.75
Grade 6	7.79	10.87	18.52	54.55	66.30	66.67	37.66	22.83	14.81
All Grades	6.60	8.21	10.81	59.75	64.13	59.12	33.65	27.66	30.07

Conclusions based on this data:

1. In overall achievement, 70% of our students are below grade level standard. In Reading, 36% of students are below standard and in Writing 47% are below standard. 30% of all students met or exceeded grade level overall.

2. In 3rd and 4th grades, 50% or more of our students are below standard in Writing. For all students, 46% are at or near grade level in writing.

3. 52% of all students are at or near standard in Reading, 12% are above, 36% are below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	72	70	74	72	70	73	72	70	73	100.0	100.0	98.6
Grade 4	84	85	74	83	84	72	83	84	72	98.8	98.8	97.3
Grade 5	89	90	85	87	90	84	87	90	84	97.8	100.0	98.8
Grade 6	85	94	85	80	92	82	80	92	82	94.1	97.9	96.5
All Grades	330	339	318	322	336	311	322	336	311	97.6	99.1	97.8

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2405.	2397.	2378.	9.72	8.57	5.48	25.00	22.86	20.55	23.61	30.00	27.40	41.67	38.57	46.58
Grade 4	2411.	2428.	2413.	0.00	3.57	5.56	15.66	14.29	16.67	40.96	42.86	29.17	43.37	39.29	48.61
Grade 5	2416.	2426.	2438.	3.45	7.78	8.33	6.90	10.00	7.14	25.29	20.00	17.86	64.37	62.22	66.67
Grade 6	2431.	2444.	2472.	5.00	4.35	12.20	11.25	9.78	9.76	22.50	31.52	30.49	61.25	54.35	47.56
All Grades	N/A	N/A	N/A	4.35	5.95	8.04	14.29	13.69	13.18	28.26	30.95	26.05	53.11	49.40	52.73

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.83	11.43	13.70	40.28	51.43	36.99	38.89	37.14	49.32
Grade 4	1.20	5.95	6.94	48.19	53.57	41.67	50.60	40.48	51.39
Grade 5	2.30	10.00	8.33	35.63	35.56	25.00	62.07	54.44	66.67
Grade 6	3.75	5.43	10.98	28.75	35.87	40.24	67.50	58.70	48.78
All Grades	6.52	8.04	9.97	38.20	43.45	35.69	55.28	48.51	54.34

Concepts & Procedures
Applying mathematical concepts and procedures

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.11	15.71	9.59	45.83	42.86	49.32	43.06	41.43	41.10
Grade 4	6.02	5.95	5.56	50.60	48.81	40.28	43.37	45.24	54.17
Grade 5	4.60	7.78	5.95	39.08	37.78	45.24	56.32	54.44	48.81
Grade 6	5.00	4.35	7.32	38.75	43.48	47.56	56.25	52.17	45.12
All Grades	6.52	8.04	7.07	43.48	43.15	45.66	50.00	48.81	47.27

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

Conclusions based on this data:

1. In overall Math achievement, 79% of all students are below standard. 26% of all students nearly met standard, 21% met or exceeded standard in Math.

2. 54% of all students are at or near standard in communicating reasoning. 46% of all students are at or near standard in problem solving and data analysis.

3. 54% of all students struggle with concepts and procedures (below standard). 36% of all students are at or near standard in applying mathematical concepts and procedures.

School and Student Performance Data

ELPAC Results

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.70	7.41	0.00	26.09	48.15	21.43	52.17	29.63	50.00	13.04	14.81	28.57	23	27	28
1	0.00	0.00	0.00	23.53	35.29	26.32	52.94	58.82	31.58	23.53	5.88	42.11	17	17	19
2	*	12.50	12.50	*	43.75	43.75	*	31.25	31.25	*	12.50	12.50	*	16	16
3	5.26	20.00	5.88	36.84	13.33	23.53	36.84	20.00	41.18	21.05	46.67	29.41	19	15	17
4	14.29	4.00	6.25	28.57	44.00	6.25	35.71	20.00	31.25	21.43	32.00	56.25	14	25	16
5	9.09	18.18	19.23	36.36	27.27	26.92	18.18	45.45	26.92	36.36	9.09	26.92	11	11	26
6	9.09	9.09	*	27.27	27.27	*	27.27	9.09	*	36.36	54.55	*	11	11	*
All Grades	7.62	9.02	6.82	29.52	36.89	26.52	38.10	30.33	34.85	24.76	23.77	31.82	105	122	132

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.39	11.11	3.57	34.78	48.15	17.86	34.78	29.63	46.43	13.04	11.11	32.14	23	27	28
1	17.65	11.76	21.05	41.18	41.18	31.58	35.29	47.06	15.79	5.88	0.00	31.58	17	17	19
2	*	25.00	37.50	*	56.25	37.50	*	6.25	18.75	*	12.50	6.25	*	16	16
3	15.79	20.00	17.65	47.37	26.67	41.18	21.05	6.67	11.76	15.79	46.67	29.41	19	15	17
4	7.14	12.00	12.50	57.14	44.00	31.25	21.43	20.00	0.00	14.29	24.00	56.25	14	25	16
5	18.18	18.18	38.46	45.45	72.73	19.23	9.09	0.00	19.23	27.27	9.09	23.08	11	11	26
6	18.18	18.18	*	36.36	36.36	*	18.18	9.09	*	27.27	36.36	*	11	11	*
All Grades	15.24	15.57	21.97	42.86	45.90	28.03	23.81	19.67	20.45	18.10	18.85	29.55	105	122	132

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		7.41	0.00		11.11	11.11		55.56	55.56		25.93	25.93		27	27
1		0.00	0.00		17.65	17.65		47.06	47.06		35.29	35.29		17	17
2		6.25	6.25		37.50	37.50		31.25	31.25		25.00	25.00		16	16
3		6.67	6.67		26.67	26.67		6.67	6.67		60.00	60.00		15	15
4		8.00	8.00		20.00	20.00		36.00	36.00		36.00	36.00		25	25
5		18.18	18.18		0.00	0.00		54.55	54.55		27.27	27.27		11	11
6	0.00	9.09	9.09	0.00	18.18	18.18	54.55	18.18	18.18	45.45	54.55	54.55	11	11	11
All Grades	2.86	7.38	7.38	20.95	18.85	18.85	36.19	37.70	37.70	40.00	36.07	36.07	105	122	122

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.74	22.22	10.71	69.57	66.67	67.86	8.70	11.11	21.43	23	27	28
1	52.94	35.29	26.32	35.29	64.71	52.63	11.76	0.00	21.05	17	17	19
2	*	50.00	31.25	*	43.75	62.50	*	6.25	6.25	*	16	16
3	42.11	33.33	17.65	42.11	26.67	52.94	15.79	40.00	29.41	19	15	17
4	50.00	20.00	25.00	42.86	60.00	25.00	7.14	20.00	50.00	14	25	16
5	18.18	9.09	23.08	54.55	63.64	53.85	27.27	27.27	23.08	11	11	26
6	9.09	9.09	*	54.55	54.55	*	36.36	36.36	*	11	11	*
All Grades	32.38	26.23	21.21	50.48	55.74	53.79	17.14	18.03	25.00	105	122	132

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.39	14.81	0.00	60.87	51.85	60.71	21.74	33.33	39.29	23	27	28
1	5.88	17.65	0.00	58.82	52.94	68.42	35.29	29.41	31.58	17	17	19
2	*	31.25	50.00	*	62.50	37.50	*	6.25	12.50	*	16	16
3	21.05	20.00	17.65	47.37	33.33	47.06	31.58	46.67	35.29	19	15	17
4	0.00	4.17	12.50	71.43	66.67	31.25	28.57	29.17	56.25	14	24	16
5	45.45	72.73	46.15	27.27	18.18	19.23	27.27	9.09	34.62	11	11	26
6	45.45	45.45	*	27.27	27.27	*	27.27	27.27	*	11	11	*
All Grades	19.05	23.97	22.73	51.43	48.76	43.18	29.52	27.27	34.09	105	121	132

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.35	7.41	0.00	73.91	70.37	67.86	21.74	22.22	32.14	23	27	28
1	17.65	11.76	5.26	35.29	58.82	36.84	47.06	29.41	57.89	17	17	19
2	*	6.25	0.00	*	75.00	81.25	*	18.75	18.75	*	16	16
3	0.00	6.67	5.88	63.16	40.00	35.29	36.84	53.33	58.82	19	15	17
4	7.14	8.00	0.00	64.29	56.00	12.50	28.57	36.00	87.50	14	25	16
5	9.09	9.09	11.54	36.36	72.73	46.15	54.55	18.18	42.31	11	11	26
6	0.00	9.09	*	9.09	18.18	*	90.91	72.73	*	11	11	*
All Grades	7.62	8.20	3.79	49.52	58.20	46.97	42.86	33.61	49.24	105	122	132

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.74	18.52	7.14	43.48	59.26	67.86	34.78	22.22	25.00	23	27	28
1	0.00	0.00	0.00	64.71	76.47	47.37	35.29	23.53	52.63	17	17	19
2	*	18.75	12.50	*	62.50	68.75	*	18.75	18.75	*	16	16
3	5.26	0.00	5.88	68.42	53.33	70.59	26.32	46.67	23.53	19	15	17
4	14.29	12.00	0.00	64.29	52.00	37.50	21.43	36.00	62.50	14	25	16
5	0.00	18.18	7.69	54.55	54.55	57.69	45.45	27.27	34.62	11	11	26
6	0.00	36.36	*	54.55	27.27	*	45.45	36.36	*	11	11	*
All Grades	8.57	13.93	6.82	55.24	56.56	58.33	36.19	29.51	34.85	105	122	132

Conclusions based on this data:

1. The number of students we ELPAC each year steadily increases and is always over 100.   We have increased close to 10 each year.

2. In overall language 66% of all EL students are at Level 1 and 2. 34% of all EL students are at Level 3 and 4.

3. 50% or all EL students are at Level 3 and 4 in Oral Language. 73% of EL students are level 1 and 2 in Written. 49% of EL students are in the beginning domain for Reading
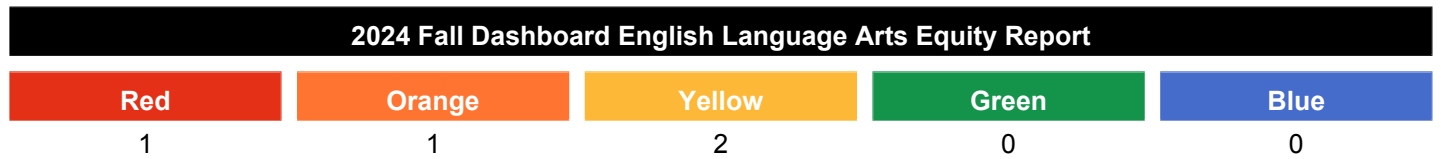
School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
541	**80.2%**	**23.3%**	**0.6%**
Total Number of Students enrolled in John R. Williams Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	126	23.3%
Foster Youth	3	0.6%
Homeless	35	6.5%
Socioeconomically Disadvantaged	434	80.2%
Students with Disabilities	75	13.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	57	10.5%
American Indian	2	0.4%
Asian	46	8.5%
Filipino	5	0.9%
Hispanic	363	67.1%
Two or More Races	24	4.4%
Pacific Islander	1	0.2%
White	43	7.9%

Conclusions based on this data:

1. Since 2022, we have increased 14.6% socioeconomically disadvantaged in our student population (80.2%), increased 6% in English Learners (23.3%), increased .4% in foster youth (.6%)

2. The needs of our student population have increased academically, socioeconomically, and social-emotionally. We have 35 homeless students (6.5%) amidst all our students.

3. We are a culturally rich and diverse school with economically challenged families and deep roots.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Yellow		

Conclusions based on this data:

1. Teaches and staff have worked to engage students with activities to improve attendance in structured and unstructured settings, and it is working. We are yellow in Language Arts, Math, and EL progress. Though scores are low, points below standard are diminishing. 43% or our EL are making progress toward ELA proficiency (increase of 3%). Our chronic absenteeism decreased 2.8% in 2024 (and overall 7.1% decrease since 2022).

2. We have significantly reduced suspensions and are effectively using Other Means of Correction. Staff have been building strong student relationships and community in their classrooms. Restorative practices are being effectively used. Our suspension rates have decreased 9.9% from 2022-2024 to 1.2% and we are in green.

3. Our Wellness Center functions smoothly and effectively with appointments and intervention. Student skill development in self regulation, de-escalation, and social emotional learning increased exponentially throughout the year thanks to our lead counselor and staff.

School and Student Performance Data

Academic Performance
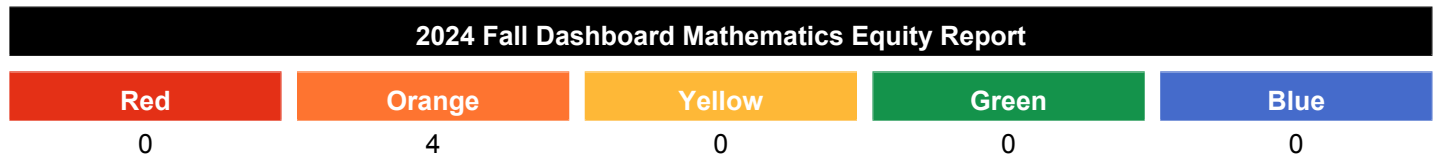## English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Red	No Performance Color
47.9 points below standard	70.1 points below standard	Less than 11 Students
Increased 8.4 points	Maintained 2.2 points	
283 Students	62 Students	1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Less than 11 Students	51.1 points below standard	57.2 points below standard
	Increased 44.1 points	Increased 8.6 points
2 Students	16 Students	225 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
104.3 points below standard	64.9 points below standard	Less than 11 Students
Increased 34.9 points	Increased 19.4 points	
44 Students	28 Students	2 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
16.2 points below standard	Less than 11 Students	50.6 points below standard
Increased 26.0 points		Increased 3.9 points
27 Students	4 Students	186 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	32.2 points below standard
		Declined 4.3 points
8 Students	1 Student	27 Students

Conclusions based on this data:

1. JRW will continue to revamp our ELD approach putting newcomers in English classes with Spanish support rather than placing newcomers in Dual Language. Support provided in developing both languages

2. Focus on Standards teaching will enhance overall skill development and curriculum alignment by grade level will improve outcomes

3. We will continue to provide push in support and reduce pulling out. We will continue after school tutoring. We will offer homework club to 5th and 6th grades initially.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	No Performance Color
70.4 points below standard	80.2 points below standard	Less than 11 Students
Increased 5.6 points	Maintained 2.7 points	
289 Students	68 Students	1 Student
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	77.4 points below standard	82.3 points below standard
	Increased 30.0 points	Maintained 1.6 points
2 Students	18 Students	231 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
121.9 points below standard	109.0 points below standard	Less than 11 Students
Increased 41.4 points	Increased 15.4 points	
44 Students	28 Students	2 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
43.1 points below standard	Less than 11 Students	70.8 points below standard
Increased 3.5 points		Maintained 1.4 points
27 Students	4 Students	192 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	46.2 points below standard
		Increased 6.9 points
8 Students	1 Student	27 Students

Conclusions based on this data:

1. Overall in Math we improved 5.6 points from 2023. Push in support, rather than pulling out, is working. Hispanic students, students with disabilities, and socioeconomically disadvantaged students are all in Orange with improved or maintained points.

2. We will continue to employ high engagement math resources including gaming and digital skill development, concept review, and realia.

3. Teachers and staff will continue to unpack the HMH math curriculum, attend professional development, use vertical white boards, and focus on Math skill development.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Yellow	No Performance Color
43.0 points above standard making progress.	making progress.
Number Students: 86 Students	Number Students: 1 Student

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.

2024 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**
20	29	0	37

Conclusions based on this data:

1. JRW will continue to provide professional development for staff for ELD

2. Staff will continue to develop the writing skills of EL's to progress toward academic proficiency

3. Newcomers will received skill development in English with targeted specific skills. Small group instruction during school and tutoring during the day or after school through crossover paraprofessional working with data informed EL's with groups from iReady and Amplify scores.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
29.6% Chronically Absent	26.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 2.8	Declined 1	1 Student
581 Students	152 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	35% Chronically Absent	31.8% Chronically Absent
4 Students	Increased 8.9	Declined 3.5
	40 Students	475 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
21.3% Chronically Absent	36.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 10.3	Declined 3.6	2 Students
94 Students	60 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Orange
23.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy	30.5% Chronically Absent
Declined 4.7	6 Students	Declined 2.1
47 Students		397 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
37.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy	11.4% Chronically Absent
Increased 4.2	1 Student	Declined 11.1
24 Students		44 Students

Conclusions based on this data:

1. JRW staff will continue high engagement activities, in and out of class, to increase student attendance

2. Administration team will meet monthly to review attendance data and increase contact with families

3. Chronic absenteeism decreased in every identified student sub group. We declined 2.8% from 2023 and overall 7.1% from 2022.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

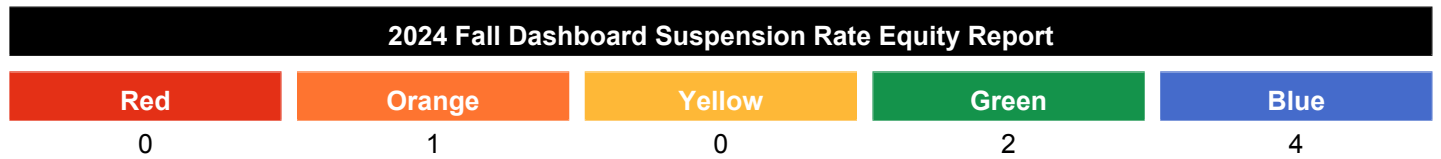## Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	2	4

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Blue	No Performance Color
1.2% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 3.3%	Declined 2.3%	1 Student
600 Students	160 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	7.5% suspended at least one day	1.4% suspended at least one day
4 Students	Increased 3.2%	Declined 3.3%
	40 Students	492 Students

Students with Disabilities	African American	American Indian
Green	Orange	No Performance Color
2.1% suspended at least one day	7.9% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 3.9%	Declined 0.3%	2 Students
97 Students	63 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0.5% suspended at least one day
Declined 7%	6 Students	Declined 2.8%
48 Students		409 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Declined 3.6%	1 Student	Declined 5.1%
25 Students		46 Students

Conclusions based on this data:

1. JRW will continue to teach students how to engage with one another and self regulate, using the Wellness Center for counseling and counselors for small group social interaction teaching. We will continue to support the social/emotional needs of our students.

2. Administrators will continue to employ robust Other Means of Correction to modify and educate student behavior and restorative practices to mitigate conflict and build community in and out of the classroom.

3. Overall suspensions were significantly reduced at every measurable indicator. We had 4 blue, 2 green, and 1 orange indicator dropping suspension rate to 1.2% in 2024

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Provide all students with access to broad and challenging curriculum to ensure all students graduate college/career ready.

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade 3-6 students and subgroups meeting or exceeding standards - CAASPP ELA	Grade 3 - 31% Grade 4 - 20% Grade 5 - 25%. Grade 6 - 35% 2024-2025 CAASPP ELA Actuals Schoolwide 28% at or above grade level ELA actual 24-25 EL's who progressed at least one ELPI level 43% Actual (up 3%) EL's who maintained ELPI levels 33.7% Actual EL's who decreased at least one ELPI level 23.3% Actual	Grade 3 - 35% Grade 4 - 25% Grade 5 - 30% Grade 6 - 37% 2025-2026 Expected Schoolwide - 35% Expected 25-26 EL's who progressed at least one ELPI level 45% Expected EL's who maintained ELPI levels 35% Expected EL's who decreased at least one ELPI level 20% Expected
Percentage of Grade K-6 Students Proficient/Above - iReady Reading	Kindergarten 55% Grade 1 - 49% Grade 2 - 51% Grade 3 - 57% Grade 4 - 29% Grade 5 - 34% Grade 6 - 36% Spring 2025 iReady Actuals	Kindergarten 60% Grade 1 52% Grade 2 53% Grade 3 60% Grade 4 35% Grade 5 39% Grade 6 40% Spring 2026 iReady Expected

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000.00	Title I Part A: Allocation

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in Dual Language program

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500.00	Title I Part A: Allocation

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
31,020.00	Title I Part A: Allocation

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000.00	Title I Part A: Allocation

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

Title I teacher and paraprofessionals effectively worked with small groups targeting specific literacy needs identified through Amplify testing (a digital assessment of DIBELS Eighth Edition). Amplify testing was used in all classes from Kindergarten to 3rd grade. iReady Testing was administered in all grade levels (K-6th) and three times yearly for 1st-6th grades. Teachers engaged in small group instruction in their classrooms to focus on specific literacy skill development. Student attention, focus, and time on task increased throughout the school year. Teaching strategies implemented yielded significant academic advancement as Amplify scores at or above grade level improved 18% in 1st grade and 10% in 2nd grade, from BOY to EOY. Kindergarten improved Amplify scores by 29% from MOY to EOY. School wide, 28% of all JRW students met or exceeded ELA grade level standards on CAASPP. After school tutoring was held for English learners and upper elementary newcomers.

The Dual Language team engaged in four days of professional development and collaboration sessions with CABE. The professional development continued to help focus our instructional content, language development, and assessments. The Dual Language team and administration continued to explore ideas regarding program progression through middle and high school. The Dual Language team also engaged in grade level vertical alignment, to language standards in Spanish, resulting in grade level standard matrices. Initial work then began on DL grade level assessment matrices at the very end of the school year.

Digital professional development opportunities were constantly provided to all teachers in all content areas by the district throughout the year. Books and resources were purchased for every classroom to enhance classroom libraries and increase educational resources. Many new books were purchased for the school library to increase bilingual reading material, refresh old books, as well as genre selection and reading levels.

District Wide Collaboration Days (DWCD) focused grade levels on teaching to state standards by facilitating vertical alignment in each grade level resulting in standard matrices. Each grade levels then used these five standard, five cycle, matrices to create assessment matrices. DWCD facilitated the beginning of standards based teaching and thinking, rather then curriculum based teaching.

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 2024-25 school year challenged academic student growth. Grade levels engaged in academic learning, experienced awesome field trips, and grew socially and emotionally. Students were challenged both academically and in social responsibility as they worked and played together.

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

There are no changes to this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of 3-6 Grade students meeting or exceeding standards - CAASPP Mathematics	Grade 3 - 41%. Grade 4 - 19% Grade 5 - 21% Grade 6 - 19% Spring 2025 CAASPP Math Actuals	Grade 3 - 43% Grade 4 - 24% Grade 5 - 26% Grade 6 - 25% Spring 2026 Expected
Percentage of Grade K-6 Students Proficient/Above - iReady Math	Kindergarten - 33% Grade 1 - 49% Grade 2 - 34% Grade 3 - 46% Grade 4 - 27% Grade 5 - 47% Grade 6 - 30% Spring 2025 iReady Math Actuals	Kindergarten - 38% Grade 1 - 54% Grade 2 - 38% Grade 3 - 50% Grade 4 - 30% Grade 5 - 50% Grade 6 - 34% Spring 2026 Expected

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

2.1 Teacher collaboration and teacher resources to creatively implement instruction and adapt learning tools for improved student achievement and engagement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,219	Title I Part A: Allocation

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.2 Students who need additional support in Math will receive small group instruction funded through Title I. Tutoring will be funded with Title I funds. Purchase supplemental physical and digital resources and materials.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000	Title I Part A: Allocation

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

12,000.00	Title I Part A: Allocation

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

From the Spring of 2024 to the Spring of 2025 3rd grade experienced significant improvement in their Math CAASPP scores from 26% met or exceeded grade level standards to 41%, an increase of 15%. Our 5th graders also improved from 15% to 21%, a 5% increase. We dipped slightly in 4th and 6th grade. Teachers effectively implemented tools and resources, such as vertical white boards and manipulatives, to teach math. In addition, games and digital competitions such as Kahoot and Waggle highly engaged students. IReady Math uses short, consistent lessons online to enhance student skills and iReady assessments help to progress monitor student learning. School wide, 23% of our student have met or exceeded grade level standards in Math. 28% have nearly met grade level. 5th grade teachers focused on creatively implementing Math instruction to engage students in their own learning. One teacher tutored small groups after school.

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

No major differences.

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

No major changes.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - the percentage of students who are suspended at least once during the academic year - CA Dashboard	1.2% 2024 (down 3.3%)	3% 2025 Expected
Percentage of K-6 students identified as chronically absent - absent from school 10% or more for the total number of days that they are enrolled in school - Aeries	29.6% 2024 (down 2.8%)	25% 2025 Expected

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,292.00	Title I Part A: Allocation

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Unrestricted

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000.	Title I Part A: Allocation

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	Unrestricted

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000	Title I Part A: Allocation

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.6 Teachers and staff will implement high engagement programs, materials, and activities to increase student engagement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	Title I Part A: Allocation

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In the 2024-25 we taught positive social interaction and conflict resolution using Second Step SEL Curriculum across 1st grade. This social emotional learning curriculum used puppets, videos, and role playing. The teacher facilitating used older grade level students to help teach the curriculum, reinforcing SEL skills in those students. Students learned how to emotionally self regulate, breathing to calm down, how to read a social situation, and vocabulary for identifying feelings and responses to conflict.

Our full time counselor worked to de-escalate and resolve social conflicts, met with small groups, counseled one on one, and did classroom presentations. She also worked with our youngest students on emotional regulation and de-escalation. In the beginning of the school year we had a part time counselor who also worked with small groups of younger students, counseled, and taught littles how to play together socially. Our wellness center was a hub of activity where students went (by appointment) to reset, self regulate, receive guidance, and talk through conflict and stress. Our counselor carried a huge caseload and effectively managed her time. All staff consistently taught "hands off" at recess and in sports, reminding students not to put hands on one another. Administration effectively used "Other Means of Correction" rather than suspending students home. Students would spend time with our Focus Center teacher learning life skills about decision making, walking away from altercations, and restorative practices. Students would get refocused, de-escalated, and then back to class as soon as possible. We used buddy classroom for redirection and loss of privileges. Genuine Jaguar tickets were pulled every Friday at flag salute for prizes, two or three per grade level. Sports on the grass were big at recess, especially football and soccer. Adult supervision ensured safe play on both the grass and asphalt (basketball, kickball). My assistant principal (K. Ridley) last year did a fantastic job of contacting families who were chronically absent and providing support to them. She and our safety officer (J. Rocha) did home visits and check in's to help inspire families to come to school.

Grade level field trips were fantastic this year with all grade levels participating in educational trips and field trips were more efficiently spread out throughout the school year. We partnered with SJCounty Artist in Residence Program for eight weeks of art education in each classroom at every grade. After the holidays, professional artists would come to every classroom once a week for eight weeks to teach art to the students at every grade level. We had assemblies with the Stockton PD police dog and student enjoyed engaging with this wonderful dog.

We held our Spotlight on Success academic award night at the Lincoln Performing Arts Center in February where we recognized student academic achievement on the CAASSP, CAST, and CSA. We had tremendous parent support at this event and fostered student desire to continue academic advancement. Six student speakers were selected this year to share about their academic experiences at JRW and they inspired everyone in attendance. Some speakers addressed families in English and Spanish. We also held quarterly awards and end of the year awards ceremonies that included attendance, Habits of Mind, and students on the pathway to biliteracy.

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

No major differences.

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

No major changes.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4: Provide quality leadership, teaching, and learning to ensure a premium education for all students to maximize students' academic achievement.

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at family events as measured by Raptor, sign in sheets, google docs, and/or tickets.	275 Fall Carnival Attendance 250 Spotlight on Success Academic Awards Attendance 105 ELAC Cookie Event Attendance 215 Dual Language Potluck Attendance 250 Band, Strings, & Choral Concert Attendance 96% of Parents attended Parent/Teacher Conferences 75 Math Night 150 Craft Night 2024-2025 Actual	300 Fall Carnival Attendance 275 Spotlight on Success Academic Awards Attendance 115 ELAC Cookie Event Attendance 230 Dual Language Potluck Attendance 250 Band, Strings, Choral Concert Attendance 98% Parent attendance at Parent/Teacher Conferences 100 Math Night 150 Craft Night 100 STEM Night 2025-2026 Expected
Parent Square Percentage of Families With Active Accounts	98.6% Parents contactable through Parent Square 54% Downloaded App, 79% E-mail, 25% Text 2024-25 Actual	100% Parents contactable through Parent Square 60% Download Application, 80% E-mail, 35% Text 2025-26 Expected
Percentage of Families completing the Youth Truth Survey Response Rate	19% February 2025 Actual	60% February 2025 Expected

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2538.00	Title I Part A: Parent Involvement

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Unrestricted

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

We started 2024-25 with Back to School Night for all grade levels, TK-6th. Parents responded with wonderful attendance. Teachers opened their classrooms and shared expectations for the year with parents and families. Fall Parent Teacher Conferences were a great success with most all our families meeting with teachers to review the academic progress of their children. We held our fabulous Fall Carnival with close to 300 families attending enjoying games, food, raffles, costumes, and music. Holiday festivities and musical concerts were joyfully attended as parents enjoyed their children's participation in all these events. PTSA sponsored, grade levels hosted, monthly movie nights provided funding for many grade level field trips. Parent Square has been our primary, reliable means of communication with parents and families both in English and Spanish. Teachers use Google Classroom for their academics platform communication.

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

No major differences.

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

No major changes.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 5

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Learners Meeting or Exceeding Standards - CAASPP ELA	7.41% 2023-2024 Actual	20% 2024-2025
ELPAC	Level 4: 14.67% (7% increase) Level 3: 24.77% Level 2: 26.61% Level 1: 33.94% 2024-2025 ELPAC Actuals 43% of EL's making progress toward English Language Proficiency Increase of 3% (and 9.4% the year before) Actual 2024-25	Level 4: 20% Level 3: 27% Level 2: 26% Level 1: 27% 2025-2026 ELPAC Spring Expected 48% of EL's expected to make progress toward English Language Proficiency 2025-26

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,600	Title I Part A: Allocation

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Students received integrated and designated ELD daily. English Learners also received primary language support through small groups where paraprofessionals worked on specific language skills identified through iReady and Amplify testing. Students' skills steadily increased throughout the year through intervention and primary language support. English Learners were additionally supported with small group interventions in the afternoon and into the ASES after school program, extended day learning, with a crossover paraprofessional working on specific skills identified by iReady test scores. Title I teacher has worked diligently to educate families on the importance of reclassification in elementary years. Bilingual resources, classroom reading materials, and library books were increased in each grade level.

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

No major differences.

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

No major changes.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source This dropdown should be populated manually.	Funding Allocation This data field should be populated manually.	Funds Remaining to be Allocated This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	191631.00	0.00
Title I Part A: Parent Involvement	2538.00	0.00
Unrestricted	4000.00	0.00

Total Funding Allocation: 198,169
This field is auto calculated by DTS and manual entries will be overwritten automatically

Expenditures by Funding Source From SPSA Goals

Funding Source This field is auto calculated by DTS and manual entries will be overwritten automatically	Amount This field is auto calculated by DTS and manual entries will be overwritten automatically
	0.00
Title I Part A: Allocation	191,631.00
Title I Part A: Parent Involvement	2,538.00
Unrestricted	4,000.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically**):**
198,169.00

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

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Hassan Abdullahi	Parent or Community Member
Koreena Guerrero	Parent or Community Member
Aaron Nelson	Parent or Community Member
Ashley Snow	Parent or Community Member
Lily Hernandez	Parent or Community Member
Maria Elena Sandoval	Classroom Teacher
Lisa McCoy	Classroom Teacher
Cathe Long	Classroom Teacher
Melissa Guereca	Other School Staff
Karen Davila	Other School Staff
Jennifer Heck	Principal

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.

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.

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.

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.

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.

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 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.

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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