School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thomas Jefferson Elementary School	19- 64337- 6011928		December XXXX, 2022

Purpose and Description

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

Jefferson Elementary School's Plan for Student Achievement is a collaborative effort between Leadership, Staff, and Community. Our plan includes specific goals to address areas of need in both English Language Arts and Mathematics as well as for specific student groups (English Learners). We have identified these areas of need based on California Statewide Summative Assessment data (formerly Smarter Balanced Assessment--SBAC) in comparison with school-level diagnostic assessment data (iReady assessment).

In addition, a goal will be developed in regard to social-emotional support needed at the elementary level to support all students.

The academic achievement of English Language Learners will be supported with standards-based teaching of reading/language arts, mathematics, and English language development.

The professional development of teachers is a priority expressed in this plan.

Parent involvement is a mainstay of the Jefferson community and will continue to be of great importance.

Jefferson is not a Title I school.

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

The Every Student Succeeds Act (ESSA), calls for schools to monitor the progress of the most vulnerable groups of students.

Through the use of District adopted curriculum and ancillary materials, all students will receive standards-based instruction delivered by highly qualified teachers in a safe and clean school setting. Teachers will administer and review all local and State mandated assessments, as appropriate to the grade, to monitor student progress toward mastery of grade level standards. Informal and formal assessment data is used to provide targeted instruction to students below grade level.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

In preparing this plan, we examined data from Jefferson's School Satisfaction Survey from both the 2020-2021 school year and the 2021-2022 school year. The most recent data pointed to the following observations:

74% of respondents indicated that our school offers academic support for children who need extra help and that our instruction is engaging and relevant to our students.

Significantly lower percentages of our school's respondents report that they feel informed about the LCAP process and how we are using funds to support student learning. This is an opportunity area for our team.

Another opportunity area, based on our results, is about supporting students' identities and learning differences (less than half of respondents seemed confident on the questions that asked about identity and/or about supporting students with different learning needs).

Classroom Observations

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

Over the course of the school year, school leadership conducts multiple informal and formal assessments of classroom teachers and programs. The specific focus for each of these observations is determined by the evaluation cycle, program evaluation, and/or specific program goals.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Teachers use a variety of assessments to modify their instruction. Currently, we most often see teachers using STAR assessments to measure students' proficiency in reading. They often report these STAR scores in progress reports and during conferences. It is less clear how teachers use this information to drive their instruction.

All teachers are administering iReady diagnostics in both Reading and Math at least three times per year. This is a new assessment as of 2020-2021 and teachers are getting used to using it; we continue to use the results to plan our RtI groups. Additionally, we've started using diagnostic assessments for foundational literacy skills in order to improve the focus of the RtI sessions.

In order to complete program assessment and accountability, we also use Statewide Summative Assessment scores. At the beginning of each school year (August 2022), members of the Jefferson Instructional Leadership Team used a structured data protocol to examine the previous school year's summative assessment data. During this protocol, we looked for patterns of student achievement and identified opportunities for growth with specific subgroups of students. The team agreed that student progress last year still influenced by pandemic impact and we discussed additionally opportunities for learning acceleration.

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

Teachers use unit assessments to drive instruction. We also encourage them to use the results of iReady formative assessments, whenever possible.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet California Department of Education credentialing requirements and subsequent ESEA requirements. CSEA staff members meet ESEA qualifications through District employment testing or holding an AA degree at a minimum.

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

Thomas Jefferson Elementary School meets the sufficiency requirements of credentialed teachers. Project GLAD certificated teachers will continue to participate in district-wide professional development related to the implementation of successful GLAD instructional strategies to support ELD instruction. We are also offering additional opportunities for newer staff members who have not been GLAD trained to receive the initial training module.

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

Staff development is aligned with California State Standards based on the areas of needs as identified on the district interim, site assessment results, as well as CAASPP and ELPAC results. During the 2022-2023 SY, Jefferson has adjusted our approach to Staff Development, shifting away from the traditional staff meeting and electing instead to spend our time in focused mini-PD sessions (about 45 mins focused on instruction and another 45 minutes focused on school climate) at least one time per month.

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

Continued professional development in California State Standards and Framework in both English Language Arts and Math, as well as ELD strategies and best practices applicable to all subject areas. Optional Project GLAD (Guided Language Acquisition Design) training is provided by the district to teachers on a yearly basis. Jefferson Project GLAD teachers are provided a full day of planning for ongoing implementation.

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

Mandatory grade level meetings will be held monthly. Most grade levels meet on a weekly basis.

In preparation for the first cycle of RtI for Reading remediation, grade level teams examined iReady assessment data and compared it with their own classroom assessments in order to identify students who could benefit from reading remediation.

Teaching and Learning

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

We are focusing on returning to promising instructional practices for standards-based instruction. Our teaching teams are receiving additional coaching support to use standards in order to drive instruction.

In English language arts, teachers are being encouraged to use the ELA standards to plan lessons. We're offering Benchmark core instructional materials, as well as Accelerated Reader and the leveled books that accompany them. We also have additional teachers piloting supplemental materials to support standards-based instruction and moving away from whole-group direct instruction as our primary means of teaching our students. For core instruction, we are emphasizing the development of solid foundational reading skills (including phonics) for our students in the primary grades.

In Mathematics, students have access to Think Central (the technology piece of GoMath!), Math Facts in a Flash, Accelerated Math, Touch Math, and math manipulatives such as Kim Sutton and Boxcars and One-Eyed Jacks.

All grade levels will have extra academic support for their students with hourly teachers, as well as available classified staff. Students in need of extra support (Tier III level, will be offered individual help in addition to small group instruction).

Teachers are using Kagan's collaborative strategies that weave throughout all core subjects to build oral language fluency and communication while working on academic objectives. Additional collaboration with grade levels and administration focuses on reviewing student data with an eye toward individual and grade level progress. All instructional materials are aligned with Common Core State Standards and best practices. It is the goal of the school to increase achievement by utilizing these methods.

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

All students must be provided the opportunity to meet State content standards at grade level. All instructional minutes are monitored by BUSD and have been found to exceed State requirements. ELA and Math instruction will occur from Monday - Thursday. Instruction and groupings will change according to the results of updated data on a trimester basis. Regular days: Transitional Kinder 257 daily minutes, Kinder 210 daily minutes, Grades 1 - 3, 292 daily minutes, Grades 4 and 5, 312 daily minutes.

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

Teachers participate in a regular review of the California State Standards and design lessons collaboratively. As needed, ELD students will receive intervention in the area of ELA/Mathematics during school.

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

All students have standards-based instructional materials appropriate to their grade levels also approved by the California State Board of Education.

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

We currently use the Benchmark Advance State-adopted literacy materials. We are in the fifth year of the adoption of Houghton Mifflin Go Math!, which is our State-adopted Mathematics program. Both adoptions have intervention materials embedded in the program. District coaches provided professional development for our staff through demo lessons. Teachers have been implementing math stations to provide opportunities for students to practice, extend and review skills. The added benefit of work stations is that one of them is a teacher-directed lesson.

Opportunity and Equal Educational Access

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

Students performing at the bottom 10% of their grade level are provided with small group intervention in language arts and math (Tier III Intervention). Some students are provided with individual intervention prior to referring them for full psycho-educational assessment. English Language Learners are provided with daily ELD instruction: 20 minutes in Kindergarten and 30 minutes in 1st through 5th Grades.

Evidence-based educational practices to raise student achievement

Kagan Cooperative Learning Structures: a research-based engagement strategies program for Grades TK-5

Project GLAD - Guided Language Acquisition Design is a set of strategies that meet the cognitive and linguistic needs of ELD students. Curriculum and ELD specialists will continue to train the staff on some of the most effective strategies and offer demo lessons.

Power Hour, our RtI program: During this dedicated block of time, students receive differentiated Language Arts or math instruction at their level, Grades K-5.
Step up to Writing implementation continues with the integration of these strategies into the daily curriculum.

Depth and Complexity strategies will continue to be implemented.
The implementation of Good Learner Characteristics and Success Criteria (Visible Learning best practices) continues.
Positive Behavioral Interventions and Supports (PBIS) continue in the third year of implementation, teachers receive ongoing training.

Parental Engagement

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

School-wide assessment results were reviewed and discussed annually with the staff and at SSC meetings. The instructional leadership team, grade-level teams, and ELAC have also been provided with an in-depth review of the data. The committees were led in discussion by the principal, curriculum specialist, and teachers. Data is analyzed in aggregate and then it is disaggregated to determine areas of strength and areas of concern or growth.

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

Jefferson's parents are offered a wide variety of parent involvement opportunities. In the fall, the principal shares assessment results with stakeholder groups such as the PTA, Jefferson Fundraising Committee (JFC), English Learner Advisory Committee, and the School Site Council. We have made a conscious effort to improve the level of contact and the involvement of all parents in classrooms. Jefferson surveys the needs of parents of English Learners each spring. Spring 2022 results indicate parents of ELs would like additional information regarding ELD instruction, reclassification, and development of their child's literacy skills. Parents will receive this information electronically and through ELAC meetings.

Jefferson parent representatives involved in the School Site Council continually monitor the effective implementation of the Single Plan for Student Achievement, where data information is shared in an ongoing fashion. Additionally, parents involved in the English Learner Advisory Committee are provided the opportunity to give their input regarding the achievement of English Learners and are provided multiple opportunities to observe classroom instruction. School achievement data is made available to all parents in writing by sending home information in the digital monthly newsletter.

Kindergarten Orientation occurs in early spring for Kindergarten parents followed by a parent get-together on the first day of school. PTA also sponsors a new parent meeting at the beginning of the academic year. Two rounds of parent-teacher conferences are held each year. At these meetings, teachers have the opportunity to connect with every parent, as they provide detailed information about each child’s performance. School tours are provided on a monthly basis starting in January of every year.

Funding

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

For 2022-2023 school year, Jefferson Leadership has suggested that Title III funds be used to provide teachers with a facilitated, sub-release time for teachers to meet with their grade level partners, the Curriculum Specialist, and the English Language Development Specialist. The focus of these sessions will be to plan designated English Language Development time. We are also suggesting that we use our limited Parent education funding to provide materials to support EL families, especially our newcomers.

Fiscal support (EPC)

For the 2022-2023 School Year, Jefferson has received:

Title III Part A funding allocation: Total of $11,023, of which $1,492 will be used for parent education. The remaining balance will be used for intervention, materials, and PD.

No Title III Immigrant funds were received by the District.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA was discussed and developed with Leadership, Staff, PTA, Fundraising Committee and ELAC parent group.

Resource Inequities

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

Jefferson is not a Title I school and this field is not required.

All allocations from the district are distributed on a per pupil basis.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	1.06%	1.0%	0.81%	8	7	6
Asian	12.47%	13.3%	12.03%	94	97	89
Filipino	2.39%	2.1%	2.03%	18	15	15
Hispanic/Latino	14.06%	13.3%	11.89%	106	97	88
Pacific Islander	0.13%	0.1%	%	1	1	
White	60.34%	57.9%	59.32%	455	423	439
Multiple/No Response	6.1%	6.6%	7.03%	46	48	52
			Total Enrollment	754	731	740

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	120	100	120
Grade 1	119	123	112
Grade 2	121	119	120
Grade3	144	120	121
Grade 4	119	150	119
Grade 5	131	119	148
Total Enrollment	754	731	740

Conclusions based on this data:

1. For the most part, the student population at Jefferson has remained relatively stable. Small fluctuations are due to natural attrition.
2. Racial diversity has also remained relatively stable with little change over the last three school years.
3. The White subgroup continues to be the largest.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	126	129	119	16.5%	17.1%	16.30%
Fluent English Proficient (FEP)	154	143	133	20.2%	19.0%	18.20%
Reclassified Fluent English Proficient (RFEP)	44	23	21	29.1%	18.3%	2.90%

Conclusions based on this data:

1. The English Learner enrollment is relatively stable with about 16-17% of the student population.
2. The Fluent English Proficient enrollment is relatively stable with about 18-20% of the student population.
3. The Reclassified percentage dropped from 15% to 2.9%.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
740	**19.2**	**15.1**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Thomas Jefferson Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	112	15.1
Foster Youth		
Homeless	1	0.1
Socioeconomically Disadvantaged	142	19.2
Students with Disabilities	66	8.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.8
American Indian		
Asian	89	12.0
Filipino	15	2.0
Hispanic	88	11.9
Two or More Races	52	7.0
Pacific Islander		
White	439	59.3

Conclusions based on this data:

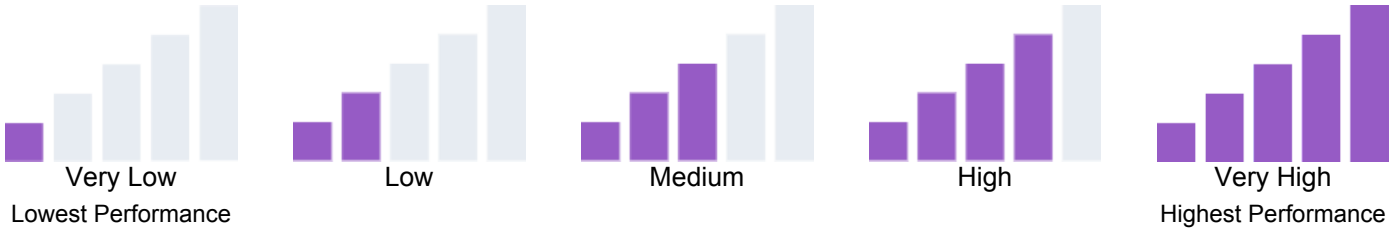
1. Of the 740 students enrolled, 19.2% are considered socioeconomically disadvantaged. It is also true that with free meals for all students, the number of families not completing the FARMS forms may have been artificially depressed--it may not represent a true decline from previous years.
2. 15.1% of the student population is considered English Learners.
3. 8.9% of the student population have IEPs--this represents a growth of 2% from prior years.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: High	Suspension Rate: Very Low
Mathematics: High		
English Learner Progress: Low		

Conclusions based on this data:

1. Overall academic performance is in the High Category for the general population of students (in both English Language Arts & Math).
2. The biggest areas for improvement continues to be in the progress that our English learners are making and in the absence rates (High rate which is not good).

3. The suspension rate continues to be very low.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	1	3	1	1

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

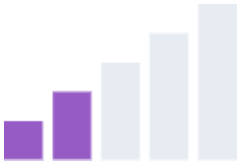
All Students

High

34.8 points above standard

370 Students

English Learners



Low

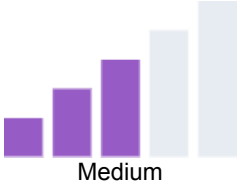
9.1 points below standard

78 Students

Foster Youth

Homeless

Socioeconomically Disadvantaged

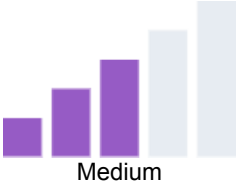


Medium

3.4 points below standard

76 Students

Students with Disabilities



Medium

5.6 points above standard

46 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		Very High 80.4 points above standard 39 Students	No Performance Level 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 9.4 points above standard 46 Students	No Performance Level 70.2 points above standard 24 Students		High 27.3 points above standard 236 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
92.4 points below standard	31.3 points above standard	42.8 points above standard
28 Students	51 Students	246 Students

Conclusions based on this data:

1. Currently identified English Learners are falling far below standard on the ELA assessment (9.1 points below standard). It's difficult to see a particularly important nuance in these summary data: last year, we had many newcomers join our school community and many of these EL test takers fall into that category.
2. Reclassified ELs also are below standard, especially in comparison to their English Only peers.
3. Other subgroups of students (those below standard) are within a 10 point difference and falling in the Medium (Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged) amd Low Categories (English learners).

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	4	1	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	
22.3 points above standard	10.8 points below standard	
370 Students	78 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Medium	Medium
	14.4 points below standard	3.9 points below standard
	76 Students	46 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		Very High 68.2 points above standard 39 Students	No Performance Level 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 8.2 points below standard 46 Students	No Performance Level 63.2 points above standard 24 Students		High 14.1 points above standard 236 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
72.9 points below standard 27 Students	22.0 points above standard 51 Students	27.0 points above standard 246 Students

Conclusions based on this data:

1. Like in English Language Arts, our current English Learners and Reclassified English Learners continue to perform below standard, although the difference is smaller than in the ELA results.
2. To the extent that our testing population is racially diverse, there is less evidence of racially disproportionate achievement.
3. Students with disabilities also did better on the math assessment than on the ELA as did the Hispanic subgroup, Socioeconomically Disadvantaged subgroups.

School and Student Performance Data

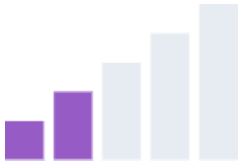
Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

44.3 making progress towards English language proficiency

Number of EL Students: 70 Students

Performance Level: 2

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20	19	6	25

Conclusions based on this data:

1. 25% English learners made progress towards English language proficiency out of the 70 English learners.
2. 20% English leaners decreased one ELPI level.
3. The overall progress of our English Learners toward English proficiency is rated low and represents a significant opportunity for our team to improve our ELD instruction. Overall rate is 44.3% of students making progress towards English language proficiency.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

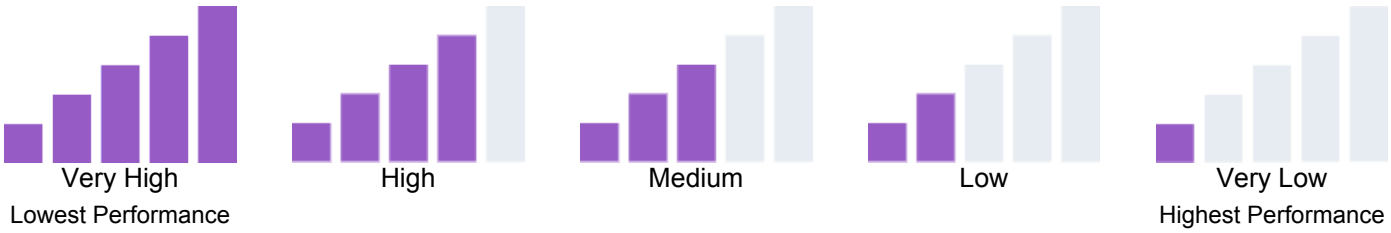
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
3	2	2	0	0

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

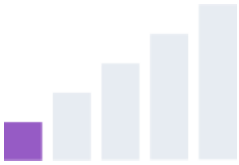
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	
12.5% Chronically Absent	21.7% Chronically Absent	
759 Students	129 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	High
Less than 11 Students	20.6% Chronically Absent	10.1% Chronically Absent
1 Student	160 Students	79 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		Medium	No Performance Level
Less than 11 Students		7.7% Chronically Absent	6.7% Chronically Absent
6 Students		91 Students	15 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Medium		High
22.2% Chronically Absent	6.5% Chronically Absent		13.3% Chronically Absent
90 Students	107 Students		450 Students

Conclusions based on this data:

1. Overall, chronic absenteeism (among all students) is quite high (12.5%). It is a difficult problem to address because last school year (as we returned from the pandemic closures), families were cautious about sending their students to school when there was exposures as well as when they were sick.
2. Some subgroups had even higher chronic absentee percentages; specifically Hispanic students (at 22.2%) and the English Learner (21.7%) and Socioeconomically Disadvantaged (20.6%) subgroups..
3. Asian students had the lowest percentage of students who were chronically absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

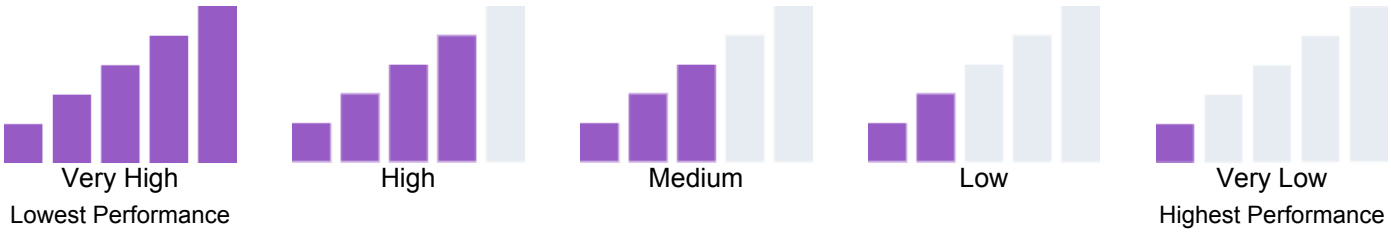
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	7

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
0% suspended at least one day	0% suspended at least one day	
767 Students	134 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
1 Student	165 Students	80 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		Very Low	No Performance Level
Less than 11 Students		0% suspended at least one day	0% suspended at least one day
6 Students		92 Students	15 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	Very Low		Very Low
0% suspended at least one day	0% suspended at least one day		0% suspended at least one day
92 Students	109 Students		453 Students

Conclusions based on this data:

1. The school did not suspend a students (out of school suspension) last school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Board of Education Goals
1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals
1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools
including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23
school year. (Instructional Services)

2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and
District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by
the end of the 2022-23 school year. (Educational Services)

3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate
assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human
Resources)

4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the
instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 1

According to the Spring 2023 CAASPP Reading assessment results, the combined percentage of Jefferson 3rd-5th grade students meeting or exceeding the standard on the CAASPP Reading assessment will be 68% (an increase of 4 percentage points from the Spring 2022 assessment window).

Identified Need

Our summative assessment results from Spring 2022 show that we have an opportunity for growth with the percentage of students meeting or exceeding standards as measured by the CAASPP Reading assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 CAASPP Reading Overall	According to the results from Spring 2022 testing window,	Our goal is to get at least 68%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	64% of Jefferson 3rd-5th grade students demonstrated proficiency (meeting or exceeding standard).	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students who have been identified as At Risk based on the iReady Diagnostic Assessment (in either Reading or Math) were eligible.

Strategy/Activity

RtI Small Group Instruction is designed to address gaps in foundational skills in either literacy or math. These groups meet at least 4 times per week for approximately 20 minutes per group. Students are grouped by grade level and common academic need.

Most often, reading groups focus on phonics or phonemic awareness.
Most often, math groups focus on counting, cardinality, and/or early numeracy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
52,473	LCFF 1000-1999: Certificated Personnel Salaries Hire 4 Hourly certificated staff to support RtI (Funded by LCFF LCAP Supplemental funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Transition the focus of staff meeting time.

In previous years, the limited time together as a staff throughout the school year was focused on a technical staff meeting. This year, we've developed a schoolwide Site Collaboration Schedule which provides a sequence of Staff Development, Grade Level PLCs, and then Independent Planning sessions.

During the Staff Development, we're spending approximately 45 mins on Instructional Practices and 45 minutes on School Climate activities. The focused PD sessions have covered methods for planning instruction based on standards, using data to drive instruction, and forming small groups to micro-target literacy skills.

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

Amount(s)	Source(s)
2500	General Fund 4000-4999: Books And Supplies Materials Purchase to support Small Group Instruction for Core Literacy Learning

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

Novice to Intermediate English Learners in Kindergarten through 5th grade

Strategy/Activity

Daily ELD instruction

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

Amount(s)	Source(s)
1000	Title III 4000-4999: Books And Supplies Picture dictionaries

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

During the 2021 - 2022 SY, we completed two full rounds of RtI Small Group instruction.

In the second round, we made adjustments to the program in order to make the groups more focused on student need and to increase the adult to student ratio (i.e. make groups smaller). Generally speaking, we saw significant improvement in the percentage of students receiving RtI who improved/increased their proficiency according to iReady scores.

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

The purchase of materials to support the ELD instruction was modified and the focus slightly shifted. We also made some changes to both the number of teachers providing RtI and the focus of it.

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.

We made adjustments to the goal itself; last year's goal may have been more aspirational than realistic.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Board of Education Goals
1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals
1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools
including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23
school year. (Instructional Services)

2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and
District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by
the end of the 2022-23 school year. (Educational Services)

3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate
assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human
Resources)

4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the
instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 2

According to the Spring 2023 iReady Math diagnostic, the schoolwide (K-5) percentage of students meeting or exceeding their typical growth goal on the iReady Math diagnostic will be 60% (an increase of 6 percentage points from the previous year's testing).

Identified Need

Our schoolwide summative assessment scores continue to show evidence of math achievement as an area of need.

Data analysis shows that our students' math needs are global rather than showing a specific domain that is more of a need than others.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady diagnostic typical growth measure from Fall 2022 window to Spring 2023 window.	Last year, only 54% of our students met the typical growth target.	60% of our students (grades K-5) will meet their typical growth target on the Math diagnostic.

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

Strategy/Activity 1

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

All students

Strategy/Activity

Dedicated professional development time (micro-PD model) on topics to support high-quality core math instruction.

These micro PD sessions (occurring during our Instructional Focus monthly staff development) will include topics such as

- Using small group instruction to support math learning
- Using iReady data (both diagnostic and personalized learning) to plan instruction
- Increase the use of a variety of methods of common formative assessment
- Increase the use of number talks and other counting/cardinality best practices

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

Amount(s) Source(s)

Strategy/Activity 2

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

Students with Diagnostic scores in the High Risk category for Math

Strategy/Activity

RtI Small Group Instruction is designed to address gaps in foundational skills in either literacy or math. These groups meet at least 4 times per week for approximately 20 minutes per group. Students are grouped by grade level and common academic need.

Most often, reading groups focus on phonics or phonemic awareness.
Most often, math groups focus on counting, cardinality, and/or early numeracy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
52,473	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Tier III Math Students

Strategy/Activity

Identify and resource additional supportive materials for math intervention.

We'd like to use community funds to help us purchase additional curricula that can be used as a dedicated math intervention for supportive instruction for students needing additional math support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Donations 4000-4999: Books And Supplies Math Intervention Curriculum

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

During the 2021-2022 school year, Jefferson provided teachers with district supported math resources.

We also offered small group remediation to students in the High Risk category as determined by the Winter 2022 iReady diagnostic. Not every grade level chose to include math--we allowed teaching teams to make decisions about the highest needs of the students in their classes.

- For the grade levels where we offered small group supportive instruction for High Risk students, we did see a decrease in the percentage of students who fell in the high risk category: in grades 4 & 5 the decrease was 4 percentage points.

Unfortunately, due to changes in the CASSPP, no domain level data were reported, so we were unable to determine if students made growth specifically in the Concepts & Procedures domain. However, there was less growth than anticipated in the overall percentage of students meeting or exceeding the standard on the assessment.

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

We ran at least two sessions of small group instruction.
Most groups were focused on Foundational Literacy skills.
IXL was no longer purchased because the district provided a similar tool in iReady.

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.

Because of the experience from last school year and changes to the Summative assessment, our goal this year is slightly different focus and potentially a bit more modest. We'd like to focus on increasing the growth that our students are making in the math domain. Our hope is that as we refocus our efforts in math, our students will make positive progress.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

Board of Education Goals
1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals
1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools
including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23
school year. (Instructional Services)

2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and
District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by
the end of the 2022-23 school year. (Educational Services)

3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate
assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human
Resources)

4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the
instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 3

According to the Spring 2023 Summative ELPAC results, the percentage of English Learners scoring a "3" or well-developed in the Reading domain will increase by 3 percentage points (mirroring the growth we achieved in the previous school year for Kindergarten students).

Identified Need

Spring 2022 results show a significant increase in our target area of the Kinder reading domain (with focused instruction). We improved from 4% to 15%.

Now we'd like to turn our attention to students in other grades and try to continue this positive progress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC (Reading Domain)	For the Spring 2022 administration, 16% of the students assessed scored at the "3: Well Developed level".	We hope to increase the schoolwide percentage to 20% of test takers scoring at the "3".

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

Strategy/Activity 1

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

English Learners

Strategy/Activity

Our teachers are responsible for provided designated ELD time in their core classroom instruction; the best way to help the highest number of students is to ensure that our core instruction is of high quality.

To accomplish this, we'd like to use our Title III funds to offer substitute release time for grade level teams to come together to plan high quality ELD.

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

Amount(s)	Source(s)
7149	Title III 1000-1999: Certificated Personnel Salaries Substitute release time (29 teachers 1 full day spread in two half-day sessions)

Strategy/Activity 2

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

English Learners

Strategy/Activity

Materials purchase for parent education/support materials for the families of English Learners

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

Amount(s)	Source(s)

1500	Title III 4000-4999: Books And Supplies Picture dictionaries

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Last school year, we provided small group instruction for English learners in Kindergarten only. This occurred after the school day had ended for those students, thereby creating an extended school day. The strategy proved effective at improving our students' reading skills.

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

Generally speaking, we implemented the strategies almost exactly as we explained in last year's plan and spent our budget as explained.

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.

The strategy pursued last school year (21-22) was effective, but it was very expensive and only served a small number of students (fewer than 10). We'd like to make changes to our goals and strategies for this year to serve a larger group of students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Board of Education Goals
1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals
1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools
including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23
school year. (Instructional Services)

2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and
District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by
the end of the 2022-23 school year. (Educational Services)

3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate
assignments following Williams compliance by September 1, 2021, depending on clearance requirements (i.e., fingerprinting). (Human
Resources)

4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the
instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 2

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

Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$119,595.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title III	$9,649.00

Subtotal of additional federal funds included for this school: $9,649.00

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

State or Local Programs	Allocation ($)
Donations	$2,500.00
General Fund	$2,500.00
LCFF	$52,473.00
LCFF - Supplemental	$52,473.00

Subtotal of state or local funds included for this school: $109,946.00

Total of federal, state, and/or local funds for this school: $119,595.00

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
Donations	2,500.00
General Fund	2,500.00
LCFF	52,473.00
LCFF - Supplemental	52,473.00
Title III	9,649.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	112,095.00
4000-4999: Books And Supplies	7,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Donations	2,500.00
4000-4999: Books And Supplies	General Fund	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF	52,473.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	52,473.00
1000-1999: Certificated Personnel Salaries	Title III	7,149.00
4000-4999: Books And Supplies	Title III	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,973.00
Goal 2	54,973.00
Goal 3	8,649.00

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
Ron Young	Principal
Jennifer Timoney	Classroom Teacher
Kimbra Miller	Classroom Teacher
Jennifer Griffith	Classroom Teacher
Allison Oliver	Other School Staff Parent or Community Member
Limor Zimskind	Parent or Community Member
Christina McKenna	Parent or Community Member
Stephanie Stockton	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 11/10/2022.

Attested:

Principal, Ron Young, Ed.D. on 12/4/2022

SSC Chairperson, Jennifer Griffith on 12/4/2022

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019