School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jefferson School	39-68544-6041875	5/5/2024	

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

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

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.

- About Jefferson School-

Jefferson School currently serves 550 students and is excited about the district's growth, which allows us to welcome even more students. Our mission is to collectively empower all students to reach their fullest academic, physical, and social potential. Our vision is to prepare every child for higher education, career success, and civic responsibility by eighth grade. We aim to ensure our students are proficient in algebraic thinking, capable of writing and presenting persuasive arguments, comprehending grade-level fiction and texts, completing qualitative and quantitative research, and understanding their role in democracy.

- Core Values-

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

Be Responsible
Do Your Best Each Day
Think Before You Speak
Put Others First
Avoid Conflict

- History-

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

- Growth and Adaptation-

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

- Programs and Initiatives-

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

- Extracurricular Activities-

Jefferson School emphasizes the development of well-rounded students. We offer opportunities to participate in volleyball, cross country, basketball, track and field, and flag football. Our advanced band, active for over sixty years, performs in various events, including the Tracy High School

Homecoming Parade and the Forum Music Festival. Our Associated Student Body (ASB) program has excelled in organizing rallies, competitions, dances, spirit weeks, and charity fundraisers. Recently, our ASB partnered with the Tracy High Bulldog Project to combat bullying, enhance school spirit, and address social issues collaboratively with Tracy Crime Stoppers.

- Facilities-

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

- Professional Learning Community (PLC) Process-

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

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).

Jefferson School Site Leadership, MTSS, and PBIS teams participate in the SWIFT FIA as a self-assessment to examine the current status of school-wide practices in the areas of administrative leadership, multi-tiered system of support, integrated education framework, family and community engagement, and inclusive policy structure and practice. The results allow us to identify and prioritize practices for transformation, make internal decisions about actions to install and implement those practices, and follow up on the effects of action plans on practices. Our students, staff, and families participate in the California Healthy Kids Survey each year, which provides valid indicators to promote student engagement, safety, health, positive development, and overall well-being.

Classroom Observations

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

Classroom observations will be conducted throughout the school year by the site administrator. On top of the scheduled formal evaluations that include classroom observations, informal walkthroughs will be completed on a regular basis, and admin-teacher coaching will take place. School administration will dedicate school time during the week to visit classrooms to observe student engagement and instruction with the intent to be able to use captured information to support teachers in their instructional practice. The administration will be supporting teachers in increasing student engagement and discourse with a focus on collaborative learning.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The results of state and district assessments are analyzed and subsequently used to adjust instruction to increase student achievement. Furthermore, state assessments are used as a guide to adjust essential standards mapping and plans. The CAASPP state test results for ELA and Math in grades 4-7, as well as informal assessments, are used to determine students that require Tier 2 and Tier 3 interventions through a MTSS (Multi-Tiered System of Support/RTI (Response to Intervention) support system. BOY (Beginning of Year), MOY (Middle of Year), and EOY (End of Year) Dibels assessments, along with progress monitoring, allow for fluid intervention groupings throughout the school year. The data allows school teams to understand the performance levels of the student. Analyzing the data, along with discussions of pertinent information regarding the social-emotion elements of the student, allows the team to make accurate decisions regarding any necessary interventions.

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

On a regular basis, Jefferson teachers and staff use curriculum-embedded assessment data in a cycle of inquiry to examine and analyze student learning, the effectiveness of individual teaching practices, and how the data can inform future decisions. Teams work in PLTs (Professional Learning Teams) to gather data, reflect upon it, refine teaching techniques and strategies, and work as a team to acquire more knowledge to increase student engagement and learning. Weekly team meetings, coupled with district-wide meetings, allow discussions to help influence the direction of staff growth and student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are considered "highly qualified," receive ongoing professional development, and newly hired staff receive support from designated teacher mentors and/or through Teacher Induction programs.

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

100% of Jefferson teachers are sufficiently credentialed.

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

Teachers are provided with staff development through minimum days, staff meetings, and professional development days throughout the school year. The Coordinator of Curriculum and Instruction, in conjunction with the site administrator, develops professional development training based on the individual needs of the district and each site. Together, professional development is provided throughout the school year to improve standards-based instruction.

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

All teachers have equitable access to support from the Coordinator of Curriculum, EL specialist, and Intervention Specialist and to ongoing professional development. Teachers are also given days to visit other classrooms to observe best practices and discuss strategies with other teachers, typically veteran teachers.

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

The school days are adjusted to allow for early release on every Monday to provide collaboration of teacher teams. These teams are dedicated to improving academic results through developing formative assessments which provide data that can be used to adjust and improve instruction. Teacher teams refine practices through lesson studies and the PLC process. We continue to meet on a weekly basis in site/district PLC teams and focus our work around essential standards, collecting data through informal/formal assessments, and adjusting teaching to ensure students are reaching standards in all classrooms.

Teaching and Learning

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

English/Language Arts
1. Current ELA adoption, addresses prior concern of lack of ELD support.
2. Teachers are meeting weekly in PLC meetings to discuss best practices, create formative assessments, collect data, and shift teaching practices where necessary to ensure all students are learning.
3. Pacing guides are created, adopted, and reviewed at each grade level to ensure a consistent curriculum and provide staff with opportunities to collaborate around common assessment data (California Common Core Standard Based).
4. English Learners continue to make progress on the ELPAC test. This is a direct result of students at ELPAC level one and two receiving daily reading and writing intervention from the EL aide.
5. Teachers have defined essential standards based on CAASPP data and curriculum suggestions. Teams have also vertically aligned essential standards.
6. Teachers are implementing standards based grading across ELA classes.

Math
1. Teachers continue to utilize a newly adopted curriculum (Eureka 2) and have received professional development training on the delivery of the material.
2. Continue to develop a program (and/or utilize supplemental resources) for front-loading math concepts and standards to those students performing below grade level.
3. Teachers are developing weekly formative standards based quizzes for immediate data and feedback. Intervention groupings are created, differentiated instruction occurs, and reteaching of that specific standard takes place until all students have mastered the standard.
4. Seventh and eighth grade math teachers are meeting weekly to discuss best practices, create formative assessments, review data, and shift teaching practices to ensure all students are learning.
5. Teachers are implementing a standards based grading practice and students are aware of which standards they need to continue to master.

Extended Learning Opportunities
1. Students are enrolled in reading intervention, math intervention, academic intervention during school hours if they are in danger of failing and based on their areas of need. We also have intervention after school for a limited number of students.
2. Students can participate in band in grades 5 - 8.
3. Science Olympiad: Fifth through eighth grade students will participate in the SJCOE Science Olympiad this year.
4. Math Olympiad: Fifth through eighth grade students will participate in the SJCOE Math Olympiad this year.
5. Spelling Bee: Fifth through eighth grade students participate in a school spelling bee and then move on to the district spelling bee. For the past couple of years, Jefferson has sent at least one student on to the State Spelling Bee.
6. Book groups are held during lunches for students to participate in.
7. Chess groups are offered during lunch time for all student to learn the game of chess.
8. Art groups offered after school.
9. 3D Design/STEAM online course offered during school for grades 7-8.
10. Coding classes are offered after school for all grade levels.
11. All students are invited and encouraged to attend weekly ASB meetings to provide input and help make decisions for Jefferson School's student body.

Areas of need
1. Master schedule needs to be aligned to offer an enrichment and intervention course offering each period to ensure students are provided with support within their class schedule.
2. The school needs to continue to evaluate the math and reading intervention, as well as academic intervention and enrichment classes to ensure effectiveness.
3. The school needs to continue to collect data and evaluate the reading intervention curriculum being used to ensure that students exit the program at an appropriate time.
4. The school need to continue behavioral interventions through training and implementation of PBIS (Positive Behavior Intervention Support) and Restorative Practices.

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

Jefferson School runs on period attendance. Students receive approximately 45 minutes per period per day (with the exception of ELA which receives two blocks of time).

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

Jefferson School runs on period attendance. Students receive an elective course which allows for enrichment or intervention courses when needed. Furthermore, students have one period per week that is dedicated to immediate standards based intervention on a by-student-by-standard basis.

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

All students, including students in special education and English language learners, have access to standards-aligned materials. Ancillary materials are utilized along with the textbook to ensure that scaffolding occurs appropriately.

Supplementary materials appropriate to specific student groups are utilized to support classroom instruction. The Resource Specialist, Intervention Specialist, and English Language specialist collaborate with the general education teachers regularly to ensure that our special education students and at-risk students succeed. They communicate accommodations, modifications, and behavior needs in accordance with individual IEP, 504, and SST plans. Plans are reviewed on an annual and triennial basis.

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

Board Policy guides the text selection process in the district. The local board of the Jefferson School District certified, in November 2006, that each pupil in the district has equal access to textbooks or basic instructional materials in each of the following areas. Monthly meetings provide opportunity to share Williams Act concerns.

The board adoption years for each subject area are as follows:
Language Arts- 2017 McGraw-Hill Wonders, Collegeboard Spring Board
Mathematics- 2023 Eureka Math Squared
History/Social Science- 2018 TCI (5th) and 2019 National Geographic (6th-8th)
Science- 2021 STEMscopes CA NGSS 3D, Accelerate Learning
Social and Emotional - 2018 Second Step

Opportunity and Equal Educational Access

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

Jefferson School uses supplemental intervention curriculum to accelerate learning. The Accelerated Reader program is used as a motivator to help student gain individual practice reading. Language and READ Live are used to increase fluency, build vocabulary, and increase comprehension. In the area of math, we are utilizing the core adopted curriculum (Eureka Squared), which is frontloaded to help students be prepared for the upcoming lesson, as well as IXL.com to allow students to fill in the gaps in basic number sense foundation.

Students receiving level two intervention in fifth grade receive it during the Enrichment/Intervention period that occurs daily after lunch. Students in sixth, seventh, and eighth grade receive the same intervention provided during their elective period.

Students who are learning English are given primary instruction by the classroom teacher. At Jefferson School, all teachers hold a CLAD or equivalent credential. Jefferson has one bilingual paraprofessional. She provides students who are level one or two on the ELPAC with one period per day of additional instruction in reading and language arts. For students scoring three through five on the ELPAC, she provides classroom support to students and teachers.

The district contracts with Valley Community Counseling for three days per week of counseling services. The therapist works on a referral basis and consults with staff who have identified students with emotional needs that can interfere with learning in the classroom. The therapist contacts families and provides information about resources and services available outside of the school district. Students meet with the therapist individually or in small groups for a limited number of sessions. The therapist works closely with the Student Study Team to provide services for students when needed.

Evidence-based educational practices to raise student achievement

Teachers monitor student growth utilizing both formative and summative assessments. Such assessments are collaborated upon throughout the PLC (Professional Learning Communities) process within each grade level. Both site and district grade level Professional Learning Teams continue to work collaboratively to ensure that all students are receiving high-quality instruction and are meeting identified core curricular essential standards.

Throughout the school year, students are assessed utilizing a variety of assessment tools, including but not limited to: DIBELS, adopted curriculum assessments, PLC created assessments, etc. All assessments align with Common Core Standards. The California Assessment of Student Performance and Progress (CAASPP) is given each year in the spring to students in third and fourth grade

GATE (Gifted and Talented Education Program) - Students are tested in the spring using the OLSAT testing tool. In addition, a portfolio process is used to assist with the identification of GATE students. To be considered for GATE, students must meet the criteria outlined in the district's comprehensive GATE plan. GATE program opportunities vary at Jefferson School. The program currently includes daily differentiated instruction in the classroom setting, along with clustered students at their respective grade level, in a designated classroom. As funding allows, additional resources are offered, such as field trips and after-school/during school enrichment programs. Teachers consistently differentiate with their students to ensure educational success.

Parental Engagement

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

Jefferson School will continue efforts to improve academic achievement, attendance, and discipline via the implementation of tiered intervention supports, progressive discipline, restorative practices, SART (Student Attendance Review Team), and SARB (Student Attendance Review Board) meetings. Student Study Team (SST) meetings are designed to support a student's academic, social, and emotional learning through communication between home and school, offering various interventions to support students.

Jefferson School has a number of opportunities for parents to be part of the school. The staff works to keep communication between the school, teacher, and parents open and accessible, having regular parent/teacher conferences, school newsletter, website, access to all morning announcements, and email. Jefferson School maintains open and accessible communication among school staff, teachers, and parents/guardians. The communication system, Parent Square, is utilized to disseminate information via text message, and email. Our school maintains an open-door policy, allowing parents/guardians to visit and/or volunteer on our site on an as-needed basis.

Parents have the opportunity to meet with the Principal every month at Jefferson's "Coffee and Conversation with the Principal." Current events and successes are highlighted, and a Q&A session is held at the end of every meeting.

During each school year, there are a number of community nights. The most highly attended event is the annual Math/Science Night, where students and parents come to explore math and science-related topics. Jefferson also holds a College and Career Week each year. Parents attend the Spring Musical, GATE field trips, and the PFA Carnival. We also have incorporated several family nights: Science night (which is a joint effort with Monticello School) and movie nights, which are held in our gymnasium.

Throughout the school year, there are assemblies that involve community members and groups. Eighth-grade parents are also asked to come in and participate in their student's exit interview. Awards assemblies are held throughout the school year to publicly recognize students for attendance, growth, citizenship, and academics.

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

Jefferson School maintains an active School Site Council (SSC) consisting of the following council members:

- Principal
- Classroom Teachers
- Other School Staff
- Parent or Community Members

The SSC is involved in the planning, implementation and evaluation of the consolidated application programs on the Jefferson campus. The primary goal of Jefferson's School Site Council is to facilitate, implement, and make significant funding decisions with the intent of supporting the provision of high quality, well-balanced learning opportunities.

Funding

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

Jefferson School does not currently receive categorical funding.

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

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

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

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.51%	0.86%	0.57%	2	4	3
African American	1.80%	2.15%	1.53%	7	10	8
Asian	25.19%	40.99%	51.92%	98	191	271
Filipino	4.88%	4.51%	3.26%	19	21	17
Hispanic/Latino	35.99%	27.68%	23.56%	140	129	123
Pacific Islander	%	0%	0.57%	0	0	3
White	25.45%	18.24%	13.98%	99	85	73
Multiple/No Response	6.17%	5.36%	4.41%	24	25	23
			Total Enrollment	389	466	522

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 5	110	125	119
Grade 6	97	132	130
Grade 7	88	112	139
Grade 8	94	97	134
Total Enrollment	389	466	522

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	48	56	51	8.9%	12.3%	9.8%
Fluent English Proficient (FEP)	79	140	198	19.2%	20.3%	37.9%
Reclassified Fluent English Proficient (RFEP)				17.6%		

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	85	118	122	84	116	122	84	116	122	98.8	98.3	100.0
Grade 6	97	99	134	94	99	134	93	99	134	96.9	100.0	100.0
Grade 7	97	81	113	92	81	111	92	81	111	94.8	100.0	98.2
Grade 8	97	92	95	95	91	95	95	91	95	97.9	98.9	100.0
All Grades	376	390	464	365	387	462	364	387	462	97.1	99.2	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	2524.	2546.	2560.	25.00	36.21	48.36	42.86	35.34	22.13	11.90	15.52	15.57	20.24	12.93	13.93
Grade 6	2562.	2570.	2588.	24.73	26.26	39.55	40.86	40.40	37.31	23.66	22.22	14.18	10.75	11.11	8.96
Grade 7	2565.	2611.	2599.	13.04	33.33	33.33	53.26	44.44	37.84	18.48	16.05	16.22	15.22	6.17	12.61
Grade 8	2605.	2596.	2632.	26.32	19.78	32.63	38.95	50.55	46.32	26.32	20.88	16.84	8.42	8.79	4.21
All Grades	N/A	N/A	N/A	22.25	29.20	38.96	43.96	42.12	35.28	20.33	18.60	15.58	13.46	10.08	10.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	21.43	32.76	34.43	67.86	58.62	59.02	10.71	8.62	6.56
Grade 6	29.35	29.29	38.06	59.78	63.64	49.25	10.87	7.07	12.69
Grade 7	21.74	27.16	30.63	65.22	70.37	59.46	13.04	2.47	9.91
Grade 8	29.47	28.57	34.74	57.89	59.34	61.05	12.63	12.09	4.21
All Grades	25.62	29.72	34.63	62.53	62.53	56.71	11.85	7.75	8.66

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	30.95	27.59	38.52	48.81	62.07	53.28	20.24	10.34	8.20
Grade 6	18.28	17.17	27.61	69.89	64.65	64.93	11.83	18.18	7.46
Grade 7	19.78	37.04	36.04	64.84	53.09	55.86	15.38	9.88	8.11
Grade 8	30.53	20.88	35.79	61.05	67.03	53.68	8.42	12.09	10.53
All Grades	24.79	25.32	34.20	61.43	62.02	57.36	13.77	12.66	8.44

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	11.90	17.24	21.31	80.95	77.59	69.67	7.14	5.17	9.02
Grade 6	18.28	24.24	26.87	76.34	70.71	68.66	5.38	5.05	4.48
Grade 7	11.96	17.28	22.52	78.26	74.07	65.77	9.78	8.64	11.71
Grade 8	14.74	14.29	26.32	80.00	81.32	70.53	5.26	4.40	3.16
All Grades	14.29	18.35	24.24	78.85	75.97	68.61	6.87	5.68	7.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	26.19	24.14	36.07	58.33	63.79	53.28	15.48	12.07	10.66
Grade 6	27.96	32.32	38.06	65.59	60.61	55.22	6.45	7.07	6.72
Grade 7	27.17	33.33	36.04	60.87	62.96	57.66	11.96	3.70	6.31
Grade 8	26.32	23.08	30.53	67.37	70.33	66.32	6.32	6.59	3.16
All Grades	26.92	27.91	35.50	63.19	64.34	57.58	9.89	7.75	6.93

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	85	118	122	85	116	122	85	116	122	100.0	98.3	100.0
Grade 6	97	99	134	93	99	134	92	99	134	95.9	100.0	100.0
Grade 7	97	81	113	91	81	111	91	81	111	93.8	100.0	98.2
Grade 8	97	92	95	93	91	95	93	91	95	95.9	98.9	100.0
All Grades	376	390	464	362	387	462	361	387	462	96.3	99.2	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	2493.	2540.	2550.	15.29	35.34	33.61	18.82	18.97	30.33	29.41	25.86	22.13	36.47	19.83	13.93
Grade 6	2561.	2559.	2609.	30.43	29.29	52.24	28.26	30.30	17.16	26.09	20.20	21.64	15.22	20.20	8.96
Grade 7	2557.	2589.	2604.	21.98	35.80	40.54	24.18	20.99	23.42	35.16	28.40	19.82	18.68	14.81	16.22
Grade 8	2577.	2589.	2641.	27.96	25.27	50.53	18.28	29.67	14.74	24.73	25.27	25.26	29.03	19.78	9.47
All Grades	N/A	N/A	N/A	24.10	31.52	44.16	22.44	24.81	21.65	28.81	24.81	22.08	24.65	18.86	12.12

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	9.41	37.07	36.89	51.76	46.55	48.36	38.82	16.38	14.75
Grade 6	28.26	29.29	54.48	56.52	50.51	34.33	15.22	20.20	11.19
Grade 7	31.87	32.10	44.14	50.55	51.85	41.44	17.58	16.05	14.41
Grade 8	29.03	29.67	56.84	49.46	50.55	33.68	21.51	19.78	9.47
All Grades	24.93	32.30	47.84	52.08	49.61	39.61	22.99	18.09	12.55

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	16.47	25.86	29.51	57.65	56.90	59.02	25.88	17.24	11.48
Grade 6	17.39	23.23	46.27	68.48	55.56	44.78	14.13	21.21	8.96
Grade 7	16.48	32.10	36.04	61.54	50.62	51.35	21.98	17.28	12.61
Grade 8	18.28	18.68	32.63	55.91	64.84	53.68	25.81	16.48	13.68
All Grades	17.17	24.81	36.58	60.94	57.11	51.95	21.88	18.09	11.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	12.94	32.76	27.87	64.71	49.14	54.92	22.35	18.10	17.21
Grade 6	30.43	27.27	33.58	57.61	56.57	56.72	11.96	16.16	9.70
Grade 7	15.38	19.75	35.14	65.93	74.07	57.66	18.68	6.17	7.21
Grade 8	17.20	21.98	38.95	69.89	70.33	52.63	12.90	7.69	8.42
All Grades	19.11	26.10	33.55	64.54	61.24	55.63	16.34	12.66	10.82

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	*	1556.8	*	*	1550.0	*	*	1563.2	*	4	20	8
6	*	*	1578.2	*	*	1592.8	*	*	1563.0	8	9	17
7	1568.3	*	*	1565.5	*	*	1570.8	*	*	12	8	9
8	1607.2	1642.6	*	1617.7	1676.6	*	1596.2	1607.8	*	13	12	*
All Grades										37	49	37

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	*	45.00	*	*	35.00	*	*	20.00	*	*	0.00	*	*	20	*
6	*	*	52.94	*	*	29.41	*	*	11.76	*	*	5.88	*	*	17
7	58.33	*	*	16.67	*	*	25.00	*	*	0.00	*	*	12	*	*
8	46.15	58.33	*	30.77	41.67	*	23.08	0.00	*	0.00	0.00	*	13	12	*
All Grades	51.35	53.06	62.16	29.73	32.65	16.22	18.92	10.20	18.92	0.00	4.08	2.70	37	49	37

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	*	50.00	*	*	50.00	*	*	0.00	*	*	0.00	*	*	20	*
6	*	*	82.35	*	*	11.76	*	*	0.00	*	*	5.88	*	*	17
7	58.33	*	*	25.00	*	*	16.67	*	*	0.00	*	*	12	*	*
8	61.54	83.33	*	23.08	16.67	*	15.38	0.00	*	0.00	0.00	*	13	12	*
All Grades	59.46	67.35	78.38	27.03	26.53	18.92	13.51	6.12	0.00	0.00	0.00	2.70	37	49	37

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	*	35.00	*	*	30.00	*	*	25.00	*	*	10.00	*	*	20	*
6	*	*	29.41	*	*	29.41	*	*	23.53	*	*	17.65	*	*	17
7	25.00	*	*	33.33	*	*	33.33	*	*	8.33	*	*	12	*	*
8	23.08	50.00	*	38.46	41.67	*	30.77	0.00	*	7.69	8.33	*	13	12	*
All Grades	21.62	40.82	32.43	43.24	32.65	29.73	29.73	16.33	21.62	5.41	10.20	16.22	37	49	37

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	*	40.00	*	*	60.00	*	*	0.00	*	*	20	*
6	*	*	47.06	*	*	47.06	*	*	5.88	*	*	17
7	25.00	*	*	75.00	*	*	0.00	*	*	12	*	*
8	38.46	41.67	*	46.15	58.33	*	15.38	0.00	*	13	12	*
All Grades	35.14	38.78	54.05	59.46	61.22	43.24	5.41	0.00	2.70	37	49	37

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	*	60.00	*	*	40.00	*	*	0.00	*	*	20	*
6	*	*	88.24	*	*	11.76	*	*	0.00	*	*	17
7	75.00	*	*	25.00	*	*	0.00	*	*	12	*	*
8	84.62	83.33	*	15.38	16.67	*	0.00	0.00	*	13	12	*
All Grades	83.78	73.47	86.49	16.22	24.49	13.51	0.00	2.04	0.00	37	49	37

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	*	50.00	*	*	40.00	*	*	10.00	*	*	20	*
6	*	*	29.41	*	*	35.29	*	*	35.29	*	*	17
7	25.00	*	*	41.67	*	*	33.33	*	*	12	*	*
8	38.46	66.67	*	46.15	25.00	*	15.38	8.33	*	13	12	*
All Grades	29.73	48.98	27.03	54.05	34.69	45.95	16.22	16.33	27.03	37	49	37

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
5	*	25.00	*	*	70.00	*	*	5.00	*	*	20	*
6	*	*	47.06	*	*	47.06	*	*	5.88	*	*	17
7	25.00	*	*	66.67	*	*	8.33	*	*	12	*	*
8	7.69	33.33	*	92.31	66.67	*	0.00	0.00	*	13	12	*
All Grades	18.92	34.69	45.95	78.38	59.18	45.95	2.70	6.12	8.11	37	49	37

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
466	**17.2**	**12**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Jefferson School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	56	12
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	80	17.2
Students with Disabilities	45	9.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	2.1
American Indian	4	0.9
Asian	191	41
Filipino	21	4.5
Hispanic	129	27.7
Two or More Races	25	5.4
White	85	18.2

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Jefferson is one of the top performing schools in the state of California for ELA and Math.
2. Jefferson provides exemplary support for our English Learners.
3. Jefferson can continue to work on supporting students and families on being in school every day.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	4	1

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
56.7 points above standard	22.6 points above standard	0 Students
Increased +14.2 points	Increased +8.1 points	
453 Students	76 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Green	Orange
1 Student	17.8 points above standard	59.4 points below standard
	Maintained -0.4 points	Maintained -1.4 points
	81 Students	47 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
27.7 points below standard 11 Students	Less than 11 Students 4 Students	Blue 100.9 points above standard Increased Significantly +17.4 points 185 Students	32.3 points above standard Decreased Significantly -39.7 points 21 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 23 points above standard Increased +4.1 points 126 Students	74.2 points above standard Increased +6.4 points 24 Students	No Performance Color 0 Students	Green 17.5 points above standard Decreased -7.3 points 82 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
37.2 points below standard Decreased Significantly -16.8 points 35 Students	73.6 points above standard Decreased -5.2 points 41 Students	42.3 points above standard Increased +5.5 points 263 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	2	3

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
41.9 points above standard	6.3 points above standard	0 Students
Increased Significantly +32.7 points	Increased Significantly +28.6 points	
453 Students	76 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Blue	Orange
1 Student	0 points below standard	95.6 points below standard
	Increased Significantly +26.5 points	Increased Significantly +22.1 points
	81 Students	47 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
88.6 points below standard 11 Students	Less than 11 Students 4 Students	Blue 96.6 points above standard Increased Significantly +31.9 points 185 Students	17.3 points above standard Decreased Significantly - 21.1 points 21 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 2.8 points below standard Increased Significantly +24.6 points 126 Students	46.9 points above standard Increased +6.7 points 24 Students	No Performance Color 0 Students	Green 2.7 points above standard Increased +6.9 points 82 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
53.8 points below standard Maintained +2.7 points 35 Students	57.5 points above standard Increased Significantly +16.1 points 41 Students	19.1 points above standard Increased Significantly +20.1 points 263 Students

Conclusions based on this data:

1. Jefferson has shown continuous growth in the area of Mathematics throughout all subgroups.
2. Jefferson needs to continue to look at data from our subgroups that are showing the least amount of growth so that additional support can be given.
3. Overall, our students' performance in Math is excellent.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
86.1% making progress towards English language proficiency
Number of EL Students: 36 Students
Performance Level: 5

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0	5	9	22

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. No college/career data is collected.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	5	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
5.7% Chronically Absent	13.6% Chronically Absent	0 Students
Declined Significantly -4.1	Declined -5	
476 Students	59 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Green	Green
1 Student	4.7% Chronically Absent	10% Chronically Absent
	Declined -12.4	Declined -15.6
	85 Students	50 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	Less than 11 Students 4 Students	Green 5.1% Chronically Absent Declined -1.7 198 Students	0% Chronically Absent Declined -5 21 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 8.4% Chronically Absent Declined -4.3 131 Students	11.5% Chronically Absent Increased 3.8 26 Students	No Performance Color 0 Students	Green 3.5% Chronically Absent Declined -5.3 86 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	5	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
1.2% suspended at least one day	5.1% suspended at least one day	0 Students
Declined Significantly -3.2 484 Students	Declined -2.2 59 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	Green	Green
	1.1% suspended at least one day	1.9% suspended at least one day
	Declined -5.3 87 Students	Declined -2.6 53 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day 11 Students	Less than 11 Students 4 Students	Yellow 1.5% suspended at least one day Increased 0.7 198 Students	0% suspended at least one day Maintained 0 21 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 0.8% suspended at least one day Declined -7.6 133 Students	3.2% suspended at least one day Declined -0.5 31 Students	No Performance Color 0 Students	Green 1.2% suspended at least one day Declined -3.7 86 Students

Conclusions based on this data:

1. There was a significant decrease in suspensions at Jefferson.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1
Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

AS 1.1: Ensure that the ELA/ELD CCSS instructional units are implemented using CCSS strategies.

AS 1.4: Implement GLAD strategies in all 5-8 grade classrooms.

AS 1.6: Provide all school and district teams with time to collaborate around developing formative assessments in all subject areas to provide data to ensure all learners are succeeding at high levels and to develop effective interventions.

AS 1.10: Monitor and evaluate classroom teachers' designated ELD instruction focusing on academic language development.

Goal 1

Increase Schoolwide ELA Proficiency

When analyzing the 2020/2021 CAASPP data, not all students and statistically significant sub-groups scored within the Standard Met or Standard Exceeded ranges. The school must continue to focus on ELA proficiency in all grades and for all subgroups in order to meet future targets. CAASPP data is broken into four score ranges: Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met.

GOAL OBJECTIVE: Increase the overall percentage of students meeting and exceeding the standard by 10% over the course of three years, as reported on the CAASPP in ELA.

STUDENT GROUPS PARTICIPATING IN THIS GOAL: Students in fifth through eighth grades currently identified as those not meeting or nearly meeting Common Core State Standards.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS Scores and projected scores (according to goal):

2020/2021 ELA Data: 66.21%

Goals for 2022 CAASPP ELA Data: 69%

Goals for 2023 CAASPP ELA Data: 73%

Goals for 2024 CAASPP ELA Data: 76%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

At the end of each unit, teachers will use the assessments contained in the adopted curriculum to monitor progress towards standards. Each trimester, grade level teams will collect benchmark data and report progress toward this goal in a PLC meeting. This data will also be used to identify Level 2 and 3 RtI participants and for teachers to structure their classroom objective to reach these goals.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objectives will be measured by:

1. Formative Classroom Assessments
2. Summative Classroom Assessments and Checking for Understanding (CFU)
3. District Benchmark Assessments
4. CAASPP Practice Assessments
5. CELDT Results

Source	Identified Need
ELA Dashboard	
Math Dashboard	
English Learner Progress	
College and Career	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	66.21	76.00

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 in grades five through eight.

Strategy/Activity

Using Data to Drive Decisions: Data will be analyzed at all levels (Administrative, Grade Levels, and Teachers) to improve the quality of instruction and increase student achievement.
Tasks
1. Analyze State Summative Assessment Data from the previous school year (Principal)
2. Present Annual State Summative Assessment Data to Staff and Community (Principal)
3. Analyze District Formative Benchmark Assessments each Trimester (Grade Level Representatives and Teachers)
4. Analyze Curriculum Benchmark Assessments following each assessment cycle (Grade Level Representatives and Teachers, Intervention Specialist, and EL Aide)
Measures
1. District Benchmark Assessments
2. Curriculum Assessments
7/1/2022- 6/30/2025

RtI-Extended Learning Opportunities: Extended Learning Opportunities (ELO) at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier Two or Three interventions through an extended learning opportunity. ELO's will be based on their academic weakness and previously tiered intervention, as it pertains to the California State Standards for their grade level and the RtI program. Students will have the opportunity for extended learning opportunities before, during, or after school.
Tasks
1. Identify students who need Before and After School Academic Assistance (Principal, Grade Level Representatives, and Teachers)
2. Purchase instructional supplies, curriculum materials, and online content subscriptions (Principal, EL Teacher, Principal's Secretary)
3. Inform parents of the program (Principal, Principal's Secretary)
Measures
1. Student data reviewed and students identified by the second week of each trimester
2. Purchase instructional supplies, curriculum materials, and online content subscriptions by the fourth week of the school year
3. Parents informed a minimum of two weeks before the start of the intervention
7/1/2022 - 6/30/2025

Response to Intervention (RtI): Interventions at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier One, Two or Three interventions during the school day. Interventions will be based on their academic weakness and previously tiered intervention as it pertains to the Common Core State Standards for their grade level.
Tasks
1. Analyze all student assessment data within two weeks of the end of each trimester. (Principal)
2. Build master schedule in early Spring of 2018, test out new schedule, make changes, and implement for 2018/2019 school year. (Principal)
3. Determine teachers for intervention classes and intervention pull out programs by June 1. (Principal)
4. Assign students to the proper intervention program before the start of each trimester.(Principal, Grade Level Representatives and Teachers)
5. Parents and students need to be notified of their placement into intervention classes and intervention pull out programs. (Principal's Secretary)
6. Instructional materials and curriculum needs to be purchased for classes by August 1. (Principal's Secretary)
Measures
1. CAASPP/SBAC Data
2. District Benchmark Assessments
3. Curriculum Assessments
4. Classroom Formative Assessments/Data
7/01/2022- 6/30/2025

Differentiation: Language Arts instruction will be differentiated to meet the needs of all students.
Tasks
1. GATE, RSP, SDC, ELD, students are clustered together for whole group instructions. (Principal)
2. GLAD/SDAIE Strategies for ELD students. (Teachers)
3. Direct Instruction. (Teachers)
4. Small group instruction. (Teachers)
5. Collaborative groups. (Teachers)
6. Individual instruction with an instructional aide for Special Education and ELD students. (Special Education Teacher and EL Aide)

7. Independent study. (Teachers)
Measures
1. Review class placements
2. Classroom observations at least once per week
3. IEP for all Special Education and ELD students
7/1/2022- 6/30/2025

Learning Resources: Students will be provided access to a library with sufficient books, magazines, reference materials, and online resources.
Tasks
1. Provide for teacher classroom supplies. (Teachers and Principal)
2. Continue to purchase novels for the library. (Librarians and Principal)
3. Renew and acquire new magazine subscriptions. (Librarians and Principal)
5. Pilot or start a digital library. (Librarians and Principal)
Measures
1. Teachers have necessary supplies to teach
2. Book inventory
3. Magazine inventory
4. AR use logs and reports
6/30/2022- 07/01/2025

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

Amount(s)	Source(s)
1500	SIP
350	SIP
2650	SIP

Increased or Improved Services
Description of increased or improved services for student groups with identified performance gap(s).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1
Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

AS 1.4: Implement GLAD strategies in all 5-8 grade classrooms.

AS 1.5 - Provide two in-service days on meeting the needs of diverse learners.

AS 1.6: Provide all school and district teams with time to collaborate around developing formative assessments in all subject areas to provide data to ensure all learners are succeeding at high levels and to develop effective interventions.

AS 1.10: Monitor and evaluate classroom teachers' designated ELD instruction focusing on academic language development.

Goal 2

Increase Schoolwide Math Proficiency

When analyzing the 2020/2021 CAASPP data, not all students and statistically significant sub-groups met the targets or scoring within the Standard Met or Standard Exceeded ranges. The school must continue to focus on math proficiency in all grades, and for all subgroups in order to meet future targets. The CAASPP is broken into four ranges: Standard Not Met, Standard Nearly Met, Standard Met, and Standard Exceeded.

GOAL OBJECTIVE: Increase the overall percentage of students meeting and exceeding the standard by 15% over the course of three years, as reported on the CAASPP in Mathematics.

PERFORMANCE GAINS EXPECTED FOR STUDENTS:

2020/2021 Math Data: 51.5

Goal for 2022 CAASPP Math Data: 56.5%

Goal for 2023 CAASPP Math Data: 61.5%

Goal for 2024 CAASPP Math Data: 66.5

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL: At the end of each unit, teachers will use the assessments contained in the adopted curriculum to monitor progress towards standards. Grade level teams will collect data and report progress toward goals in Professional Learning Community (PLC) meetings. This data will also be used to identify Level 2 and Level 3 RtI participants. Teachers will use PLC time to create formative assessments based on essential standards, look at collected data, reteach and refine practices on a weekly basis to help increase mastery of standards tested on the CAASPP.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS:
1. Go Math Assessments
2. CELDT

3. IAB Assessments/Data
4. Formative Assessments/Data

Source	Identified Need
FIA	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	51.5	66.5

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 in fifth through eighth grade.

Strategy/Activity

Using Data to Guide Decisions: Data will be analyzed at all levels (Administrative, Grade Levels, and Teachers) to improve the quality of instruction and increase student achievement.
Tasks
1. Analyze State Summative Assessment Data from the previous school year (Principal)
2. Present Annual State Summative Assessment Data to Staff and Community (Principal)
3. Analyze District Formative Benchmark Assessments Each Trimester (Grade Level Representatives and Teachers, Intervention Specialist, EL Aide, Principal)
4. Analyze Curriculum Assessments (Grade Level Teams, Intervention Specialist, EL Aide, Principal)

Rti-Extended Learning Opportunities: Extended Learning Opportunities (ELO) at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier Two or Three interventions through an extended learning opportunity. ELO's will be based on their academic weakness and previously tiered intervention, as it pertains to the California State Standards for their grade level and the RtI program. Students will have the opportunity for extended learning opportunities before, during and after school.
Tasks
1. Identify students who need before, during and after school academic assistance. (Principal, Teachers
2. Purchase instructional supplies, curriculum materials, and on-line content subscriptions. (Principal)
3. Inform parents of the program. (Principal)
4. Fully implement the program. (Principal, Teachers)
Measures

1. Student data reviewed and students identified by the second week of school as well as on a weekly basis for WIN enrichment.
7/1/2022 - 6/30/2025

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)

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)
1800	SIP
1600	SIP

Increased or Improved Services

Description of increased or improved services for student groups with identified performance gap(s).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1
Pupil Outcomes: Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

AS 1.8 - Monitor and refine the Response to Intervention program district-wide including before, during, and after school.

AS 1.9 - Provide all students access to enrichment/advanced courses/activities that focus on real-word experiences utilizing Science, Technology, Engineering, Arts, and Mathematics (STEAM).

Goal 3

Provide all students access to enrichment activities: Increase instruction focus to real-world experiences, performing arts, technology and STEAM.

Source	Identified Need
Suspension Rate	
Chronic Absenteeism	
Graduation Rate	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
WIN Schedule		All students receive enrichment on a weekly basis.
CAASPP Scores		Increase in students meeting standard by Goal 1 / Goal 2 percentage expectations.

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)

Student Enrichment : Students will be provided with enrichment opportunities to enhance the learning in our standards-based instructional program.
Tasks
1. Determine destination and coordinate transportation. (Grade Level Representative or SSC)
2. Send and receive permission slips. (Grade Level Representative or Teacher)
3. Take students on the educational opportunity and connect it to the standards. (Teachers)
Measures

1. Determine destination, check standards connections, reserve transportation/admission a minimum of one month prior
2. Invite students one month prior
3. Permission slips one month prior
7/1/2022- 6/30/2025

Extended Learning Opportunities
Tasks: Provide extended learning opportunities at Jefferson that are aligned with the district LCAP goal. Students will receive support through drama, orchestra, STEAM, robotics, coding, musicals, and technology. Increase incentives for proficiency on CAASPP assessment.
Measures
1. Students will be provided opportunities to have elective course in the above areas. (Principal and Teachers)
2. Master schedule will include courses. (Principal and Principal's Secretary)
3. Before, during and after school extended learning opportunities available to students.(Principal, Teachers)
4. Purchase instructional supplies, curriculum materials to support these courses.(Principal and Principal's Secretary)
5. Incentives during the week of CAASPP testing. (Principal)
6. Field trip for students that meet or exceed standards on CAASPP. (SSC)
7/1/2022- 6/30/2025

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)
2499.00	Gate
1500.00	Art Instruction - Services
1500.00	Art Instruction - Staff
1200.00	SIP

Increased or Improved Services
Description of increased or improved services for student groups with identified performance gap(s).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2
Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

2.1 - Survey parents, students, and staff annually on school climate, engagement and safety.

2.2 - Enhance and expand school to home communication utilizing email, text, social media, and websites.

Goal 4

Increase Communication Among School, Home, and Community

ISSUE STATEMENT
Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues and the community to develop partnerships.

GOAL OBJECTIVE
Increase community parnterships by encouraging community organizations, businesses, and families to support Jefferson School.

GROUPS PARTICIPATING IN THIS GOAL
MJPFA
Community Partners
Businesses
Parents

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS
1. Increase partnerships from one to three
2. Increase attendance on all committees including MJPFA, ELAC, and SSC
3. Increase attendance at award's assemblies, Back to School Night, Open House, parent conferences, Winter Program, parenting classes, and orientations
4. Provide school/grade level parent education and orientation nights (district wide)

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL
1. Attendance at events/meetings
2. Feedback
3. Logs

DATA NEEDED TO MEASURE ACADEMIC GAINS:
1. Attendance at events/meetings
2. Feedback
3. Logs

Source	Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Logs at Meetings		Parents from each grade level at every meeting.

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 in grades five through eight and their parents/guardians, community members, faculty.

Strategy/Activity

Using Data to Guide Decisions

Data will be analyzed in an effort to get more parents involved at Jefferson School.

Actions
Parent Involvement

Tasks
1. Hold parent informational meetings
2. Collect input/feedback from parent, students, teachers, and community members
3. Create a parental involvement plan from feedback
4. Purchase resources, develop programs to increase parental involvement based on the input
5. Implement resources/programs to educate, inform, and involve parents in Jefferson School
Measures
1. Hold parent meeting monthly (Principal, MJPFA)
2. Collect on-going input (Principal, MJPFA)
3. Create plan by June 1 (Principal, MJPFA)
4. Purchase by September 1 and based on student need (Principal)
5. Implementation is on-going (Principal)
7/01/2022- 6/30/2025

Increase the number of site-level parent education opportunities regarding:
1. Graduation requirements (Back to School Night and Parent Teacher Conferences)
2. Grade-level requirements (Back to School Night and Parent Teacher Conferences)
3. Improving the achievement of their student
4. Common Core Curriculum and Strategies
5. Homework/Studying support
6. How to use Online Communication Tools and Gradebook
7. Bullying
8. Positive Behavior Intervention Support (PBIS)
7/01/2022- 6/30/2025

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

Amount(s)	Source(s)
2500	Character Education
400	SIP

Increased or Improved Services

Description of increased or improved services for student groups with identified performance gap(s).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2
Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

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

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

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

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

Goal 5

Maintain a Safe School Environment

ISSUE STATEMENT

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

GOAL OBJECTIVE

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

GROUPS PARTICIPATING IN THIS GOAL
1. PBIS Committee
2. Staff
3. All students

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

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

DATA NEEDED TO MEASURE ACADEMIC GAINS:

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

Source	Identified Need

Annual Measurable Outcomes

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

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 in grades five through eight.

Strategy/Activity

Develop and Implement Safety Plan: Jefferson School's Safety Plan will be developed annually with input from all stakeholders. Implementation of the Safety Plan will be on-going daily, with revisions made when needed. Plan will be complete by November 1.

Develop and Implement Crisis Component: Jefferson School will develop crisis procedures with input from the school safety team and local law enforcement. These procedures will be practiced school wide, through a series of drills held monthly on campus.

Develop and Implement Discipline Component: Jefferson School will provide students with a safe and positive learning environment everyday. In order for this to happen, a strict code of discipline will be enforced daily. The code of discipline will be developed from input from teachers, staff, students, parents, and community members, and will be enforced by students, teachers, staff, administration, and law enforcement when needed. Per Ed. Code 49079, at the beginning of each every trimester or any time new students enroll, administration will provide teachers with a discipline report of any of their students who have been suspended or expelled for violation of Ed. Code 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

Code of Discipline Contract
Tasks
1. Attend PBIS training (2-year program, starting in the 2019/2020 school year)
2. Create Behavioral Expectations
3. Send expectation home to parents and students.
4. Obtain signatures from parents students.
5. Post expectations around the school.
Measures
1. Send home by the end of the first week of school (Teachers and Office Staff)
2. Return by the end of the second week of school (Teacher, Students and Parents)
3. File all by the end of the first month of school (Office Staff)
7/1/2022- 6/30/2025

Behavior Expectation Assemblies
Tasks

1. Calendar assemblies for the school year (Principal)
2. Inform teachers (Principal)
3. Hold assemblies (Principal and Staff)
Measures
1. Calendar by August 1
2. Inform teachers by the first day of school
3. Hold assemblies by the end of the first week of each trimester
7/1/2022- 6/30/2025

Behavior Expectation Classes
Tasks
1. Identify class components (Teachers and Principal)
2. Develop process for student identification (Teachers and Principal)
3. Notify parents and students when required to take the course (Principal and Counselor)
4. Conduct the course (Principal, Counselor or Designee)
Measures
1. Identification is on-going
2. Seek input from teachers and parents
3. Send communication to parents
4. Implement when needed
07/01/2022- 06/30/2025

Lunch Time Intramural Sports/Peaceful Playgrounds
Tasks
1. Develop an intramural lunch time schedule (Principal and Teachers)
2. Advertise, teach, and create teams (Principal and Teachers)
4. Hold games (Campus Aides, Teachers, Principal)
Measures
1. Review number of lunch time referrals
2. Number of students participating
07/01/2022 - 06/30/2025

Positive Behavior Intervention Support
Tasks
1. Develop a PBIS Team (Principal)
2. Attend PBIS Training (Principal and PBIS Team)
3. Enhance Jefferson CREED with positive reinforcement and student accountability program (PBIS Team)
4. Post Expectations in all settings (PBIS Team)
5. Provide parent information nights (Principal and PBIS Team)
Measures
1. Attend PBIS Training during the 2019-2020 school year (following steps take place post training)
2. Create positive reinforcement and student accountability program.
3. Post expectations
07/01/2022- 06/30/2025

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)
3600	SIP
500	SIP

Increased or Improved Services

Description of increased or improved services for student groups with identified performance gap(s).

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Supplemental and Concentration Funds provided to the school from District LCAP	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$21,599.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

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 ($)
Art Instruction - Services	$1,500.00
Art Instruction - Staff	$1,500.00
Character Education	$2,500.00
Gate	$2,499.00
SIP	$13,600.00

Subtotal of state or local funds included for this school: $21,599.00

Total of federal, state, and/or local funds for this school: $21,599.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/5/2024.

Attested:

Principal, Jason Strickland on 5/5/2024

SSC Chairperson, on 5/5/2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019