

School Year: **2019-20**

# 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
Jackson Elementary School	10-62414-6007132	November 13, 2018	December 11, 2018

## Purpose and Description

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

Schoolwide Program

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

# 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).

A School Wide Survey was conducted at the end of the 16-17 school year. 90.1% of Valid Scans were returned. We have a goal of 100% for the school year 2017-2018.

Below are the results from parent surveys that were sent home in March. This annual survey provides us with important data as to how parents view the job we are doing, suggestions for improvements, and things that are going well. We want to thank all the parents who took the time to complete and turn in the survey and share with you our plans on how we will continue to strive to meet all expectations. The following percentages reflect the A & B Responses, which represents Excellent and Good.

### Topics

- Overall quality of the school 88.0%
- Overall academic growth of your child 84.5%
- Child's growth in reading and writing 81.6%
- Child's growth in mathematics 75.8%
- Student challenged to full ability 81.9%
- Parent Informed of Child Progress 82.3%
- Quality of school to home communication 86.3%
- Safe school environment 82.4%
- Addressing bullying and harassment 75.3%
- Support for Positive behavior and Character 84.9%
- Maintenance and cleanliness 83.9%
- Parent Involvement 86.2%

### Responses to Comments:

Our entire staff is very pleased by the positive comments of support, praising the work that we do to create a positive and caring environment for your child. We also take to heart all suggestions.

### Positive Comments:

- 1) Very happy with all staff
- 2) Communication (Teacher/Parent and School)**
- 3) Happy with everything - Great School**

### Areas of Improvement

1. **Maintenance of School-** The good news is, we will be under construction during the 2017-2018 school year for the building of our MPR!!!!Our school will receive a beautiful fresh look!!! Go Jaguars!!!
2. **Parking/ Student Drop Off/Pick up Zone** – Parking will be part of the school remodel and improvements of loading and unloading will also be addressed!
3. **Cafeteria Food-** Our food service staff continually looks for ways to improve the menu while working within federal guidelines and restrictions.

## Classroom Observations

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

All Probationary and Temporary teachers receive three (2) formal observations and two (2) evaluations during the school year. Tenured Teachers receive two (2) formal observations and one (1) evaluation during the school year. Informal observations and classroom walk throughs are done periodically throughout the year. These walkthroughs are opportunities of coaching and side by side coaching when needed. Teachers receive feedback. The Curriculum Support Provider (CSP) and Literacy Specialist Teacher (LST) also provide coaching and observations to provide coaching opportunities for instruction and instructional strategies. The CSP and LST also can provide modeling practices in the classroom to support teachers.

This year our walk throughs will focus on: ELD instructional Strategies and delivery of lessons, Implementation of Guided Reading, Higher Level cognitive demand tasks effectively, rigor of lessons, student collaborative conversations (active/passive engagement), evidence of UDL instruction, posting of Language targets, essential questions, and the use of the DOK levels.

## 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)

At Jackson School all staff is part of a Professional Learning Community. We have grade level PLC teams, and Rtl PLC Teams. all grade levels PLC's meet weekly to discuss the Key Questions: 1. What do we want the students to know? 2. How do we know they learned it? 3. What do we do for those who didn't get it? 4. What do we do for those who learned it? Each PLC develops common formative and summative assessments which are used to modify instruction. District Assessments have been developed and the district continues to provide ongoing of development assessments to support the teachers to determine how the students are progressing

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

Student Achievement Meetings (SAMs) are held monthly with each grade level PLC along with the Principal, CSP, and LST to discuss student data from DIBELS, BAS, CAASPP, IABs, ICAs, Writing, EL student progress, and CFAs. Each PLC also meets weekly to look at the implementation of their common assessments, progress monitoring, and district assessments. Teachers use this data to modify their instruction to determine if they need to reteach or move forward.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Jackson Elementary are highly qualified teachers.

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

Jackson Elementary teachers have all been provided professional development on how to use State Board of Education adopted instructional material for all of its core subjects.

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

All teachers have received professional development through the district for both Math, ELA, and ELD instruction. Teachers continue to receive professional development at Jackson School from our CSP, LST, DIS (from district) and the Principal. Our focus is to continue to grow as professionals and to focus our instruction to the District Vision and Jackson's Instructional Vision.

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

Jackson Teachers receive ongoing support from the Curriculum Support Provider (CSP) and the Literacy Specialist Teacher (LST). Both the CSP and LST work with teachers daily. The CSP works along side with teachers to support teachers on a daily basis with lesson design, lesson delivery, coaching through observations and providing resources and instructional strategies to support them within the instructional day. The LST supports our TK-5th grade teachers on guided reading, which supports our district's early literacy initiative, writing strategies, and Balanced Literacy supports. The LST provides coaching, PD, and lesson modeling to support our teachers in the implementation of Guided Reading.

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

All teachers meet with their Professional Learning Community on a weekly basis. Teachers meet to share best practices, design lessons, assessments, look at data, and share in the collective commitments to ensure that they are meeting the needs of their students.

## Teaching and Learning

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

Grade level PLCs meet to align curriculum, instruction, and materials to the content and performance standards.

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

Jackson Elementary meets the required instructional minutes for both Math and English Language Arts

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

Jackson School's master schedule has built in designated instructional blocks for Response to Intervention and ELD instruction

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

All students have access to standards-based instructional materials.

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

All instructional materials used at Jackson Elementary have been approved by the State Board of Education

## Opportunity and Equal Educational Access

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

Jackson School has developed a master schedule that includes designated blocks of instruction that supports all underperforming students to have the opportunity to meet the standards. Teachers also provide small group instruction during Tier 1 instruction that will support the students during CORE instruction

Evidence-based educational practices to raise student achievement

All students requiring intervention receive research-based instruction in order to raise student achievement.

## Parental Engagement

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

Jackson Elementary has the Learning Enrichment Activity Program (LEAP) which provides tutoring services for students at Jackson. Jackson also provides before school a reading lab that learning through a computer based reading program (LEXIA).

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)

## Funding

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

Jackson Elementary School has used funds to hire one CSP and one full time intervention teacher to provide direct services to under performing students.

Fiscal support (EPC)

## 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

SSC council and support staff met and discussed our SPSA to determine the needs of our students. Met with support staff monthly at MTSS meetings which included School Psychologist, Curriculum Support Provider (CSP), Literature Specialist Teacher (LST), Intervention Teacher (IT), Resource Teacher (RSP), Principal, and two classroom teachers to review data both academically and behaviorally to determine best supports for our students to support instruction, academic growth, safety, and behavioral needs. Shared data to our PTO parents and asked for input during meetings, and held a SSC meeting on November 19th. It was also discussed that as we move along we will continue to work on our plan to ensure that we continue to look at the needs of our students and implement supports for support.

As we continue to meet for updates I will include those dates as we meet.

## Resource Inequities

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.0%	0%	1	0	0
African American	0.2%	0.5%	0.71%	1	2	3
Asian	1.9%	1.4%	1.67%	8	6	7
Filipino	0.0%	0.0%	0%	0	0	0
Hispanic/Latino	76.8%	77.0%	75.24%	328	338	316
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	8.2%	8.7%	10.24%	35	38	43
Multiple/No Response	0.2%	12.1%	11.43%	1	53	48
<b>Total Enrollment</b>				427	439	420

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	101	91	77
Grade 1	54	79	64
Grade 2	72	50	75
Grade 3	75	74	58
Grade 4	65	73	77
Grade 5	60	72	69
Grade 6	0		0
Grade 7	0		0
Grade 8	0		0
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
<b>Total Enrollment</b>	427	439	420

### Conclusions based on this data:

- Jackson School enrollment shows a decrease by 19 students during the 17-18 school year based on this data.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	87	82	67	20.4%	18.7%	16.0%
Fluent English Proficient (FEP)	11	11	21	2.6%	2.5%	5.0%
Reclassified Fluent English Proficient (RFEP)	7	11	18	8.4%	12.6%	22.0%

### Conclusions based on this data:

1. EL enrollment has declined from 87 students during the 15-16 school year to 67 during the 17-18 school year.
2. Reclassification has increased do to very structured ELD designated and integrated instruction and professional development offered to our teachers.
3. It has been determined that with the use of our Data Based System Elevation has been a excellent resource to have data available immediately to determine students needs and put into place ILPs and supports for our EL students to support reclassification as soon as they are ready.



# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	76	73	57	75	72	57	75	72	57	98.7	98.6	100
Grade 4	66	74	78	66	74	77	66	74	77	100	100	98.7
Grade 5	62	69	67	61	69	64	61	69	64	98.4	100	95.5
All Grades	204	216	202	202	215	198	202	215	198	99	99.5	98

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2369.	2396.	2406.	5	11.11	14.04	12	22.22	21.05	33	34.72	42.11	49	31.94	22.81
Grade 4	2426.	2408.	2428.	12	6.76	6.49	20	21.62	22.08	23	20.27	33.77	45	51.35	37.66
Grade 5	2431.	2443.	2455.	2	10.14	1.56	15	17.39	28.13	28	26.09	32.81	56	46.38	37.50
All Grades	N/A	N/A	N/A	6	9.30	7.07	15	20.47	23.74	28	26.98	35.86	50	43.26	33.33

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	8	12.50	8.77	39	50.00	45.61	53	37.50	45.61	
Grade 4	18	8.11	5.19	39	47.30	57.14	42	44.59	37.66	
Grade 5	3	7.25	10.94	36	43.48	46.88	61	49.28	42.19	
All Grades	10	9.30	8.08	38	46.98	50.51	52	43.72	41.41	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	11.11	10.53	45	48.61	59.65	51	40.28	29.82
Grade 4	12	10.81	10.39	48	29.73	46.75	39	59.46	42.86
Grade 5	3	17.39	6.25	48	36.23	51.56	49	46.38	42.19
All Grades	6	13.02	9.09	47	38.14	52.02	47	48.84	38.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	6.94	14.04	69	66.67	68.42	24	26.39	17.54
Grade 4	8	8.11	5.19	64	58.11	74.03	29	33.78	20.78
Grade 5	5	5.80	7.81	64	68.12	60.94	31	26.09	31.25
All Grades	6	6.98	8.59	66	64.19	68.18	28	28.84	23.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	18.06	21.05	57	48.61	57.89	37	33.33	21.05
Grade 4	12	9.46	9.09	52	56.76	67.53	36	33.78	23.38
Grade 5	8	17.39	17.19	56	33.33	46.88	36	49.28	35.94
All Grades	8	14.88	15.15	55	46.51	58.08	37	38.60	26.77

**Conclusions based on this data:**

- Overall ELA Standard:** 30.81% of our students met or exceeded the ELA overall standard (**growth of 1.04%** from previous year), 35.86% Nearly met the ELA standard (**growth of 8.48%** from previous year), and 33.33% scored below the ELA standard (**improvement of 8.48%** from previous year).

**Standard of Reading:** 8.08% of our students scored above the standard (**drop of 1.22%** from previous year), 50.51% scored at or near the standard (**growth of 3.53%** from previous year), and 41.41% (**improvement of 2.31%** from previous year) scored below the standard.

**Standard of Writing:** 9.09 % of our students scored above the standard (**drop of 3.93%** from previous year), 52.02% scored at or near the standard (**growth of 13.88%** from previous year), and 38.89% scored below the standard (**improvement of 10.05%** from previous year).

**Standard of Listening:** 8.59% of our students scored above the standard (**growth of 1.61%** from previous year), 68.18% scored at or near the standard (**growth of 3.99%** from previous year), and 23.23 % scored below the standard (**improvement of 5.61%** from previous year).

**Standard of Research & Inquiry:** 15.15% of our students scored above the standard (**.27% growth** from previous year), 58.08% scored at or near the standard (**growth of 11.57%** from previous year), and 26.77% scored below the standard (**improvement of 11.83%** from previous year).
- Students scored best in the area of Listening, with 76.77% scoring at, near, and above the standard, with the following areas following in order from highest score to lower: Research & Inquiry with 73.23% scored at, near, and above the standard, Writing with 61.11% scoring at, near, and above the standard, and Reading with 55.06% scoring at, near, and above the standard. All 4 areas need to continue to be a focus for this school year through SAM meetings, district, and school site professional development.
- Supports will be provided to support oral fluency, writing, comprehension strategies and instructional practices in Tier 1 and Guided Reading. All teachers will be receiving support and training in writing and ELD, and Balance Literacy instruction. All teachers have been involved in ELD training, Guided Reading, and continued training with the district and our CSP and LST in both areas at our school site. Evidence of implementation is in lesson plans, PLC minutes, and scope and sequence.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	76	73	57	75	73	57	75	73	57	98.7	100	100
Grade 4	66	74	78	66	74	77	66	74	77	100	100	98.7
Grade 5	62	69	67	61	69	64	61	69	64	98.4	100	95.5
All Grades	204	216	202	202	216	198	202	216	198	99	100	98

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2380.	2393.	2424.	0	4.11	8.77	20	24.66	36.84	33	30.14	29.82	47	41.10	24.56
Grade 4	2440.	2418.	2442.	8	0.00	3.90	14	18.92	23.38	42	36.49	36.36	36	44.59	36.36
Grade 5	2429.	2429.	2437.	0	0.00	1.56	7	13.04	7.81	30	21.74	34.38	64	65.22	56.25
All Grades	N/A	N/A	N/A	2	1.39	4.55	14	18.98	22.22	35	29.63	33.84	49	50.00	39.39

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	11	10.96	19.30	36	41.10	56.14	53	47.95	24.56	
Grade 4	9	8.11	15.58	30	27.03	37.66	61	64.86	46.75	
Grade 5	2	0.00	1.56	20	27.54	34.38	79	72.46	64.06	
All Grades	7	6.48	12.12	29	31.94	41.92	63	61.57	45.96	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	9.59	22.81	44	52.05	54.39	49	38.36	22.81
Grade 4	11	5.41	6.49	44	36.49	49.35	45	58.11	44.16
Grade 5	0	5.80	3.13	25	36.23	31.25	75	57.97	65.63
All Grades	6	6.94	10.10	38	41.67	44.95	56	51.39	44.95

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	9.59	17.54	63	49.32	64.91	32	41.10	17.54
Grade 4	14	4.05	10.39	44	48.65	38.96	42	47.30	50.65
Grade 5	0	5.80	4.69	41	30.43	39.06	59	63.77	56.25
All Grades	6	6.48	10.61	50	43.06	46.46	44	50.46	42.93

**Conclusions based on this data:**

- Overall Math Standard:** 4.55% of our students exceeded the standard (**growth of 3.16%** from previous year), 22.22% met the standard (**growth of 3.24%** from previous year), 33.84% nearly met the standard (**growth of 4.21%** from previous year), and 39.39% did not meet the standard (**improvement of 10.61%** from previous year).  
**Standard of Concepts and Procedures:** 12.12% of our students scored above the standard (**growth of 5.64%** from previous year), 41.92% scored at or a near the standard (**growth of 9.98%** from previous year), and 45.96% scored below the standard (**improvement of 15.61%** from previous year).  
**Standard of Problem Solving and Modeling/Data Analysis:** 10.10% scored above the standard (**growth of 3.16%** from previous year), 44.95% scored at or near the standard (**growth of 3.28%** from previous year), and 44/95% scored below the standard (**improvement of 6.44%** from previous year).  
**Standard of Communicating Reasoning:** 10.61% scored above the standard (**growth of 4.23%** from previous year), 46.46% scored at or near the standard (**growth of 3.43%** from previous year), and 52.93% scored below the standard (**improvement of 7.53%** from previous year).
- Students scored best in the area of Communicating Reasoning with **57.07%** scoring at, near, and above the standard (**growth of 7.53%** from previous year) with Problem Solving and Modeling/Data Analysis next with **54.11%** scoring at, near, and above the standard (**growth of 5.50%** from previous year), and the lowest area was in Concepts and Procedures with **54.11%** scoring at, near, and above the standard (**growth of 15.69%** from previous year). All 3 areas will continue to be a school focus with Professional Development at both the district and school site level.
- Teachers will continue to be involved in district math training with Lesson Design and Delivery, Explicit Instruction and continue to work on the High Leverage Team Action 2 and 6 by learning to apply the knowledge the higher level cognitive demand tasks effectively through both the analysis of data and during the planning and delivery of instruction. Evidence will be collected through walk throughs, looking at implementation of number talks, use of manipulatives, use of DOK appropriate levels of instruction and common formative assessments. Monthly Student Achievement meetings will focus on student data, best practices, and data analysis of each student and the subgroups.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1430.6	1441.4	1405.0	17
Grade 1	1460.9	1444.5	1476.8	11
Grade 2	1476.3	1479.8	1472.5	12
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				56

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	17
Grade 1	*	*	*	*	*	*	*	*	11
Grade 2	*	*	*	*	*	*			12
Grade 3			*	*	*	*			*
Grade 4			*	*	*	*			*
Grade 5	*	*							*
All Grades	17	30.36	24	42.86	*	*	*	*	56

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	17
Grade 1	*	*	*	*	*	*	*	*	11
Grade 2	*	*	*	*					12
Grade 3	*	*	*	*					*
Grade 4	*	*	*	*					*
Grade 5	*	*							*
All Grades	27	48.21	20	35.71	*	*	*	*	56

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	17
Grade 1	*	*	*	*	*	*	*	*	11
Grade 2	*	*	*	*	*	*	*	*	12
Grade 3			*	*	*	*	*	*	*
Grade 4			*	*	*	*	*	*	*
Grade 5	*	*	*	*					*
All Grades	14	25.00	15	26.79	22	39.29	*	*	56

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	12	70.59	*	*	*	*	17
Grade 1	*	*	*	*	*	*	11
Grade 2	*	*	*	*			12
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	30	53.57	22	39.29	*	*	56

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	17
Grade 1	*	*	*	*	*	*	11
Grade 2	*	*	*	*			12
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	31	55.36	18	32.14	*	*	56

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	11	64.71	*	*	17
Grade 1	*	*	*	*	*	*	11
Grade 2	*	*	*	*	*	*	12
Grade 3			*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	15	26.79	30	53.57	11	19.64	56

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	17
Grade 1	*	*	*	*	*	*	11
Grade 2	*	*	*	*			12
Grade 3	*	*	*	*	*	*	*
Grade 4			*	*			*
Grade 5	*	*	*	*			*
All Grades	17	30.36	34	60.71	*	*	56

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>420</b>	<b>85.0%</b>	<b>16.0%</b>	<b>1.4%</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	67	16.0%
Foster Youth	6	1.4%
Homeless	13	3.1%
Socioeconomically Disadvantaged	357	85.0%
Students with Disabilities	23	5.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.7%
Asian	7	1.7%
Hispanic	316	75.2%
Two or More Races	3	0.7%
White	43	10.2%

Conclusions based on this data:






1.



# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="769 506 847 533">Yellow</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1256 506 1325 533">Blue</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="293 703 371 730">Yellow</p>		
<p data-bbox="154 821 511 852"><b>English Learner Progress</b></p>  <p data-bbox="199 905 466 932">No Performance Color</p>		

#### Conclusions based on this data:

1. Will visit all subgroup performances during SAM meetings and ask for teachers to ensure that they are looking deep into their assessments to ensure that they are providing instructional strategies to support all students. Teachers are implementing best practices through Universal Design Lesson delivery to meet the needs of all students

# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 38.6 points below standard Increased 15.3 points 194 students	<p><b>English Learners</b></p>  Yellow 63 points below standard Increased 15.3 points 37 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 44.7 points below standard Increased 15.9 points 170 students	<p><b>Students with Disabilities</b></p>  No Performance Color 146.3 points below standard Increased 23.7 points 13 students

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 43.1 points below standard Increased 12.3 points 157 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 3 points above standard Increased 34.8 points 22 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
109 points below standard Declined -7.3 points 17 students	24.9 points below standard Increased 20.2 points 20 students	32.8 points below standard Increased 14.7 points 157 students

**Conclusions based on this data:**

- Students continue to show growth at small increments. We need to continue to provide instruction with rigor, build on Tier 1 instruction and provide appropriate supports for Tier II. Continue to have focus discussions during SAMs and analyzing data with both SAMs and MTSS staff.

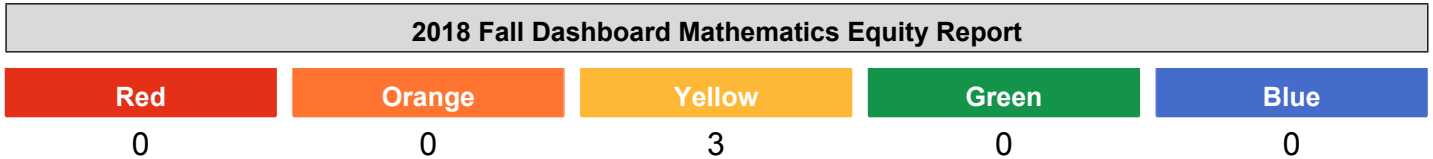
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 49.4 points below standard Increased 10.8 points 194 students	<p><b>English Learners</b></p>  Yellow 57.6 points below standard Increased 31.8 points 37 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 52.3 points below standard Increased 1.8 points 170 students	<p><b>Students with Disabilities</b></p>  No Performance Color 135.7 points below standard Increased 12.6 points 13 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #d9ead3; padding: 2px;">53.6 points below standard</span> Increased 16.7 points 157 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color <span style="background-color: #d9ead3; padding: 2px;">36.2 points below standard</span> Increased 11.2 points 22 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #d9ead3; padding: 2px;">80.9 points below standard</span> Increased 19.8 points 17 students	<span style="background-color: #d9ead3; padding: 2px;">38.9 points below standard</span> Increased 34.6 points 20 students	<span style="background-color: #d9ead3; padding: 2px;">47.5 points below standard</span> Increased 16.2 points 157 students

**Conclusions based on this data:**

1. Growth continues to be evidenced in each subgroup. We will continue to provide rigor and opportunities to provide best instructional practices in Tier I. Small group/FLEX grouping will be evident to ensure that ALL students have the opportunity to reach the level of learning that is needed to be successful

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
56	30.4%	42.9%	17.9%	8.9%

### Conclusions based on this data:

1. Goal is to grow 5% to reach 70.4% which will move our students across the 5 by 5 to yellow on the grid.

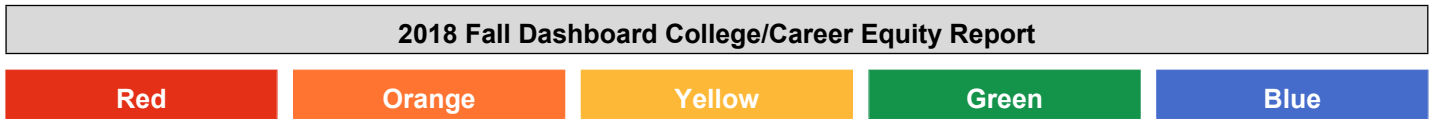
# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 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.

2018 Fall Dashboard College/Career 3-Year Performance		
<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

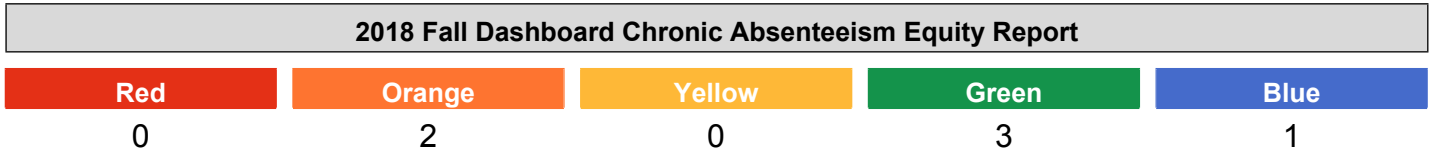
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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



This section provides number of student groups in each color.











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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 7.6% chronically absent Maintained 0.3% 434 students	<p><b>English Learners</b></p>  Green 2.6% chronically absent Maintained 0.2% 78 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
<p><b>Homeless</b></p>  No Performance Color 0% chronically absent 14 students	<p><b>Socioeconomically Disadvantaged</b></p>  Green 7.4% chronically absent Declined 0.5% 377 students	<p><b>Students with Disabilities</b></p>  Orange 15.2% chronically absent Increased 9.1% 33 students



**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.9% chronically absent Increased 1% 329 students	 Green 7.7% chronically absent Declined 3% 52 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Blue 2.4% chronically absent Declined 7.4% 42 students

**Conclusions based on this data:**

1. We will continue to build incentives to support attendance and educate our family groups on the importance of being at school daily.

# School and Student Performance Data

## Academic Engagement Graduation Rate

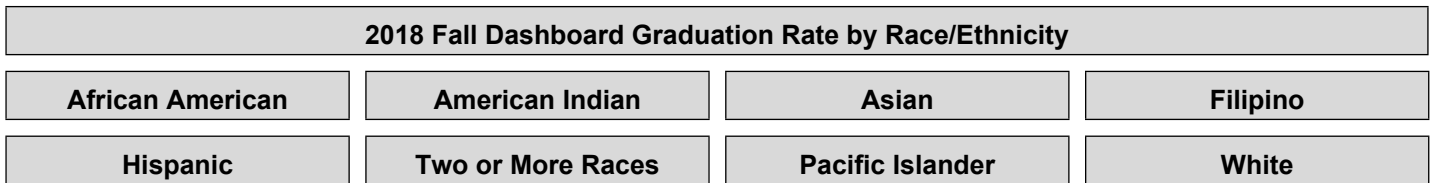
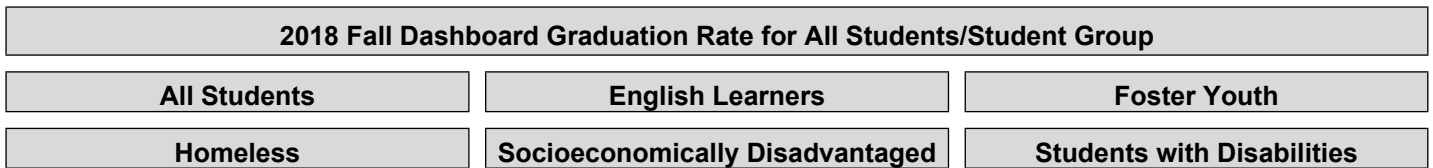
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

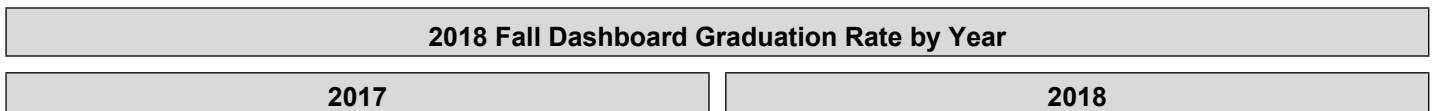
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

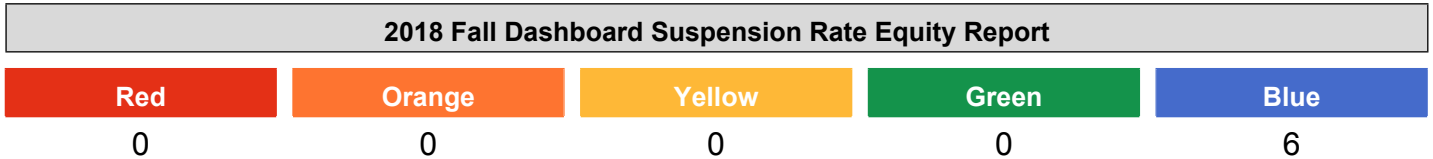
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Blue 0.2% suspended at least once Declined -1.5% 450 students	<p><b>English Learners</b></p>  Blue 0% suspended at least once Declined -2.4% 82 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 10 students
<p><b>Homeless</b></p>  No Performance Color 0% suspended at least once 14 students	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 0.3% suspended at least once Declined -1.4% 393 students	<p><b>Students with Disabilities</b></p>  Blue 0% suspended at least once Maintained 0% 34 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.3% suspended at least once Declined -1.1% 343 students	 Blue 0% suspended at least once Declined -3.4% 52 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 42 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.9% suspended at least once	1.7% suspended at least once	0.2% suspended at least once

**Conclusions based on this data:**

1. Suspension rates declined in White and Students with Disabilities sub groups. Increase with Hispanic, Socio. Disadvantage and English Learners sub groups. Increases were slight
2. We continue to increase supports in our PBIS supports at Jackson School

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

The district will provide a high quality educational system to raise the academic achievement of ALL students.

## Goal 1

SMART Goal ELA:

For the 2018-19 school year, Jackson School will improve by 5 scale score points to move from -39 to -34 (Yellow to Yellow) on the ELA CAASPP as evidenced by the CA Dashboard.

SMART Goal Math:

For the 2018-19 school year, Jackson School will improve by 5 scale score points to move from -48 to -43 (Yellow to Yellow) on the Math CAASPP as evidenced by the CA Dashboard.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP ELA Percent Proficient DF3 -34	To achieve these goals we need to have the expectation that students are setting achievement goals and conferencing with teachers to ensure students take ownership of their success and the work needed to reach their goal.  CAASPP results will reflect student achievement
CAASPP Math	CAASPP Math	To achieve these goals we need to have the expectation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Percent Proficient</p> <p>DF3 -43</p>	<p>that students are setting achievement goals and conferencing with teachers to ensure students take ownership of their success and the work needed to reach their goal.</p> <p>CAASPP results will reflect student achievement</p>
DIBELS	<p>Exceed End of Last Years 70% of students @ Core/Strategic to 80%</p>	<p>To achieve these goals we need to have the expectation that students are setting achievement goals and conferencing with teachers to ensure students take ownership of their success and the work needed to reach their goal.</p> <p>Evidence of Fluency reading 10 minutes in the day through poetry, short stories, and student oral presentations.</p> <p>Final DIBELS assessment results</p>
BAS	<p>Exceed last years overall 62% Mastery to 75%</p>	<p>To achieve these goals we need to have the expectation that students are setting achievement goals and conferencing with teachers to ensure students take ownership of their success and the work needed to reach their goal.</p> <p>Evidence of Guided Reading instruction to be based on gaps</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>that are evidenced on their assessment. Differentiated small group instruction.</p> <p>Teacher/Student Conferences on goal setting.</p> <p>Results of goal met at the end of year BAS assessment</p>
Math Fact Fluency	Continue to grow and exceed last years Mastery rate to 85%.	<p>To achieve these goals we need to have the expectation that students are setting achievement goals and conferencing with teachers to ensure students take ownership of their success and the work needed to reach their goal.</p> <p>Evidence of Math Talks and math centers - Student use of manipulatives</p> <p>End of the year results will reflect student met goal through their final Math Fact Fluency assessment</p>

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

**On Site PD**

\*CSP, LST, UDL team will support teachers with the following: Writing across all subject areas, Ensuring students are using iPADS to support learning  
SAM data discussions will focus around: keeping all data in the forefront, analyzing best practices, What are we doing for those who are struggling, Looking at all sub groups during discussions, Differentiation, More online assessments, Lesson Plans, Teacher Feedback, Class Walkthroughs, Peer Observations, District Site PD opportunities  
Monitoring Guided Reading Groups \* PD and coaching on balanced literacy components

Principal, CSP, LST will engage in walkthroughs to support staff, collect data, and ensure that all students are provided the best instructional practices to support learning for all students.

Ensure that all teachers have supported supplemental instructional materials and the necessary technology support that is needed for student learning.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
51,571	Title I
54,358	Title I
3703.00	LCAP Additional Site Allocation
9,080	LCAP Library
357.00	LCAP Enrichment K-8
51,571	LCAP Additional Site Allocation
65,341	LCAP Additional Site Allocation

**Strategy/Activity 2**

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

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

ALL Students

**Strategy/Activity**

Provide supports for teachers to participate in Student Achievement Meetings (SAMs), participate in peer observations, and additional supports that may be needed during the day we will need to provide substitute teachers to allow these sessions to take place.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5,000.00	Title I



2002.00

LCAP Intervention and Support

### Strategy/Activity 3

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

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

ALL Students

#### Strategy/Activity

Drama Club: Due to the new MPR and stage, Jackson will begin the planning of a Drama club with the necessary purchases of items needed (microphones, green screen, scripts, props, etc.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,000.00

LCAP Enrichment K-8

### Strategy/Activity 4

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

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

ALL Students

#### Strategy/Activity

Purchase of Lexia for 1 year and Purchase of equipment to support supplemental reading program (Lexia)

#### 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)

4,983.00

Title I

3,000.00

LCAP Enrichment K-8

2,000.00

LCAP Intervention and Support

1,000.00

LCAP Additional Site Allocation

### Strategy/Activity 5

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

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

ALL Students

#### Strategy/Activity

Purchase Early Literacy supplemental materials including technology

**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)
1,000.00	Title I
2,000.00	LCAP Intervention and Support

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.

## Goal 2

SMART Goal ELA:

For the 2018-19 school year, Jackson's Socioeconomically Disadvantaged will improve by 5 scale score points to move from -60 to -55 (Orange to Yellow) on the ELA CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Jackson's English Learners will improve by 5 scale score points to move from -104 to -99 (Orange to Yellow) on the ELA CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Jackson's SWD will improve by 5 scale score points to move from -144 to -139 (Orange to Yellow) on the ELA CAASPP as evidenced by the CA Dashboard.

SMART Goal Math:

For the 2018-19 school year, Jackson's Socioeconomically Disadvantaged will improve by 5 scale score points to move from -69 to -64 (Orange to Yellow) on the Math CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Jackson's English Learners will improve by 5 scale score points to move from -76 to -71 (Orange to Yellow) on the Math CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Jackson's SWD will improve by 5 scale score points to move from -128 to -123 (Orange to Yellow) on the Math CAASPP as evidenced by the CA Dashboard.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP ELA DF3 -34 (growth of 5 scale points)	To achieve these goals we need to have the expectation that students are setting achievement goals and conferencing with teachers to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Stretch Goal: -24 (total growth 15 scale points) (yellow to yellow)</p>	<p>ensure students take ownership of their success and the work needed to reach their goal.</p> <p>Strong Tier I instruction is evident in each classroom.</p> <p>CAASPP results will reflect student achievement</p>
CAASPP Math	<p>CAASPP Math</p> <p>DF3 -43 (growth of 5 scale points)</p> <p>Stretch Goal: -23 (total growth of 20 scale points) (orange to yellow)</p>	<p>To achieve these goals we need to have the expectation that students are setting achievement goals and conferencing with teachers to ensure students take ownership of their success and the work needed to reach their goal.</p> <p>Strong Tier I instruction is evident in each classroom.</p> <p>CAASPP results will reflect student achievement</p>
DIBELS	<p>Exceed End of Last Years 70% of students @ Core/Strategic to 80%</p>	<p>To achieve these goals we need to have the expectation that students are setting achievement goals and conferencing with teachers to ensure students take ownership of their success and the work needed to reach their goal.</p> <p>Evidence of Fluency reading 10 minutes in the day through</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>poetry, short stories, and student oral presentations.</p> <p>Final DIBELS assessment results</p>
BAS	<p>Exceed last years overall 62% Mastery to 75%</p>	<p>To achieve these goals we need to have the expectation that students are setting achievement goals and conferencing with teachers to ensure students take ownership of their success and the work needed to reach their goal.</p> <p>Evidence of Guided Reading instruction to be based on gaps that are evidenced on their assessment. Differentiated small group instruction.</p> <p>Teacher/Student Conferences on goal setting.</p> <p>Results of goal met at the end of year BAS assessment</p>
Elevation Data Analysis	<p>Data is used monthly as evidenced in SAMs</p>	<p>Monitor updated data to determine student goals and reclassification</p>
Tier II - RTI	<p>Decrease of Intensives in Tier II</p>	<p>MTSS and Intervention Team working together during planning and problem solving meetings to determine instructional supports for our students. Looking at data to determine when to exit them from the program to ensure</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		that they are ready to receive 100% of Core instruction.
ELPAC	Closing Achievement Gap between ELs by use of strategically planned goals as outlined on the ILP from Elevation Data	<p>Student growth in the ELPAC Scores based on best instructional practices.</p> <p>Monitoring with teachers and support staff all data on Elevation</p> <p>Create individual learning goals and ensure that they are goals that students can meet.</p> <p>Improved written language scores on 2019 Summative ELPAC.</p> <p>Close the achievement gap (ELS/SPED)</p> <p>Use of ELPAC scores to support our ELs</p>
Universal Design Lesson		<p>Small group documentation CFA/DPAs</p> <p>Classroom Walk thrus</p> <p>Decrease in number of intensive</p> <p>Closing the Achievement gap between subgroups</p> <p>Growth in CAASPP, DIBELS, BAS</p>

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

## Professional Learning Communities

\*Grade level PLCs were trained in ELPAC immediately after CSP went through training

\*Teachers implemented learned material/strategies during Designated ELD (sangerlearns-ELPAC resources)

\*Review sangerlearns during SAMS

### **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)

EL students

#### Strategy/Activity

Teachers will implement learned material/strategies during designated ELD

Teachers will review sangerlearns during SAMS

CSP will provide teachers and support staff time to explore Resources during PLC/SAMS

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

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

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

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

ALL Students

#### Strategy/Activity

Provide an event to recognize the growth of our English Learners through an awards ceremony to celebrate growth in their CELDT Growth and Reclassification

**Monitoring of EL/RFEP students through SAM data discussions and ILPs**

Continue with PD and opportunities to review and discuss best practice from Sanger Learns

CSP providing PD within PLCs on understanding the data from Ellevation and Goal Setting for the students  
Monitor students to meet reclassification criteria (discussion at PLC SAMs)

**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)

300.00

LCAP Intervention and Support



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.

## Goal 3

For the 2018-2019 school year, Jackson will see a decrease in Minor referrals from 32 to 20 (62% decrease) and Major referrals from 28 to 15 (53% decrease). Suspension rate will drop from 3 to 2.

ADA will increase from 95.60% to 95.70%.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District iDashboard, Five by Five placement, and Powerschool	Monthly attendance averages at 95%. Monthly meetings to monitor referrals, suspensions, and CICO along with SAP group attendance.	Minor, Major referrals, and suspensions will decline from previous year and increase in attendance from previous year.

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)

Family Nights/Events and Student events to support attendance and PBIS

### Strategy/Activity

Schedule Family Pride Team Events for Parent/family Involvement and increase our PBIS incentives to promote positive behavior and support students who need incentives throughout the day.

Activities would include: **PBIS Passport Day& Pride Awards, Monthly Shout Outs Pride Store for students who have earned tickets for positive behavior choices**

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	LCAP Intervention and Support
1,000.00	LCAP PBIS

## Strategy/Activity 2

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

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

All students (Jobs for 3-5th) and supporting all students

### Strategy/Activity

Provide a variety of job opportunities for Jackson Students to support positive behaviors, keep students safe, maintain a clean campus, and establish Buddy supports with all students through partnerships.

### 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)
1000.00	LCAP Enrichment K-8

## Strategy/Activity 3

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

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

ALL students

### Strategy/Activity

End of year Celebration for students who have reached Academic goals, (Lexia, AR, Math Facts, DIBELS,) Good Role Models for Behavior (Clip up opportunities), EL growth, etc.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	LCAP Enrichment K-8
400.00	LCAP Intervention and Support
500.00	LCAP Intervention and Support

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 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 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# 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	\$ <input type="text"/>
Total Federal Funds Provided to the School from the LEA for CSI	\$ <input type="text"/>
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ <input type="text"/>

## 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 (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

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

# School Site Council Membership

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

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

Name of Members	Role
Debra Santos	Principal
Luz Jauregui	Other School Staff
Cindy Pharris	Classroom Teacher
Cheri Putler	Classroom Teacher
Mayra De Ochoa	Classroom Teacher
Melinda Vega	Parent or Community Member
Melissa Bradford	Parent or Community Member
Sal Serna	Parent or Community Member
Marina Contreras	Parent or Community Member
Jessica Orozco	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**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November, 13, 2018.

Attested:

Principal, Debra Santos on 11/13/18

SSC Chairperson, Melissa Bradford on 11/13/18

# 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](mailto:LCFF@cde.ca.gov).



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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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