



# School Plan for Student Achievement (SPSA)

| School Name      | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------|-----------------------------------|----------------------------------------|---------------------------|
| Jefferson School | 39-68544-6041875                  | 2/26/2025                              |                           |

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

#### Schoolwide Program

The school wide program improves the entire educational program, which will result in improving school and performance indicators such as: academic performance, chronic absenteeism, graduation rate, and suspension rate.

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

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# Plan Description

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

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

## Schoolwide Program

The school wide program improves the entire educational program, which will result in improving school and performance indicators such as: academic performance, chronic absenteeism, graduation rate, and suspension rate.

## -About Jefferson School-

Jefferson School currently serves 401 students and is excited about the district's growth, which allows us to welcome even more students. Our mission is to collectively empower all students to reach their fullest academic, physical, and social potential. Our vision is to prepare every child for higher education, career success, and civic responsibility by eighth grade. We aim to ensure our students are proficient in algebraic thinking, capable of writing and presenting persuasive arguments, comprehending grade-level fiction and texts, completing qualitative and quantitative research, and understanding their role in democracy.

## -Core Values-

We are a values-driven institution, and our five core values are:

Be Responsible

Do Your Best Each Day

Think Before You Speak

Put Others First

Avoid Conflict

## -History-

Founded in 1878 as a one-room schoolhouse, Jefferson School has a rich history. It has survived relocations, a fire, and a temporary closure due to low enrollment. From 1929 until 1993, Jefferson was the sole K-8 school in our small rural community, serving about 200 students. With a strong sense of community, parents were actively involved, with mothers volunteering in classrooms on the weekdays and fathers helping with maintenance on the weekends.

## -Growth and Adaptation-

In 1991, new housing construction led to significant district growth. Jefferson expanded from a tight-knit community of 200 to over 500 students, necessitating program adaptations. The School Site Council implemented after-school interventions, Response to Intervention (RTI) classes, and required CLAD certification for teachers. These initiatives have helped close the achievement gap. Our students excel in Math Olympiad, Science Olympiad, Math Kangaroo, and other academic competitions. In addition, the school continues to send Tracy High School the majority of International Baccalaureate students. Jefferson School has been recognized as a California Distinguished School in 1989, 2009, and 2013, 2019, and most recently, 2024.

## -Programs and Initiatives-

Our school offers a multi-tiered system of support (MTSS), the DARE program for 5th graders, a science camp for 6th graders, and STEAM-based electives for our 7th and 8th grade students. We are in the fifth year of implementing Positive Behavior Intervention Support (PBIS) alongside restorative practices, aiming to increase student engagement and decrease disciplinary actions. Our data on the California Dashboard shows that our PBIS system is working, as our discipline related incidence have dropped significantly as well as students reporting feeling safe and welcomed here at Jefferson.

## -Extracurricular Activities-

Jefferson School emphasizes the development of well-rounded students. We offer opportunities to participate in volleyball, cross country, basketball, soccer, track and field, and flag football. Our advanced band, active for over sixty years, performs in various events, including the Tracy High School Homecoming Parade and the Forum Music Festival. Our Associated Student Body (ASB) program has excelled in organizing rallies, competitions, dances, spirit weeks, and charity fundraisers. Recently, our ASB partnered with the Tracy High Bulldog Project to combat bullying, enhance school spirit, and address social issues collaboratively with Tracy Crime Stoppers.

## -Facilities-

In November 2010, voters approved Measure J, enabling the construction of a new Jefferson School and gymnasium. The newly built campus has housed all students and staff since January 2016.

**-Professional Learning Community (PLC) Process-**  
Our staff is dedicated to the PLC process, annually reviewing and readopting our mission, vision, and collective commitments. We focus on individualized and tiered interventions (MTSS and PBIS), using research to refine grading strategies, implement common formative assessments, review data for re-teaching opportunities, and collaborate to achieve our mission. Our goal is to address student needs individually for each essential standard, with differentiated interventions for English Learners, special populations, and GATE students. We also emphasize behavioral interventions, employing restorative practices and providing multiple learning paths for behavioral improvement. Our on-site counselor and therapist support students and families with mental health and trauma-related needs. Our PLC and behavioral processes are reviewed throughout the school year by committees comprising staff and parents.

## Educational Partner Involvement

How, when, and with whom did Jefferson 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 School Site Council (SSC) shall develop the content of the School Plan for Student Achievement (SPSA) (EC Section 64001[g][1]). The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC (EC Section 64001[i]).

The SPSAs shall be reviewed and approved by the governing board or body of the local educational agency (LEA) at a regularly scheduled meeting whenever there are material changes that affect the academic programs for pupils covered by programs identified in this part (EC Section 64001[i]). If a SPSA is not approved by the governing board or body of the LEA, specific reasons for that action shall be communicated to the SSC (EC Section 64001[i]).

Modifications to any SPSA shall be developed, recommended, and approved or disapproved by the governing board or body of the LEA in the same manner (EC Section 64001[i]).

Jefferson School follows the above guidelines and meets regularly throughout the school year to review the SPSA.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

N/A

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

N/A

## Other Needs

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

Jefferson can continue to support our students that fall below proficient, including our English Learners and students in our Special Education program.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Jefferson 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 |       |       |
|                                | 23-24                 | 24-25  | 25-26  | 23-24              | 24-25 | 25-26 |
| American Indian                | 0.57%                 | 0.77%  | 0.50%  | 3                  | 3     | 2     |
| African American               | 1.53%                 | 2.32%  | 3.52%  | 8                  | 9     | 14    |
| Asian                          | 51.92%                | 42.27% | 40.45% | 271                | 164   | 161   |
| Filipino                       | 3.26%                 | 2.58%  | 3.02%  | 17                 | 10    | 12    |
| Hispanic/Latino                | 23.56%                | 28.61% | 27.89% | 123                | 111   | 111   |
| Pacific Islander               | 0.57%                 | 0.52%  | 0.50%  | 3                  | 2     | 2     |
| White                          | 13.98%                | 18.30% | 20.10% | 73                 | 71    | 80    |
| Multiple/No Response           | 4.41%                 | 4.38%  | 3.52%  | 23                 | 17    | 14    |
| Total Enrollment               |                       |        |        | 522                | 388   | 398   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 23-24              | 24-25 | 25-26 |
| Grade 5                           | 119                | 91    | 95    |
| Grade 6                           | 130                | 79    | 106   |
| Grade 7                           | 139                | 84    | 91    |
| Grade 8                           | 134                | 134   | 106   |
| Total Enrollment                  | 522                | 388   | 398   |

#### Conclusions based on this data:

1. Our highest ethnic groups are consistent with "Asian" being the highest, followed by "Hispanic/Latino."
2. Our enrollment has increased each year for the past 3 years.

# 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 |       |       |
|                                 | 23-24              | 24-25 | 25-26 | 23-24               | 24-25 | 25-26 |
| English Learners                | 51                 | 34    | 35    | 12.0%               | 9.8%  | 8.8%  |
| Fluent English Proficient (FEP) | 198                | 116   | 107   | 30.0%               | 37.9% | 26.9% |

### Conclusions based on this data:

1. Our English Learner population continues to hover around 10% of our school.
2. Our Fluent English Proficient population has continued to grow over the past 3 years.

# School and Student Performance Data

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

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 5                                | 122                    | 119   | 90    | 122                  | 119   | 89    | 122                       | 119   | 89    | 100.0                         | 100   | 98.9  |
| Grade 6                                | 134                    | 127   | 79    | 134                  | 127   | 79    | 134                       | 127   | 79    | 100.0                         | 100   | 100   |
| Grade 7                                | 113                    | 134   | 80    | 111                  | 134   | 80    | 111                       | 134   | 80    | 98.2                          | 100   | 100   |
| Grade 8                                | 95                     | 131   | 133   | 95                   | 130   | 133   | 95                        | 130   | 132   | 100.0                         | 99.2  | 100   |
| All Grades                             | 464                    | 511   | 382   | 462                  | 510   | 381   | 462                       | 510   | 380   | 99.6                          | 99.8  | 99.7  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 5                              | 2560.            | 2573. | 2560. | 48.36               | 47.90 | 44.94 | 22.13          | 36.13 | 28.09 | 15.57                 | 7.56  | 12.36 | 13.93              | 8.40  | 14.61 |
| Grade 6                              | 2588.            | 2578. | 2579. | 39.55               | 40.16 | 27.85 | 37.31          | 33.86 | 46.84 | 14.18                 | 12.60 | 17.72 | 8.96               | 13.39 | 7.59  |
| Grade 7                              | 2599.            | 2621. | 2605. | 33.33               | 43.28 | 30.00 | 37.84          | 37.31 | 42.50 | 16.22                 | 11.19 | 16.25 | 12.61              | 8.21  | 11.25 |
| Grade 8                              | 2632.            | 2643. | 2640. | 32.63               | 46.15 | 45.45 | 46.32          | 31.54 | 31.82 | 16.84                 | 17.69 | 14.39 | 4.21               | 4.62  | 8.33  |
| All Grades                           | N/A              | N/A   | N/A   | 38.96               | 44.31 | 38.42 | 35.28          | 34.71 | 36.32 | 15.58                 | 12.35 | 15.00 | 10.17              | 8.63  | 10.26 |

| <b>Reading</b><br><b>Demonstrating understanding of literary and non-fictional texts</b> |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                              | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                          | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 5                                                                                  | 34.43            | 36.97 | 31.46 | 59.02                 | 55.46 | 62.92 | 6.56             | 7.56  | 5.62  |
| Grade 6                                                                                  | 38.06            | 34.65 | 31.65 | 49.25                 | 51.18 | 58.23 | 12.69            | 14.17 | 10.13 |
| Grade 7                                                                                  | 30.63            | 37.31 | 32.50 | 59.46                 | 53.73 | 55.00 | 9.91             | 8.96  | 12.50 |
| Grade 8                                                                                  | 34.74            | 38.46 | 37.88 | 61.05                 | 49.23 | 54.55 | 4.21             | 12.31 | 7.58  |
| All Grades                                                                               | 34.63            | 36.86 | 33.95 | 56.71                 | 52.35 | 57.37 | 8.66             | 10.78 | 8.68  |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                     | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                 | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 5                                                         | 38.52            | 38.66 | 33.71 | 53.28                 | 52.10 | 58.43 | 8.20             | 9.24  | 7.87  |
| Grade 6                                                         | 27.61            | 26.77 | 26.58 | 64.93                 | 61.42 | 67.09 | 7.46             | 11.81 | 6.33  |
| Grade 7                                                         | 36.04            | 48.51 | 45.00 | 55.86                 | 43.28 | 45.00 | 8.11             | 8.21  | 10.00 |
| Grade 8                                                         | 35.79            | 50.00 | 45.45 | 53.68                 | 43.85 | 43.18 | 10.53            | 6.15  | 11.36 |
| All Grades                                                      | 34.20            | 41.18 | 38.68 | 57.36                 | 50.00 | 52.11 | 8.44             | 8.82  | 9.21  |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                             | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                         | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 5                                                                 | 21.31            | 21.85 | 15.73 | 69.67                 | 72.27 | 73.03 | 9.02             | 5.88  | 11.24 |
| Grade 6                                                                 | 26.87            | 24.41 | 21.52 | 68.66                 | 68.50 | 69.62 | 4.48             | 7.09  | 8.86  |
| Grade 7                                                                 | 22.52            | 20.15 | 18.75 | 65.77                 | 73.88 | 72.50 | 11.71            | 5.97  | 8.75  |
| Grade 8                                                                 | 26.32            | 20.77 | 28.03 | 70.53                 | 70.77 | 64.39 | 3.16             | 8.46  | 7.58  |
| All Grades                                                              | 24.24            | 21.76 | 21.84 | 68.61                 | 71.37 | 69.21 | 7.14             | 6.86  | 8.95  |

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                        | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 5                                                                                | 36.07            | 39.50 | 38.20 | 53.28                 | 57.98 | 57.30 | 10.66            | 2.52  | 4.49  |
| Grade 6                                                                                | 38.06            | 32.28 | 27.85 | 55.22                 | 58.27 | 64.56 | 6.72             | 9.45  | 7.59  |
| Grade 7                                                                                | 36.04            | 46.27 | 36.25 | 57.66                 | 47.76 | 60.00 | 6.31             | 5.97  | 3.75  |
| Grade 8                                                                                | 30.53            | 56.15 | 40.91 | 66.32                 | 40.00 | 53.79 | 3.16             | 3.85  | 5.30  |
| All Grades                                                                             | 35.50            | 43.73 | 36.58 | 57.58                 | 50.78 | 58.16 | 6.93             | 5.49  | 5.26  |

**Conclusions based on this data:**

1. Jefferson continues to ensure that 98% or more of students are tested each year.
2. Jefferson's overall achievement on testing continues to remain high with only 10% not meeting standards. More work needs to continue to support these students.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 5                                | 122                    | 119   | 90    | 122                  | 119   | 89    | 122                       | 119   | 89    | 100.0                         | 100   | 98.9  |
| Grade 6                                | 134                    | 127   | 79    | 134                  | 127   | 79    | 134                       | 127   | 79    | 100.0                         | 100   | 100   |
| Grade 7                                | 113                    | 134   | 80    | 111                  | 134   | 80    | 111                       | 134   | 80    | 98.2                          | 100   | 100   |
| Grade 8                                | 95                     | 131   | 133   | 95                   | 130   | 133   | 95                        | 130   | 133   | 100.0                         | 99.2  | 100   |
| All Grades                             | 464                    | 511   | 382   | 462                  | 510   | 381   | 462                       | 510   | 381   | 99.6                          | 99.8  | 99.7  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 5                              | 2550.            | 2593. | 2572. | 33.61               | 54.62 | 46.07 | 30.33          | 25.21 | 26.97 | 22.13                 | 13.45 | 19.10 | 13.93              | 6.72  | 7.87  |
| Grade 6                              | 2609.            | 2597. | 2612. | 52.24               | 50.39 | 48.10 | 17.16          | 25.20 | 24.05 | 21.64                 | 14.17 | 20.25 | 8.96               | 10.24 | 7.59  |
| Grade 7                              | 2604.            | 2621. | 2615. | 40.54               | 47.01 | 50.00 | 23.42          | 24.63 | 20.00 | 19.82                 | 14.93 | 16.25 | 16.22              | 13.43 | 13.75 |
| Grade 8                              | 2641.            | 2648. | 2660. | 50.53               | 51.54 | 54.89 | 14.74          | 16.92 | 17.29 | 25.26                 | 17.69 | 14.29 | 9.47               | 13.85 | 13.53 |
| Grade 11                             |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
| All Grades                           | N/A              | N/A   | N/A   | 44.16               | 50.78 | 50.39 | 21.65          | 22.94 | 21.52 | 22.08                 | 15.10 | 17.06 | 12.12              | 11.18 | 11.02 |

| <b>Concepts &amp; Procedures</b><br><b>Applying mathematical concepts and procedures</b> |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                              | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                          | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 5                                                                                  | 36.89            | 58.82 | 48.31 | 48.36                 | 31.09 | 44.94 | 14.75            | 10.08 | 6.74  |
| Grade 6                                                                                  | 54.48            | 53.54 | 53.16 | 34.33                 | 37.01 | 36.71 | 11.19            | 9.45  | 10.13 |
| Grade 7                                                                                  | 44.14            | 50.00 | 47.50 | 41.44                 | 35.82 | 42.50 | 14.41            | 14.18 | 10.00 |
| Grade 8                                                                                  | 56.84            | 52.31 | 55.64 | 33.68                 | 36.15 | 33.08 | 9.47             | 11.54 | 11.28 |
| Grade 11                                                                                 |                  |       |       |                       |       |       |                  |       |       |
| All Grades                                                                               | 47.84            | 53.53 | 51.71 | 39.61                 | 35.10 | 38.58 | 12.55            | 11.37 | 9.71  |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                                    | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 5                                                                                                                                            | 29.51            | 39.50 | 32.58 | 59.02                 | 53.78 | 60.67 | 11.48            | 6.72  | 6.74  |
| Grade 6                                                                                                                                            | 46.27            | 33.07 | 45.57 | 44.78                 | 49.61 | 46.84 | 8.96             | 17.32 | 7.59  |
| Grade 7                                                                                                                                            | 36.04            | 32.84 | 45.00 | 51.35                 | 52.24 | 35.00 | 12.61            | 14.93 | 20.00 |
| Grade 8                                                                                                                                            | 32.63            | 42.31 | 39.10 | 53.68                 | 43.85 | 48.87 | 13.68            | 13.85 | 12.03 |
| All Grades                                                                                                                                         | 36.58            | 36.86 | 40.16 | 51.95                 | 49.80 | 48.29 | 11.47            | 13.33 | 11.55 |

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                    | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 5                                                                                            | 27.87            | 42.86 | 30.34 | 54.92                 | 53.78 | 62.92 | 17.21            | 3.36  | 6.74  |
| Grade 6                                                                                            | 33.58            | 43.31 | 40.51 | 56.72                 | 49.61 | 53.16 | 9.70             | 7.09  | 6.33  |
| Grade 7                                                                                            | 35.14            | 41.79 | 28.75 | 57.66                 | 49.25 | 62.50 | 7.21             | 8.96  | 8.75  |
| Grade 8                                                                                            | 38.95            | 43.85 | 46.62 | 52.63                 | 47.69 | 45.86 | 8.42             | 8.46  | 7.52  |
| All Grades                                                                                         | 33.55            | 42.94 | 37.80 | 55.63                 | 50.00 | 54.86 | 10.82            | 7.06  | 7.35  |

**Conclusions based on this data:**

1. Jefferson continues to ensure that 98% or more of students are tested each year.
2. Jefferson's percentages of "nearly met" and not met have lowered over the last few years. These are still high at approximately 35% and these students need additional support.
3. We have had an increase in percentages of students who have "met standard" and "exceeded standard" over the last few years. These students need to be challenged in classes in order to continue to grow.

# School and Student Performance Data

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

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

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|                                                                                              | 22-23   | 23-24  | 24-25  | 22-23         | 23-24  | 24-25  | 22-23            | 23-24  | 24-25  | 22-23                     | 23-24 | 24-25 |
| 5                                                                                            | *       | *      | *      | *             | *      | *      | *                | *      | *      | 8                         | 8     | 4     |
| 6                                                                                            | 1578.2  | *      | *      | 1592.8        | *      | *      | 1563.0           | *      | *      | 17                        | 5     | 6     |
| 7                                                                                            | *       | 1604.9 | *      | *             | 1628.4 | *      | *                | 1580.7 | *      | 9                         | 15    | 5     |
| 8                                                                                            | *       | *      | 1587.9 | *             | *      | 1611.2 | *                | *      | 1564.1 | *                         | 5     | 11    |
| All Grades                                                                                   |         |        |        |               |        |        |                  |        |        | 37                        | 33    | 26    |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 5                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 6                                                                                     | 52.94   | *     | *     | 29.41   | *     | *     | 11.76   | *     | *     | 5.88    | *     | *     | 17                       | *     | *     |
| 7                                                                                     | *       | 80.00 | *     | *       | 6.67  | *     | *       | 6.67  | *     | *       | 6.67  | *     | *                        | 15    | *     |
| 8                                                                                     | *       | *     | 63.64 | *       | *     | 18.18 | *       | *     | 9.09  | *       | *     | 9.09  | *                        | *     | 11    |
| All Grades                                                                            | 62.16   | 60.61 | 53.85 | 16.22   | 27.27 | 19.23 | 18.92   | 9.09  | 23.08 | 2.70    | 3.03  | 3.85  | 37                       | 33    | 26    |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                        | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                    | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 5                                                                                  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 6                                                                                  | 82.35   | *     | *     | 11.76   | *     | *     | 0.00    | *     | *     | 5.88    | *     | *     | 17                       | *     | *     |
| 7                                                                                  | *       | 86.67 | *     | *       | 6.67  | *     | *       | 0.00  | *     | *       | 6.67  | *     | *                        | 15    | *     |
| 8                                                                                  | *       | *     | 81.82 | *       | *     | 9.09  | *       | *     | 0.00  | *       | *     | 9.09  | *                        | *     | 11    |
| All Grades                                                                         | 78.38   | 72.73 | 69.23 | 18.92   | 21.21 | 15.38 | 0.00    | 3.03  | 7.69  | 2.70    | 3.03  | 7.69  | 37                       | 33    | 26    |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 5                                                                                     |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| 6                                                                                     | 29.41   | *     | *     | 29.41   | *     | *     | 23.53   | *     | *     | 17.65   | *     | *     | 17                       | *     | *     |
| 7                                                                                     | *       | 53.33 | *     | *       | 20.00 | *     | *       | 13.33 | *     | *       | 13.33 | *     | *                        | 15    | *     |
| 8                                                                                     | *       | *     | 27.27 | *       | *     | 36.36 | *       | *     | 9.09  | *       | *     | 27.27 | *                        | *     | 11    |
| All Grades                                                                            | 32.43   | 33.33 | 15.38 | 29.73   | 36.36 | 38.46 | 21.62   | 21.21 | 26.92 | 16.22   | 9.09  | 19.23 | 37                       | 33    | 26    |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                             | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                         | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 5                                                                                       | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 6                                                                                       | 47.06          | *     | *     | 47.06               | *     | *     | 5.88      | *     | *     | 17                       | *     | *     |
| 7                                                                                       | *              | 46.67 | *     | *                   | 46.67 | *     | *         | 6.67  | *     | *                        | 15    | *     |
| 8                                                                                       | *              | *     | 45.45 | *                   | *     | 45.45 | *         | *     | 9.09  | *                        | *     | 11    |
| All Grades                                                                              | 54.05          | 36.36 | 26.92 | 43.24               | 57.58 | 57.69 | 2.70      | 6.06  | 15.38 | 37                       | 33    | 26    |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 5                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 6                                                                                      | 88.24          | *     | *     | 11.76               | *     | *     | 0.00      | *     | *     | 17                       | *     | *     |
| 7                                                                                      | *              | 86.67 | *     | *                   | 6.67  | *     | *         | 6.67  | *     | *                        | 15    | *     |
| 8                                                                                      | *              | *     | 90.91 | *                   | *     | 0.00  | *         | *     | 9.09  | *                        | *     | 11    |
| All Grades                                                                             | 86.49          | 87.88 | 84.62 | 13.51               | 9.09  | 11.54 | 0.00      | 3.03  | 3.85  | 37                       | 33    | 26    |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 5                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 6                                                                                     | 29.41          | *     | *     | 35.29               | *     | *     | 35.29     | *     | *     | 17                       | *     | *     |
| 7                                                                                     | *              | 53.33 | *     | *                   | 33.33 | *     | *         | 13.33 | *     | *                        | 15    | *     |
| 8                                                                                     | *              | *     | 36.36 | *                   | *     | 27.27 | *         | *     | 36.36 | *                        | *     | 11    |
| All Grades                                                                            | 27.03          | 33.33 | 19.23 | 45.95               | 45.45 | 42.31 | 27.03     | 21.21 | 38.46 | 37                       | 33    | 26    |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |        |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|--------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |        | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25  | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 5                                                                                     | *              | *     | *     | *                   | *     | *      | *         | *     | *     | *                        | *     | *     |
| 6                                                                                     | 47.06          | *     | *     | 47.06               | *     | *      | 5.88      | *     | *     | 17                       | *     | *     |
| 7                                                                                     | *              | 26.67 | *     | *                   | 66.67 | *      | *         | 6.67  | *     | *                        | 15    | *     |
| 8                                                                                     | *              | *     | 0.00  | *                   | *     | 100.00 | *         | *     | 0.00  | *                        | *     | 11    |
| All Grades                                                                            | 45.95          | 33.33 | 0.00  | 45.95               | 60.61 | 100.00 | 8.11      | 6.06  | 0.00  | 37                       | 33    | 26    |

**Conclusions based on this data:**

1. Jefferson ELPAC scores continue to remain high.
2. We need to continue to provide support for the percentage of students who are performing at a 1 or a 2.

# School and Student Performance Data

## Student Population

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

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

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

| 2024-25 Student Population                             |                                                                                                                                  |                                                                                                                                                              |                                                             |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                       | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 388                                                    | 25.8%                                                                                                                            | 8.8%                                                                                                                                                         | 0.8%                                                        |
| Total Number of Students enrolled in Jefferson School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 34    | 8.8%       |
| Foster Youth                                      | 3     | 0.8%       |
| Homeless                                          | 2     | 0.5%       |
| Socioeconomically Disadvantaged                   | 100   | 25.8%      |
| Students with Disabilities                        | 40    | 10.3%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 9     | 2.3%       |
| American Indian              | 3     | 0.8%       |
| Asian                        | 164   | 42.3%      |
| Filipino                     | 10    | 2.6%       |
| Hispanic                     | 111   | 28.6%      |
| Two or More Races            | 17    | 4.4%       |
| Pacific Islander             | 2     | 0.5%       |
| White                        | 71    | 18.3%      |

Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

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

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

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



### 2025 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                                               | Academic Engagement                                                                                                                            | Conditions & Climate                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div></div> <div>Green</div>                    | <div>Chronic Absenteeism</div> <div></div> <div>Orange</div> | <div>Suspension Rate</div> <div></div> <div>Orange</div> |
| <div>Mathematics</div> <div></div> <div>Blue</div>                              |                                                                                                                                                |                                                                                                                                              |
| <div>English Learner Progress</div> <div></div> <div>No Performance Color</div> |                                                                                                                                                |                                                                                                                                              |

### Conclusions based on this data:

1. Jefferson is one of the top performing schools in the state of California for ELA and Math.
2. Jefferson provides exemplary support for our English Learners, however, we can continue to provide support for our lowest performers so that we can move the needle to green or blue.

3. Jefferson can continue to work on supporting students and families on being in school every day and on reducing suspensions with alternative disciplinary actions.

# School and Student Performance Data

## Academic Performance English Language Arts

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

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard English Language Arts Performance for All Students/Student Group                          |                                                                                                           |                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Green<br>61.6 points above standard<br>Declined 5.1 points<br>376 Students         | <b>English Learners</b><br><br>Green<br>36.8 points above standard<br>Increased 8.5 points<br>72 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>22.2 points below standard<br>Maintained -1 points<br>19 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>Socioeconomically Disadvantaged</b><br><br>Green<br>13.7 points above standard<br>Declined 17.9 points<br>100 Students          |

|                                                                                                                                                                                                             |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Yellow<br>66.1 points below standard<br>Increased 3.3 points<br>40 Students       | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |
| <b>Asian</b><br><br>Blue<br>109.9 points above standard<br>Maintained 2.8 points<br>160 Students                           | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students        | <b>Hispanic</b><br><br>Green<br>20.5 points above standard<br>Maintained -0.2 points<br>109 Students             |
| <b>Two or More Races</b><br><br>No Performance Color<br>53.4 points above standard<br>Maintained 1.9 points<br>16 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>White</b><br><br>Blue<br>36.3 points above standard<br>Increased 18.9 points<br>67 Students                   |

#### Conclusions based on this data:

1. Jefferson needs to continue to support our at-risk students (economically disadvantaged, students with disabilities, English learners, etc)
2. Jefferson needs to look closer at our subgroups and ensure they have the needed classroom supports.
3. Overall, there was an increase in performance across all groups except for students with disabilities.

# School and Student Performance Data

## Academic Performance Mathematics

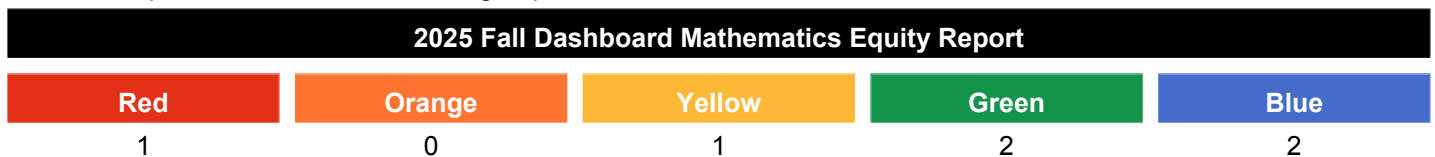
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                       |                                                                                                                                                                                              |                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Blue<br>59.8 points above standard<br>Maintained 2.2 points<br>376 Students        | <b>English Learners</b><br><br>Green<br>27.4 points above standard<br>Increased 3.3 points<br>72 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>82.7 points below standard<br>Declined 40.7 points<br>19 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>5 points below standard<br>Declined 15.8 points<br>100 Students            |

|                                                                                                                                                                                                            |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Red<br>98.3 points below standard<br>Declined 4.3 points<br>40 Students          | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |
| <b>Asian</b><br><br>Blue<br>120.6 points above standard<br>Increased 13.9 points<br>160 Students                          | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students        | <b>Hispanic</b><br><br>Green<br>6.7 points above standard<br>Increased 8.6 points<br>109 Students                |
| <b>Two or More Races</b><br><br>No Performance Color<br>40.8 points above standard<br>Declined 15.5 points<br>16 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>White</b><br><br>Blue<br>20.6 points above standard<br>Increased 17.9 points<br>67 Students                   |

#### Conclusions based on this data:

1. Jefferson has shown continuous growth in the area of Mathematics throughout all subgroups and has performed at a high level for this year.
2. Jefferson needs to continue to look at data from our subgroups that are showing the least amount of growth so that additional support can be given.

# School and Student Performance Data

## Academic Performance Science

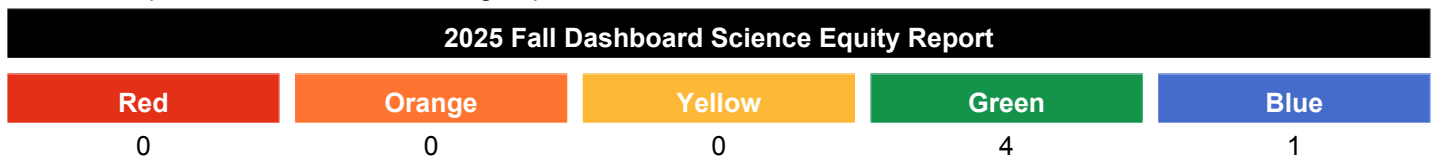
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Science Performance for All Students/Student Group                                       |                                                                                                      |                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Blue<br>70.8 science points<br>Maintained -0.7 points<br>220 Students             | <b>English Learners</b><br><br>Green<br>63.7 science points<br>Maintained -0.9 points<br>42 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>50.3 science points<br>Declined 8 points<br>14 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>Homeless</b><br><br>No Performance Color<br>0 Students                                            | <b>Socioeconomically Disadvantaged</b><br><br>Green<br>61 science points<br>Declined 4.8 points<br>56 Students           |

|                                                                                                                                                                                                                             |                                                                                                                                                                                                             |                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b>  <p>No Performance Color</p> <p>45.8 science points</p> <p>Maintained -1.7 points</p> <p>20 Students</p> | <b>African American</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p> | <b>American Indian</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p> |
| <b>Asian</b>  <p>Blue</p> <p>78.6 science points</p> <p>Maintained 0.6 points</p> <p>95 Students</p>                                       | <b>Filipino</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>         | <b>Hispanic</b>  <p>Green</p> <p>62.4 science points</p> <p>Maintained 0.1 points</p> <p>67 Students</p>                  |
| <b>Two or More Races</b>  <p>No Performance Color</p> <p>76 science points</p> <p>13 Students</p>                                          | <b>Pacific Islander</b>  <p>No Performance Color</p> <p>0 Students</p>                                                     | <b>White</b>  <p>Green</p> <p>64.4 science points</p> <p>Maintained 0.2 points</p> <p>33 Students</p>                     |

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

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

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

| 2025 Fall Dashboard English Learner Progress Indicator                                                                                                                                                |                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Learner Progress                                                                                                                                                                              | Long-Term English Learner Progress                                                                                                                                                                      |
| <div></div> <div>No Performance Color</div> <div>76.9 making progress.</div> <div>Number Students: 26 Students</div> | <div></div> <div>No Performance Color</div> <div>71.4 making progress.</div> <div>Number Students: 14 Students</div> |

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

| 2025 Fall Dashboard Student English Language Acquisition Results |                                            |                         |                                    |
|------------------------------------------------------------------|--------------------------------------------|-------------------------|------------------------------------|
| Decreased One ELPI Level                                         | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 3.8%                                                             | 19.2%                                      | 34.6%                   | 42.3%                              |

### Conclusions based on this data:

- Our numbers continue to increase for our English Learners.
- Jefferson needs to continue to provide support for our English Learners so we can push toward 100% making progress.
- Jefferson English Learners consistently perform at a high level.

# School and Student Performance Data

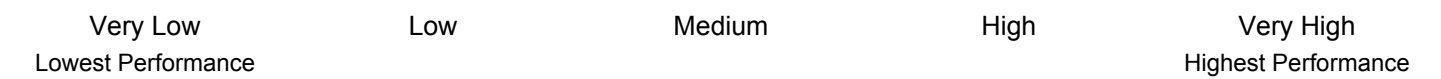
## Academic Performance College/Career Report

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

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

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

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



This section provides number of student groups in each level.



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

| 2025 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:

- No college/career data is collected.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

### 2025 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.

### 2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

#### All Students



Orange

6.6% Chronically Absent

Increased 2

395 Students

#### English Learners



Orange

8.1% Chronically Absent

Increased 2.3

37 Students

#### Long-Term English Learners



No Performance Color

9.5% Chronically Absent

Increased 2.9

21 Students

#### Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

#### Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

#### Socioeconomically Disadvantaged



Orange

11.7% Chronically Absent

Increased 2.1

103 Students

|                                                                                                                                                                                                 |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>9.1% Chronically Absent<br>Increased 5<br>44 Students       | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |
| <b>Asian</b><br><br>Blue<br>0.6% Chronically Absent<br>Declined 2<br>168 Students                              | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students        | <b>Hispanic</b><br><br>Orange<br>14.2% Chronically Absent<br>Increased 6.8<br>113 Students                       |
| <b>Two or More Races</b><br><br>No Performance Color<br>5.6% Chronically Absent<br>Declined 3.1<br>18 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>White</b><br><br>Orange<br>9.7% Chronically Absent<br>Increased 4.2<br>72 Students                            |

#### Conclusions based on this data:

1. Chronic absenteeism has declined significantly in some subgroups.
2. It is concluded that additional resources should be allocated to help continue the decline in chronic absenteeism and improve attendance.
3. Continued revisions to SARB process and the Independent Study process are needed to provide improvements in the area of chronic absenteeism.

## School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

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

Red                      Orange                      Yellow                      Green                      Blue  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

## 2025 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.

## 2025 Fall Dashboard Graduation Rate for All Students/Student Group

## All Students

## English Learners

## Long-Term English Learners

## Foster Youth

## Homeless

### Socioeconomically Disadvantaged

## Students with Disabilities

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

1. Since Jefferson is a TK-8th grade district, graduation rate data is not collected.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

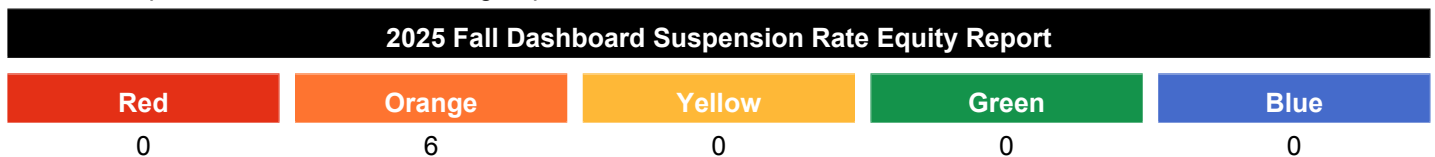
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group                                                                                                                               |                                                                                                                                                                                              |                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Orange<br>5.3% suspended at least one day<br>Increased 3.4%<br>396 Students        | <b>English Learners</b><br><br>Orange<br>5.4% suspended at least one day<br>Increased 3.5%<br>37 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>21 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>Socioeconomically Disadvantaged</b><br><br>Orange<br>8.7% suspended at least one day<br>Increased 7.3%<br>104 Students      |

|                                                                                                                                                                                                             |                                                                                                                                                                                                     |                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>11.4% suspended at least one day<br>Increased 7.4%<br>44 Students       | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |
| <b>Asian</b><br><br>Orange<br>2.4% suspended at least one day<br>Increased 0.9%<br>168 Students                            | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students         | <b>Hispanic</b><br><br>Orange<br>4.4% suspended at least one day<br>Increased 2%<br>113 Students                 |
| <b>Two or More Races</b><br><br>No Performance Color<br>11.1% suspended at least one day<br>Increased 11.1%<br>18 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students  | <b>White</b><br><br>Orange<br>5.6% suspended at least one day<br>Increased 4.2%<br>72 Students                   |

**Conclusions based on this data:**

1. There was a significant decrease in suspensions at Jefferson.
2. Jefferson needs to continue to find alternative solutions to discipline that do not include suspensions.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

Goal: Increase School-wide Math Proficiency

By the end of the 2026-2027 academic year, 80% of all 5th through 8th grade students at Jefferson will meet the math grade level standard and 50% will exceed the grade level standard as measured by state assessments. This will be achieved through best first instruction, targeted interventions, differentiated instruction, and ongoing progress monitoring to ensure continuous improvement and equitable opportunities for all students.

Over the course of the next three years, we will see an increase in the overall percentage of students meeting and exceeding the standard by 3% or more each year, as reported on the CAASPP in Math.

Students in 5th through 8th grade will participate in this goal equally, with the focal point being our socioeconomically disadvantaged, students with disabilities and English Learner student population. Jefferson will use formative and summative assessments to guide instruction and identify students in need. It is expected that teachers will be teaching differentiated lessons within their classrooms to assist all students in understanding the various essential Math standards. An after school intervention program is currently in place through Give Every Child a Chance program. This is a free option for students who are struggling with Math.

Jefferson will utilize several sources of data available to evaluate progress toward these goals. Professional Learning Communities (PLC) collect and share student data and information regarding student progress. These meetings will assist teachers in advancing students into the next level of their Mathematics ability. CAASPP test score results are used to note progress and deficits in 5th through 8th grade. Teachers will utilize differentiated instruction within the classroom setting.

Ongoing progress toward goal objectives will be measured by:

1. Formative and Summative Classroom Assessments
2. District Benchmarks
3. Math Dashboard
4. PLC agendas and meetings

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3:

By the end of the 2026-2027 academic year, 80% of all 3rd through 8th grade students within our district will meet the math grade level standard and 50% will exceed the grade level standard as measured by state assessments. This will be achieved through best first instruction, targeted interventions, differentiated instruction, and ongoing progress monitoring to ensure continuous improvement and equitable opportunities for all students.

### Identified Need

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

Student Math scores are below expected value.

### Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome                                      |
|------------------|-------------------------|-------------------------------------------------------|
| CAASPP           | 73.72                   | 77% (2024-2025)<br>80% (2025-2026)<br>83% (2026-2027) |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students to be Served                      | Proposed Expenditures                                                                                                                                                 |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1                     | <p>Using Data to Drive Decisions: Data will be analyzed at all levels (Administrative, Grade Levels, and Teachers) to improve the quality of instruction and increase student achievement.</p> <p>Tasks</p> <ol style="list-style-type: none"> <li>1. Analyze State Summative Assessment Data from the previous school year (Principal)</li> <li>2. Present Annual State Summative Assessment Data to Staff and Community (Principal)</li> <li>3. Analyze District Formative Benchmark Assessments each Trimester (Grade Level Representatives and Teachers)</li> <li>4. Analyze Curriculum Benchmark Assessments following each assessment cycle (Grade Level Representatives and Teachers, Intervention Specialist/EL Aide)</li> </ol> <p>Measures</p> <ol style="list-style-type: none"> <li>1. District Benchmark Assessments</li> <li>2. Curriculum Assessments</li> </ol> <p>RtI-Extended Learning Opportunities: Extended Learning Opportunities (ELO) at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier Two or Three interventions through an extended learning opportunity. ELO's will be based on their academic weakness and previously tiered intervention, as it pertains to the California State Standards for their grade level and the RtI program. Students will have the opportunity for extended learning opportunities before, during, or after school.</p> <p>Tasks</p> <ol style="list-style-type: none"> <li>1. Identify students who need Before and After School Academic Assistance (Principal, Grade Level Representatives, and Teachers)</li> <li>2. Purchase instructional supplies, curriculum materials, and online content subscriptions (Principal, EL Teacher, Administrative Assistant)</li> <li>3. Inform parents of the program (Principal, Administrative Assistant)</li> </ol> <p>Measures</p> <ol style="list-style-type: none"> <li>1. Student data reviewed and students identified by the second week of each trimester</li> <li>2. Purchase instructional supplies, curriculum materials, and online content subscriptions by the fourth week of the school year</li> <li>3. Parents informed a minimum of two weeks before the start of the intervention</li> </ol> | All students in grades five through eight. | <p>1500<br/>SIP</p> <p>Oral Interpretation</p> <p>1350<br/>SIP</p> <p>CAASPP Incentives</p> <p>2650<br/>SIP</p> <p>ELA Support/Materials</p> <p>Library Resources</p> |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students to be Served | Proposed Expenditures |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
|                         | <p>Response to Intervention (RtI): Interventions at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier One, Two or Three interventions during the school day. Interventions will be based on their academic weakness and previously tiered intervention as it pertains to the Common Core State Standards for their grade level.</p> <p>Tasks</p> <ol style="list-style-type: none"> <li>1. Analyze all student assessment data within two weeks of the end of each trimester. (Principal)</li> <li>2. Build master schedule in early Spring, test out new schedule, make changes, and implement for following school year. (Principal)</li> <li>3. Determine teachers for intervention classes and intervention pull out programs by June 1. (Principal)</li> <li>4. Assign students to the proper intervention program before the start of each trimester. (Principal, Grade Level Representatives and Teachers)</li> <li>5. Parents and students need to be notified of their placement into intervention classes and intervention pull out programs. (Administrative Assistant)</li> <li>6. Instructional materials and curriculum needs to be purchased for classes by August 1. (Administrative Assistant)</li> </ol> <p>Data Measures</p> <ol style="list-style-type: none"> <li>1. CAASPP Data</li> <li>2. District Benchmark Assessments</li> <li>3. Curriculum Assessments</li> <li>4. Classroom Formative Assessments/Data</li> </ol> <p>Differentiation: Language Arts instruction will be differentiated to meet the needs of all students.</p> <p>Tasks</p> <ol style="list-style-type: none"> <li>1. GATE, RSP, SDC, ELD, students are clustered together for whole group instructions. (Principal)</li> <li>2. EL Aide will work on intervention strategies to be implemented in class for EL students (EL Aide)</li> <li>3. Direct Instruction. (Teachers)</li> <li>4. Small group instruction. (Teachers)</li> <li>5. Collaborative groups. (Teachers)</li> <li>6. Individual instruction with an instructional aide for Special Education and ELD students. (Special Education Teacher and EL Aide)</li> <li>7. Independent study. (Teachers)</li> </ol> <p>Measures</p> <ol style="list-style-type: none"> <li>1. Review class placements</li> <li>2. Classroom observations at least once per week</li> <li>3. IEP for all Special Education students</li> </ol> <p>Learning Resources: Students will be provided access to a library with sufficient books, magazines, reference materials, and online resources.</p> <p>Tasks</p> |                       |                       |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students to be Served | Proposed Expenditures |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
|                         | 1. Provide for teacher classroom supplies. (Teachers and Principal)<br>2. Continue to purchase novels for the library. (Librarians and Principal)<br>3. Renew and acquire new magazine subscriptions. (Librarians and Principal)<br>5. Pilot or start a digital library. (Librarians and Principal)<br>Measures<br>1. Teachers have necessary supplies to teach<br>2. Book inventory<br>3. Magazine inventory<br>4. AR use logs and reports |                       |                       |
| 1.3                     |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |                       |
| 1.7                     |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |                       |
| 1.8                     |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |                       |
| 1.14                    |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |                       |

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

Goal: Attendance

By the end of the 2026-2027 academic year, ensure that less than 3% of students are considered chronically absent by coordinating the efforts of schools, families, and communities to develop more equitable educational opportunities for all students.

All students in grades 5th through 8th grade will participate in this goal.

Office staff and/or site administration maintain communication with parents/guardians, keeping them informed of current attendance and tardy rates in an effort to educate parents as to the importance of regular school attendance, and to encourage them to arrive at school on time. Student attendance notices are sent to the parents of students with excessive absences, unexcused absences, and/or excessive tardies. Attendance review meetings and SARB hearings are held as necessary.

Goal progress will be routinely monitored through the collection of various forms of data. Monthly and yearly attendance summary reports generated via our Aeries attendance reporting system.

PBIS incentives will be issued to students as positive rewards for meeting attendance requirements, and are logged as given. Students will also be recognized at our trimester awards.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 10

By the end of the 2026-2027 academic year, ensure that less than 5% of students are considered chronically absent by coordinating the efforts of schools, families, and communities to develop more equitable educational opportunities for all students.

### Identified Need

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

Student attendance rates do not currently meet expectations.

### Annual Measurable Outcomes

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

| Metric/Indicator                                           | Baseline/Actual Outcome | Expected Outcome                                          |
|------------------------------------------------------------|-------------------------|-----------------------------------------------------------|
| Annual attendance rate as reported by California Dashboard | 96.2%                   | 96.7% (2024-2025)<br>97.2% (2025-2026)<br>98% (2026-2027) |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Students to be Served                       | Proposed Expenditures                                            |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------------------------------------|
| 2.1                     | <p>Attendance will be monitored by the school attendance clerk and site administrator. Certificates for students with good and perfect attendance will be handed out at our trimester awards assembly (3 times a year). They will also receive an item from our PBIS store.</p> <p>Parents are notified via text and email when students are absent. Letters are sent home to notify parents when students have excessive tardies, excessive absences, unexcused absences, and chronic absences. SART and SARB meetings are held at both the site and district level as needed.</p> <p>Data is collected by both the site attendance clerk and site principal via AERIES attendance queries. Student attendance will be monitored on a daily basis, in addition to monthly attendance reports. The SARB (Student Attendance Review Board) process will be implemented as needed, based on unexcused absences and tardies in excess of thirty minutes. Those students with excellent attendance will be recognized.</p> | All students in fifth through eighth grade. |                                                                  |
| 2.3                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                             |                                                                  |
| 2.5                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                             | <p>800<br/>SIP</p> <p>Attendance certificates and Incentives</p> |

## Annual Review

### SPSA Year Reviewed: 2025-26

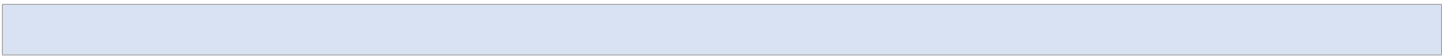
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

Goal: Engagement

By the end of the 2026-2027 academic year, the Positive Behavior Intervention Support (PBIS) framework will improve school climate (as reported by staff, students, and parents) by 25%.

It will be imperative that all stakeholders have positive communication, have a thorough understanding of all rules and expectations, and are provided with the support necessary to accomplish our goal. The following groups will participate in the accomplishing of this goal: students, parents/guardians, all site staff members and site administration.

Blue slips, behavior referrals, and suspensions have shown a drastic decrease since implementing a positive behavior intervention system (PBIS) at Jefferson and using alternative discipline procedures like restorative practices. This will be expected as we continue to implement PBIS strategies in conjunction with our social and emotional development curriculum, Second Step.

Parents/Guardians are informed, via a phone call or email, each time their child receives any form of disciplinary action.

Site administration will be looking for a consistent decrease in blue slips, behavior referrals, and overall suspensions to continue. All behavioral infractions are recorded in Aeries. Aeries behavior reports are generated to measure student behavior infractions and track student infractions and suspensions so that we can appropriately address them at Jefferson.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 7

By the end of the 2026-2027 academic year, the Positive Behavior Intervention Support (PBIS) framework will improve school climate (as reported by staff, students, and parents) by 25%.

### Identified Need

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

Increased positive behavior supports are needed to decrease negative behavior and subsequent consequences.

### Annual Measurable Outcomes

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

| Metric/Indicator                       | Baseline/Actual Outcome             | Expected Outcome                  |
|----------------------------------------|-------------------------------------|-----------------------------------|
| Aeries Suspension Data                 | 2.8% suspended                      | Less than 2.5% suspended          |
| Low Level Discipline Data (blue slips) | 158 documented low level incidences | Less than 125 low level incidents |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students to be Served               | Proposed Expenditures                                                                                                                                                                                         |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1                     | <p>Jefferson will continue to follow a restorative justice discipline model, ensuring a safe, responsible, and respectful learning environment for all students. Administration will send positive notes home to students and make positive phone calls to families.</p> <p>Parents/guardians will receive information regarding student discipline issues, as well as notification from staff and administration regarding positive student behavior. Emails and phone calls will be made detailing the positive progress students are making at school, both academically and socially.</p> <p>The following measure will be utilized to collect and analyze behavior data and the implementation of positive behavior interventions.</p> <ul style="list-style-type: none"> <li>* Record all negative student behavioral issues in Aeries (blue slips).</li> <li>* Low level discipline infractions taking place in the classroom or on the play yard are tracked via a blue slip that is entered into a google form.</li> <li>* Reward students who have been making positive choices (Creed tickets, lunch with Principal, etc).</li> </ul> | All students 5th through 8th grade. | <p>1500<br/>General Fund<br/>4000-4999: Books And Supplies<br/>PBIS Supplies, Rewards</p> <p>500<br/>General Fund<br/>4000-4999: Books And Supplies<br/>PBIS Certificates, Creed tickets, Creed postcards</p> |
| 3.2                     | <p>Student will receive CREED tickets when making good choices, and given an opportunity to choose items in the CREED store utilizing their incentive tickets.</p> <p>Both individual and social group counseling will be offered on site by Valley Community Counseling to those students demonstrating areas of need that are specifically impacting school success.</p> <p>Communication with parents is maintained throughout the year by both classroom teacher and site administration to ensure a collaborative approach to positive behavior outcomes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | All students 5th through 8th Grade  |                                                                                                                                                                                                               |

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

By the end of the 2026-2027 academic year, 90% of all English learners at Jefferson will make one band of growth annually or maintain level 4 status as measured by state assessments. This will be achieved through best first instruction, targeted interventions, differentiated instruction, and ongoing progress monitoring to ensure continuous improvement and equitable opportunities for all students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

By the end of the 2026-2027 academic year, 90% of all English learners within our district will make one band of growth annually or maintain level 4 status as measured by state assessments. This will be achieved through best first instruction, targeted interventions, differentiated instruction, and ongoing progress monitoring to ensure continuous improvement and equitable opportunities for all students.

### Identified Need

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

English Language Learners need specific supports to improve from band to band.

### Annual Measurable Outcomes

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

| Metric/Indicator  | Baseline/Actual Outcome                              | Expected Outcome                                      |
|-------------------|------------------------------------------------------|-------------------------------------------------------|
| ELPAC Test Scores | 51.8% of students progressed at least one ELPI Level | 2024-2025 (70%)<br>2025-2026 (80%)<br>2026-2027 (90%) |

### Strategies/Activities

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

| Strategy/Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                | Students to be Served                                                                                   | Proposed Expenditures                   |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------|
| 4.1                 | Students that are identified as English Language Learners level 2 and below will receive English Language instruction from the English Language para professional at least once per week. Students will receive ELD instruction from their teacher. Additionally, staff will go through a Guided Language Acquisition Design (GLAD) strategies update/training to support our EL students. | All EL identified student in 5th through 8th grade, and all site staff members and site administration. | 2000 SIP<br><br>Incentives for progress |

| Strategy/<br>Activity # | Description                                                                                                                  | Students to be Served | Proposed Expenditures |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
|                         | Progress will be dictated by the number of students that make at least one year of growth annually as measured by the ELPAC. |                       |                       |

# Annual Review

SPSA Year Reviewed: 2025-26

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

## Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

By the end of the 2026-2027 academic year, 85% of all 8th graders within our district will be proficient at writing arguments to support claims with clear reasons and relevant evidence as measured by district assessments. This will be achieved through best first instruction, targeted interventions, differentiated instruction, and ongoing progress monitoring to ensure continuous improvement and equitable opportunities for all students.

Maintain a Safe School Environment

#### ISSUE STATEMENT

In 2019/2020, Jefferson School had 2 suspensions. Jefferson must provide a positive and effective learning environment. Jefferson must decrease incidents, so that suspension incidents will be below 2 by 2021/2022 School Year.

#### GOAL OBJECTIVE

To lower incidents of suspension to less than 2 by the year 2021/2022 and to use restorative practices for disciplinary action when appropriate.

#### GROUPS PARTICIPATING IN THIS GOAL

1. PBIS Committee
2. Staff
3. All students

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS 2017-2018 8 or fewer each year for the next three years.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL Weekly and monthly discipline reports.

#### DATA NEEDED TO MEASURE ACADEMIC GAINS:

1. Knowledge gains from classroom formative assessments
2. District Benchmark Assessment Results
3. State Summative Assessment Results

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2

Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

2.3 - Provide a research based Character Education program that promotes social emotional wellness.

2.4 - Implement the PBIS model to reduce the number of discipline incidents in all school settings.

2.5 - Provide counseling and supports to students/families that are in need.

2.6- Provide training and support to all staff supervising students on the playground/cafeteria.

## Identified Need

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

## Annual Measurable Outcomes

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

| Metric/Indicator     | Baseline/Actual Outcome | Expected Outcome |
|----------------------|-------------------------|------------------|
| Suspension Documents | 2                       | 0                |

## Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|-------------|-----------------------|-----------------------|
| 5.1                 |             |                       |                       |

## Annual Review

SPSA Year Reviewed: 2025-26

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

### Analysis

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

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

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

# Budget Summary

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

## Budget Summary

| DESCRIPTION                                                             | AMOUNT      |
|-------------------------------------------------------------------------|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$0         |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$10,300.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$          |

## Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| General Fund            | \$2,000.00      |
| SIP                     | \$8,300.00      |

Subtotal of state or local funds included for this school: \$10,300.00

Total of federal, state, and/or local funds for this school: \$10,300.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

## Expenditures by Funding Source

| Funding Source | Amount   |
|----------------|----------|
| General Fund   | 2,000.00 |
| SIP            | 8,300.00 |

## Expenditures by Budget Reference

| Budget Reference              | Amount   |
|-------------------------------|----------|
|                               | 800.00   |
| 4000-4999: Books And Supplies | 2,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference              | Funding Source | Amount   |
|-------------------------------|----------------|----------|
| 4000-4999: Books And Supplies | General Fund   | 2,000.00 |
|                               | SIP            | 8,300.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 5,500.00           |
| Goal 2      | 800.00             |
| Goal 3      | 2,000.00           |
| Goal 4      | 2,000.00           |

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

| Name of Members   | Role                       |
|-------------------|----------------------------|
| Vibha Satija      | Parent or Community Member |
| Lori Scott        | Classroom Teacher          |
| Jason Strickland  | Principal                  |
| Brandy Jones-Hsia | Other School Staff         |
| Mani Singla       | Parent or Community Member |
| Mounika Kalagatla | Parent or Community Member |
| Andrea Jennings   | Classroom Teacher          |
| Jennifer Pereira  | Classroom Teacher          |
| Laura Moreno      | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

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

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 1/22/2025.

Attested:

|                                            |
|--------------------------------------------|
| Principal, Jason Strickland on 1/22/2025   |
| SSC Chairperson, Laura Moreno on 1/22/2025 |

# Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Strategies/Activities Table**

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

For additional CSI resources, please see the following links:

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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