

School Year: 2021-22



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
Jersey Avenue Elementary School	19647176015036	September 29, 2021	November 16, 2021

Purpose and Description

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

Schoolwide Program

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

Jersey's School Plan for Student Achievement (SPSA) effectively meets the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs. The SPSA was developed in collaboration with the school's stakeholders (parents and teachers) through our School Site Council (SSC). Jersey's SSC met regularly to review and update the SPSA including proposed expenditures of Title I. During the 2021-2022 school year, SSC will meet on the following dates: 9/29/21, 12/1/21, and 2/2/22, 4/6/21, and 6/1/21. The SPSA addresses LCFF and Title I funds which are used to support all students to improve student performance and close the achievement gap. Title I monies funded Interventionists to provide academic support to our students. Jersey's school goals were based on our site-specific needs, state data (SBAC, CA Dashboard Data, ELPAC, and reclassification rates), and local assessments (District Benchmarks in ELA, Math, and Science). Jersey's SPSA also supports improvement in school climate and social-emotional development of students.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

There are several surveys that are given throughout the school year to gather input from all stakeholders. Upper-grade students participate in the annual LCAP survey to give input on how funds should be spent. Parent groups, teachers, and staff members are also apart of the annual LCAP survey. This survey gives all stakeholders the opportunity to review current LCAP spending as well as to give input for future spending. The Parent Satisfaction Survey is given to the legal guardians of all first and fourth-grade students. The Parent Engagement Survey is given to all the legal guardians of 5th-grade students. The survey asks eight questions ranging from satisfaction with campus cleanliness to overall satisfaction with the school. For 2020-2021 an LCAP Survey was provided to parents to replace those surveys. The overall satisfaction rate was 97%. The survey aims to ascertain the perceived level of and importance of parent involvement. Overall, parents state that they are involved in many different ways from leadership opportunities on School Site Council and the English Language Acquisition Committee to lower levels of involvement including attending Back to School Night and Open House. Fifth-grade students are given the Healthy Kids Survey (HKS) each year. The HKS consists of 15 questions related to school connectedness and 2 questions related to safety. The results of the HKS in 2020-2021 show 86% of students feel connected to school and 97% of students feel safe at school. Teachers are also given a technology usage survey each year to determine their hardware and software needs. Jersey uses a variety of technology and the design of the survey is to find out if the current technology is applicable to their daily teaching. The survey results show that teachers are using Chromebooks on a daily basis to implement Raz-Kids, Lexia, Fast Bridge among various other platforms to provide assessments and supplement core Math and ELA instruction.

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 are conducted by the site principal and district administration. The principal conducts a minimum of two formal observations for those teachers on the formal evaluation cycle. All teachers are informally observed often. Prior to a formal observation, the teacher and the principal meet to discuss the lesson planned for the observation. Then, during the formal observation, the principal sits in for the entire lesson and looks for the four major areas found in the Teacher evaluation form (subject matter knowledge, teaching strategies, classroom environment, and student control). Following the observation, the teacher and the administrator meet in a post-observation conference. During the conference, the principal praises the teacher for strengths and provides valuable feedback for areas of growth. These formal evaluations act as a way for teachers to better their practice in a safe environment.

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)

Jersey Avenue Elementary School utilizes the Innovative Learning Collaborative (ILC) cycle formerly known as Data Reflection Session (DRS) and Response to Instruction and Intervention (RtI) model to analyze, design, implement, and refine instruction to increase student achievement. The ILC / RtI model program benefits all students, but gives specific focus to unique populations within the community. This is achieved through the quadrant model (Intensive, Strategic, Benchmark, and Challenge). Intensive students receive 6:1 ratio instruction with specific focus on filling gaps that exist between their current level and grade level standards. Strategic through challenge groups are slightly larger (ranging from 10:1 to 20:1), yet they provide targeted support for all subgroups (English Learners, Students with Disabilities, and Socioeconomically Disadvantaged). The work of the students is discussed as part of the collaborative inquiry cycle to refine specific strategies and practices to better support students.

Further, the social-emotional and behavioral well-being of students is addressed during PBIS (Positive Behavioral Interventions and Supports) meetings. The school counselor is part of the team to provide support and strategies for teachers. Teachers have the accessibility to create referrals for students to meet with the counselor. The focus is to provide well-rounded interventions to support the whole child.

The goal of ILC and RTI is to provide laser-focused and targeted instruction based on the most student work and data available to us at the time of implementation. This is accomplished by asking and answering four questions each time we meet:

- What do we want students to learn?
- How will we know when students have learned it?
- How will we respond if they do not learn it?
- How will we respond if they already know it?

Further, the goal is to provide enrichment, targeted support, or Tier-3 intervention for every student at Jersey Avenue. The outcome of the model addresses the needs outlined by analysis of state and local assessment data. Parents and guardians also appreciate that students' needs are being met during the school day. At Jersey Avenue, we have created a model to support the needs of all students during the school day. Teachers are able to target specific needs, parents know their student is receiving extra support during the school day, and the community at large appreciate the focus given to support all students at all times (every student, every day).

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

Multiple measures are used in the classroom to ensure student success. These measures in curriculum-embedded assessments, or as we call them progress monitoring assessments (PMAs) or common assessments. These PMAs allow teachers to "take the temperature" of the learning going on in the classroom to better understand what steps to take in terms of instruction. This data is gathered and analyzed during ILC or during grade level planning, as mentioned above. ILC serves as the time to analyze, to modify, and to plan instruction based on PMA results. In addition, the collaborative learning cycle will include analysis of student work to inform and refine instructional practices.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of the teachers at Jersey Avenue Elementary School are credentialed and appropriately placed.

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

All teachers at Jersey Avenue Elementary School are required to have the appropriate credential prior to entering the classroom. Teachers receive multiple professional development opportunities throughout the school year. Currently, the district provides three non-student days throughout the school year for professional development. LLCSD site and district TOSA's (ELA, Math, and Science TOSA's) will work with LLCSD Educational Services to plan and implement PD in specific areas of need. New teachers receive additional training in core instructional practices based on research-based strategies including Guided Reading and Coaching Cycles provided by our district ELA, Math, and Science TOSA's. Site-based professional development also occurs. Further, professional development occurs as needed during ILC and District and Principal Wednesdays.

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

CAASPP data, along with local assessment data, is used to decide areas of growth. These areas of growth become the basis for professional development. As a district, English Language Arts and Math have been the focus of professional development. District Math and ELA coaches provided professional development to teachers throughout the year. At Jersey, we also provide on-going, site-based, professional development. These professional development sessions take place during District and Principal Wednesdays and during ILC. Vertical articulation will continue across multiple content areas. For the 2021-2022 school year, the Student Achievement Leadership Team (SALT) members will meet four times to collaborate with Innovate Ed and follow up at the site level to provide follow up training and professional development for all teachers.

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

Teachers receive multiple sources of support. First, they receive ongoing support at the school site from colleagues and from the administration. Teachers are expected to collaborate and are given time to visit classrooms to improve their practice. For the 2021-2022 school year, the district will provide two math coaches, two ELA/ELD TOSAs, one Science TOSA, and one TOSA per site to support all teachers. These support teachers will visit classrooms to work with teachers and provide academic support to students as needed. The Student Achievement Leadership Team (SALT) will also meet to identify a focus area across all content areas and focus on closing the achievement gap in both literacy and math. For the 2021-2022 school year, per LCAP, interventionists will support our teachers and students in providing small group support through our RTI model.

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

Teacher collaboration is a strength in the Little Lake City School District. At Jersey, collaboration forms the basis for our Professional Learning Communities (PLC). Our PLC works as the umbrella framework for all of our instructional, behavioral, and social-emotional instruction. For the 2021-2022, ILC will occur twice per month for 90-minute sessions of collaboration in which all teachers of a specific grade level, all interventionists, the afterschool program coordinator for THINK Together, and the principal work to increase student achievement through student work and assessment analysis. Student work is analyzed to inform instruction and refinement of instructional practices.

Teaching and Learning

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

Each grade level prescribes to an agreed upon curriculum pacing guide. This pacing guide is created by a team of grade level specialists from each school site. The agreed upon pacing guide is shared to all teachers district wide and is used for lesson planning throughout the school year. The pacing guides identify key standards and act as the planning guide for all common assessments (district benchmarks). Further, each grade level has developed a recommended materials list. All of the items listed on the recommendation list are provided to teachers for use during instruction.

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

Through the master schedule, language arts and math instruction are provided between 1 hour and 1.5 hours daily. This is monitored via lesson plans and principal observation.

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

At Jersey, targeted student populations benefit from a 3-tier intervention model as specific skills are addressed in small class size settings. With this being a school-wide program, significant resources are needed to support and implement the model. Interventionists work with all grade levels (Kinder through 5th grade) to assist and provide additional support to students. This also allows the classroom teacher to have smaller groups for instruction. Interventionists will provide support to each grade level Kinder-5th grade four times per week for 45 minutes. The interventionists are certificated teachers who work collaboratively with the classroom teacher and students. This allocation of resources allows Jersey to target interventions based on the specific needs of each and every student. Groups are fluid and student groups may be adjusted as student needs change.

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

In accordance with the Williams Act, every student at Jersey has access to district adopted textbooks, as well as additional supplemental materials.

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

Students use district adopted textbooks and supplemental materials for daily instruction.

Opportunity and Equal Educational Access

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

The Professional Learning Community (PLC) model is the framework by which all instruction, assessments, data reflection, and interventions occur at Jersey Avenue Elementary School. The program was developed to meet the academic needs of all learners at their level. Also, implementation of the Common Core State Standards (CCSS) required that a robust system be developed to increase rigor and support at all levels. The driving force behind the program's development and ongoing refinement is at its core to support "Every Student, Every Day". Further, targeted instruction at Jersey Avenue Elementary School is a 3-tiered academic approach. All students participate in this structured school-wide intervention model. Tier 1 includes participation in the core academic curriculum for all students. This includes English Language Arts, Mathematics, History/Social Science, Science, and Writing. All students participate in these classes and take frequent benchmark and common assessments to gather data on performance. During the Innovative Learning Collaborative, students are placed in quadrants after trimester-end assessments based on achievement (Challenge, Benchmark, Strategic, and Intensive). These quadrants then determine student placement in targeted interventions (tier-2). The targeted interventions have two goals: preview the content for struggling students, and fill gaps that otherwise could not be filled during core instruction. Teachers and interventionists meet during ILC to discuss what will take place during intervention classes. All students participate in the 2nd-tier intervention program. For our most struggling students, a 3rd-tier intervention is provided during the school day. In the past, this 3rd-tier intervention has also been referred to as "2nd dose RTI". These students are far below grade level. The focus of the tier-3 intervention classes is to fill "gaps" in learning that may be impeding students from accessing the grade level curriculum. Along with providing targeted support for struggling students, the RTI model allows for students working at and above grade level to receive "challenge" instruction. These "challenge" classes develop students' reading, writing, and mathematics skills with a focus on extending learning.

Interventionists are assigned to a specific grade level (1st-5th) to serve as a support teacher for their assigned grade level. For the 2021-2022 school year, Interventionists will be assigned to work with all grade levels grouped according to level and ability. The groups of students the Interventionist may be fluid and work with small groups of students as needed. ILC (Innovative Learning Collaborative, formerly DRS - Data Reflection Session) will take place twice time per month to collaborate and provide student work as evidence and be used as the basis for an inquiry cycle.

Evidence-based educational practices to raise student achievement

Jersey teachers and staff continually seek new research-based educational practices, while still maintaining proven evidence-based strategies. Some of the evidence-based strategies used include: Guided Reading, Close Reading, Interactive Editing, Interactive Writing, Math Talk, Number Talks, Reciprocal Teaching, and a variety of EL strategies.

Parental Engagement

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

Jersey provides many parent involvement opportunities as well as outreach programs to support families. In conjunction with the district, Jersey provides parents of underperforming students with a variety of supports. All families are invited to participate virtually for all SSC/ELAC and PTO meetings throughout the year. Teachers also provided support and information at our virtual Back to School night, during parent conferences, and through ongoing communication via email, calls, and apps such as Class Dojo. The school counselor and district family liaisons also provided parents with multiple trainings virtually regarding child development and behavior management in the home among other topics. The counselor also worked one-on-one with many parents to support student individual needs. For the 2021-2022 school year, after school enrichment will be offered to 4th & 5th grade students specifically targeting our foster-youth and students with families in transition.

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)

All stakeholders are involved in the decision making processes at Jersey. This is achieved through shared leadership and through specific decision making groups on campus. All stakeholders are represented on the School Site Council (SSC). The SSC is the main decision-making body for the school plan. Further our English Language Acquisition Committee (ELAC) is very active at Jersey. We also have an active PTO as well as a parent group known as the Coffee Club. In collaboration, teachers, staff, and parent groups support each other to create a climate of success for all students. Parent input and recommendations will continue to be encouraged throughout the school year by way of surveys and invitation to all virtual meetings. Incentives, such as raffles, will be provided to parents to encourage participation.

Funding

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

Title 1 funds are used to hire Interventionists. Interventionists support Response to Intervention (RTI) which allows all students to receive targeted support at their instructional level. In addition, \$600 is set aside specifically for parent involvement.

Fiscal support (EPC)

Refer to budget report.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

All stakeholders are provided with the opportunity to be part of the planning process for Jersey's SPSA and Annual Review and Update. Stakeholder engagement is an ongoing, annual process. There is meaningful involvement of parents and teachers in developing the school's SPSA and proposed expenditures through the School Site Council (SSC). Jersey's SSC is made up of five school personnel and five parents or other community members. The SPSA is shared at the first School Site Council and English Language Advisory Counsel (ELAC) of the year. ELAC will make recommendations and contribute as an advisory group. For the 2021-2022 school year, the SSC/ELAC meetings are scheduled to be held on 9/29/21, 12/2/21, 2/1/22, 4/6/22, and 6/1/22.

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.9%	0.91%	0.7%	4	4	3
Asian	0.9%	1.37%	1.7%	4	6	7
Filipino	0.9%	0.68%	0.7%	4	3	3
Hispanic/Latino	92.53%	91.57%	92.2%	409	402	379
Pacific Islander	%	0%	%		0	
White	3.85%	3.64%	3.7%	17	16	15
Multiple/No Response	0.68%	1.59%	1.0%	3	7	4
Total Enrollment				442	439	411

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	99	96	78
Grade 1	64	70	60
Grade 2	69	64	64
Grade 3	80	69	65
Grade 4	66	79	69
Grade 5	64	61	75
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	442	439	411

Conclusions based on this data:

- Jersey's total enrollment decreased by 37 students from 2017-18 to 2018-19.
- Jersey's greatest student group is made up of hispanic/latino at 93% of the total student population.

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3. The Kindergarten cohort in 2017-18 had the greatest decrease of students as they transitioned to first grade in 2018-19 with a loss of 40 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	51	47	41	11.5%	10.7%	10.0%
Fluent English Proficient (FEP)	45	41	31	10.2%	9.3%	7.5%
Reclassified Fluent English Proficient (RFEP)	7	6	2	11.3%	11.8%	4.3%

Conclusions based on this data:

1. Jersey's English Learner student population has decreased by 26 students (or 4.5%) over the last 3 years from 2016-17 to 2018-19.
2. Jersey's Fluent English Proficient student population has decreased by 13 students (or 1.8%) over the last 3 years from 2016-17 to 2018-19.
3. The total student population for EL's, FEP's, and RFEP's has decreased from 150 to 103 students over the last 3 years. The focus on ELD instruction and strong emphasis on reclassification of students has improved Jersey's redesignation rate.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	64	72	80	64	70	80	64	70	80	100	97.2	100
Grade 4	87	66	65	87	66	63	87	66	63	100	100	96.9
Grade 5	82	93	66	82	93	66	82	93	66	100	100	100
All Grades	233	231	211	233	229	209	233	229	209	100	99.1	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2451.	2456.	2425.	28.13	37.14	22.50	31.25	18.57	28.75	31.25	27.14	25.00	9.38	17.14	23.75
Grade 4	2473.	2466.	2483.	25.29	19.70	31.75	21.84	25.76	26.98	26.44	25.76	14.29	26.44	28.79	26.98
Grade 5	2539.	2495.	2509.	30.49	17.20	24.24	34.15	29.03	27.27	26.83	29.03	24.24	8.54	24.73	24.24
All Grades	N/A	N/A	N/A	27.90	24.02	25.84	28.76	24.89	27.75	27.90	27.51	21.53	15.45	23.58	24.88

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	23.44	28.57	17.50	48.44	47.14	52.50	28.13	24.29	30.00	
Grade 4	19.54	16.67	23.81	57.47	59.09	52.38	22.99	24.24	23.81	
Grade 5	31.71	20.43	27.27	50.00	43.01	50.00	18.29	36.56	22.73	
All Grades	24.89	21.83	22.49	52.36	48.91	51.67	22.75	29.26	25.84	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.94	40.00	22.50	56.25	38.57	60.00	7.81	21.43	17.50
Grade 4	29.89	22.73	26.98	48.28	50.00	47.62	21.84	27.27	25.40
Grade 5	36.59	37.63	33.33	56.10	40.86	54.55	7.32	21.51	12.12
All Grades	33.91	34.06	27.27	53.22	42.79	54.55	12.88	23.14	18.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.06	20.00	17.50	75.00	72.86	63.75	10.94	7.14	18.75
Grade 4	11.49	15.15	23.81	72.41	65.15	61.90	16.09	19.70	14.29
Grade 5	26.83	8.60	18.18	67.07	74.19	60.61	6.10	17.20	21.21
All Grades	17.60	13.97	19.62	71.24	71.18	62.20	11.16	14.85	18.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.75	47.14	25.00	48.44	34.29	52.50	7.81	18.57	22.50
Grade 4	33.33	28.79	26.98	52.87	50.00	50.79	13.79	21.21	22.22
Grade 5	41.46	22.58	25.76	45.12	48.39	45.45	13.41	29.03	28.79
All Grades	39.06	31.88	25.84	48.93	44.54	49.76	12.02	23.58	24.40

Conclusions based on this data:

- For the purposes of this analysis, all data will be presented in the form of a percentage of students or an actual number of students. The percentages and/or numbers of actual students will be presented as either being a positive (gain) number or a negative (drop) number as compared to the state definition of "proficient". The designations "met standard" and "exceeded standard" are considered "proficient" by the state of California.

A detailed analysis of the 2018-2019 CAASSP ELA data indicates a decrease by 4% in grades 3 for met and exceeded. Grades 4-5 both indicate an increase for met and exceeded. 4th grade increased by 13% and 5th grade by 5%.
- The focus on our SALT goal for 2018-2019 in writing contributed to an increase in the Writing Claim for Composing Full Texts with both Informative and Opinion Writing across all grades 3-5.
- The data shows a decrease in the Reading Claim for Word Meaning and Language Use across all grades 3-5. This will be the focus across all grades for the 2019-2020 school year.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	64	72	80	64	70	80	64	70	80	100	97.2	100
Grade 4	87	66	65	87	66	63	87	66	63	100	100	96.9
Grade 5	82	93	66	82	93	65	82	93	65	100	100	98.5
All Grades	233	231	211	233	229	208	233	229	208	100	99.1	98.6

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2456.	2452.	2440.	18.75	21.43	17.50	37.50	42.86	33.75	35.94	20.00	31.25	7.81	15.71	17.50
Grade 4	2475.	2478.	2495.	14.94	10.61	20.63	24.14	39.39	36.51	45.98	36.36	33.33	14.94	13.64	9.52
Grade 5	2514.	2503.	2499.	24.39	21.51	18.46	21.95	16.13	13.85	21.95	30.11	41.54	31.71	32.26	26.15
All Grades	N/A	N/A	N/A	19.31	18.34	18.75	27.04	31.00	28.37	34.76	28.82	35.10	18.88	21.83	17.79

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.19	42.86	33.75	43.75	31.43	38.75	14.06	25.71	27.50
Grade 4	27.59	27.27	39.68	37.93	42.42	34.92	34.48	30.30	25.40
Grade 5	34.15	24.73	21.54	30.49	32.26	36.92	35.37	43.01	41.54
All Grades	33.91	31.00	31.73	36.91	34.93	37.02	29.18	34.06	31.25

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.88	32.86	30.00	56.25	55.71	48.75	21.88	11.43	21.25
Grade 4	13.79	19.70	31.75	58.62	50.00	46.03	27.59	30.30	22.22
Grade 5	25.61	17.20	13.85	43.90	48.39	46.15	30.49	34.41	40.00
All Grades	20.17	22.71	25.48	52.79	51.09	47.12	27.04	26.20	27.40

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.81	38.57	26.25	62.50	47.14	56.25	4.69	14.29	17.50
Grade 4	17.24	13.64	28.57	54.02	59.09	49.21	28.74	27.27	22.22
Grade 5	19.51	17.20	16.92	52.44	56.99	56.92	28.05	25.81	26.15
All Grades	22.32	22.71	24.04	55.79	54.59	54.33	21.89	22.71	21.63

Conclusions based on this data:

- For the purposes of this analysis, all data will be presented in the form of a percentage of students or an actual number of students. The percentages and/or numbers of actual students will be presented as either being a positive (gain) number or a negative (drop) number as compared to the state definition of "proficient". The designations "met standard" and "exceeded standard" are considered "proficient" by the state of California.

A detailed analysis of the 2018-2019 CAASPP Math data shows that there is much to celebrate at Jersey. There are also important areas for improvement. Over the last three years, the data shows an overall decrease in 3rd grade of 5% but a steep increase in 4th grade of 19%. There was a drop in 5th grade of 14%.
- Based on the claims data, the greatest areas of improvement was in 4th grade across all Claims: Concepts and Procedures, Problem Solving, Communicating Reasoning, and Modeling and Data Analysis.
- The data shows 5th grade had the steepest decrease. The main focus for 2018-2019 will be in 5th grade across all priority Targets that fall into all 4 claims specifically adding and subtracting fractions (Target E) and multiplying and dividing fractions (Target F). Both these Targets appear in all 4 Claims: Concepts and Procedures, Problem Solving, Communicating Reasoning, and Modeling and Data Analysis.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1393.5	1427.1	1403.1	1427.9	1371.2	1424.5	18	15
Grade 1		*		*		*		8
Grade 2	1502.5	*	1498.2	*	1506.2	*	17	*
Grade 3	*	1499.2	*	1491.8	*	1506.1	*	13
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	5
All Grades							54	45

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	13.33	*	60.00	*	13.33	*	13.33	18	15
2	*	*	*	*		*		*	17	*
3		0.00	*	76.92	*	23.08		0.00	*	13
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	35.19	13.33	37.04	66.67	*	15.56	*	4.44	54	45

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	20.00	*	60.00	*	6.67	*	13.33	18	15
2	70.59	*	*	*		*		*	17	*
3	*	15.38	*	76.92	*	7.69		0.00	*	13
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	48.15	28.89	29.63	60.00	*	6.67	*	4.44	54	45

Listening Domain								
Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	93.33	*	6.67	18	15
2	*	*	*	*		*	17	*
3	*	7.69	*	84.62		7.69	*	13
5	*	*	*	*	*	*	*	*
All Grades	50.00	22.22	42.59	73.33	*	4.44	54	45

Speaking Domain								
Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	53.33	*	33.33	*	13.33	18	15
2	76.47	*	*	*		*	17	*
3	*	30.77	*	69.23	*	0.00	*	13
All Grades	46.30	40.00	40.74	55.56	*	4.44	54	45

Reading Domain								
Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	6.67	*	80.00	*	13.33	18	15
2	70.59	*	*	*		*	17	*
3		0.00	*	84.62	*	15.38	*	13
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	33.33	15.56	46.30	73.33	20.37	11.11	54	45

Writing Domain								
Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	60.00	*	33.33	*	6.67	18	15
2	*	*	*	*		*	17	*
3	*	23.08	*	76.92		0.00	*	13
5	*	*	*	*	*	*	*	*
All Grades	40.74	31.11	42.59	66.67	*	2.22	54	45

Conclusions based on this data:

1. The number of English Learners decreased by 9 students from 2017-2018 to 2018-2019 reducing the number of EL's from 54 to 45 students.
2. Of the 45 English Learners that took the ELPAC in 2018-2019, 67% of the students scored at a Level 3 in Overall Language and an additional 13% scored at a Level 4.
3. The greatest percentage of ELL's scoring in the Well Developed range was in the Speaking Domain at 40% of all ELL's.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
439	66.1	10.7	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	47	10.7
Foster Youth	2	0.5
Homeless	20	4.6
Socioeconomically Disadvantaged	290	66.1
Students with Disabilities	66	15.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.9
Asian	6	1.4
Filipino	3	0.7
Hispanic	402	91.6
Two or More Races	7	1.6
White	16	3.6

Conclusions based on this data:





- Jersey's total enrollment is 442 students of which 93% percent of the student population are Hispanic (409 students).
- The subgroups with the greatest number of students are Socioeconomically Disadvantaged at 65.8% (291 students), Students with Disabilities at 15% (64 students) and 11.5% (51 students) are English Learners.
- Less than 3% of Jersey's student population is made up of African American, Asian, and Filipino (12 total students) and an additional 4% (17 students) are White.

School and Student Performance Data

Overall Performance

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Yellow		

Conclusions based on this data:

1. Jersey's Overall Performance for both Math and ELA have maintained yellow over the last 2 years (2017-18 and 2018-19).
2. Chronic Absenteeism has improved to yellow for 2018-2019 from orange in 2017-2018.
3. Suspension Rate has maintained blue over the last 2 years (2017-18 and 2018-19).

School and Student Performance Data

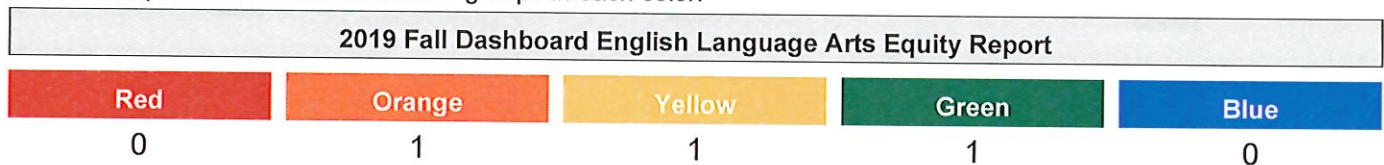
Academic Performance English Language Arts

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 2 points above standard Maintained -1.6 points 203	<p>English Learners</p>  Orange 11.3 points below standard Maintained -1.8 points 46	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p>  Green 0.6 points below standard Increased ++4.2 points 143	<p>Students with Disabilities</p>  No Performance Color 43.9 points below standard Increased ++3.1 points 30

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.4 points above standard Declined -3.2 points 188	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
71.6 points below standard Declined -9.5 points 21	39.3 points above standard Increased ++3.7 points 25	6.3 points above standard Increased ++3 points 141

Conclusions based on this data:

1. Based on the Academic Performance for English Language Arts for 2018-2019, the data shows all students maintained and fell in the yellow range.
2. Students who are Socioeconomically Disadvantaged increased from last year from yellow in 2017-2018 to green in 2018-2019.
3. English Learners maintained and remained in the orange band over the last 2 years from 2017-2018 to 2018-2019.

School and Student Performance Data

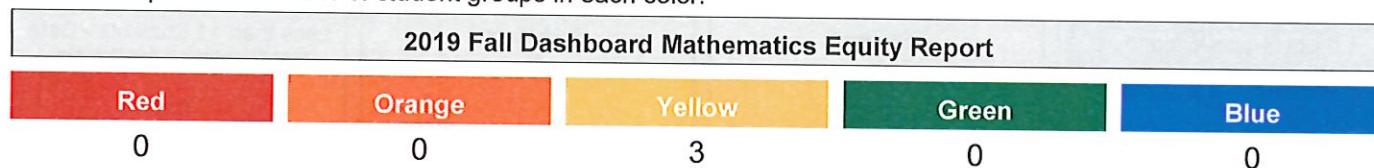
Academic Performance Mathematics

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

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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Yellow 4.3 points below standard Maintained ++2.1 points 203	Yellow 18.3 points below standard Maintained -2.6 points 46	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Yellow 8.8 points below standard Maintained ++2.5 points 143	No Performance Color 43 points below standard Increased ++11.6 points 30

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.4 points below standard Maintained ++0.4 points 188			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
55.4 points below standard Maintained -1.9 points 21	13 points above standard Declined -3.9 points 25	1.4 points below standard Increased ++5.5 points 141

Conclusions based on this data:

1. Based on the Academic Performance for Mathematics for 2018-2019, the data shows all students maintained and fell in the yellow range.
2. English Learners maintained and remained in the yellow band over the last 2 years from 2017-2018 to 2018-2019.
3. Students who are Socioeconomically Disadvantaged maintained and remained in the yellow band over the last 2 years from 2017-2018 to 2018-2019.

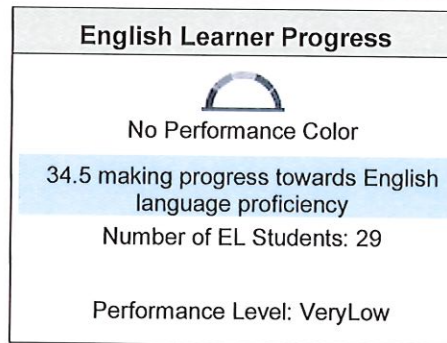
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
31.0	34.4	6.8	27.5

Conclusions based on this data:

- Jersey had 29 English Learners in the 2018-2019 school year.
- Based on the Academic Performance for English Learner Progress, 34.5% (10 students) demonstrated some progress toward English Language proficiency.
- Nine (9) English Learners decreased one level.

School and Student Performance Data

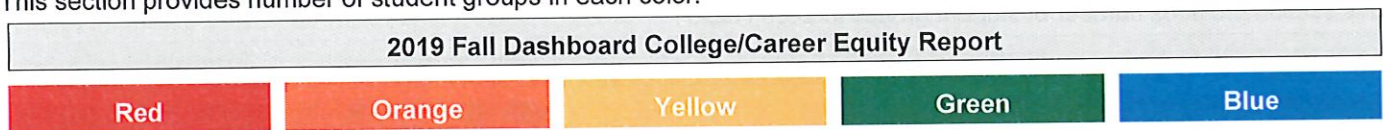
Academic Performance College/Career

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

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

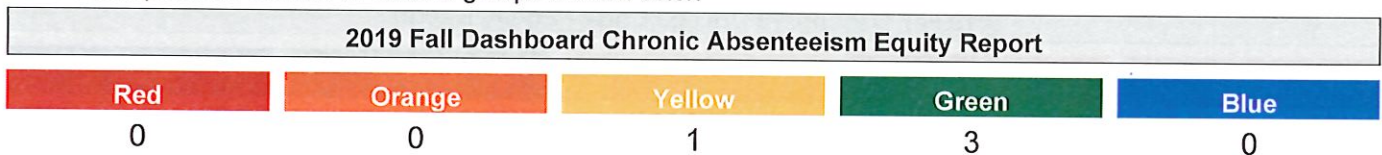
Academic Engagement Chronic Absenteeism

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Yellow 6.8 Maintained +0.2 456	Green 3.8 Declined -2 52	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 7.7 Declined -7.3 13	Green 5.2 Declined -1.9 310	Green 8 Declined -1.5 75

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.7 Maintained 0 416	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 Maintained 0 18

Conclusions based on this data:

- Jersey's Chronic Absenteeism increased for all students from orange to yellow by 0.2 from 2017-2018 to 2018-2019.
- Socioeconomically disadvantaged students and students with disabilities declined slightly but both fell in the green band.
- The data shows that Hispanic students maintained and fell in the yellow band.

School and Student Performance Data

Academic Engagement Graduation Rate

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

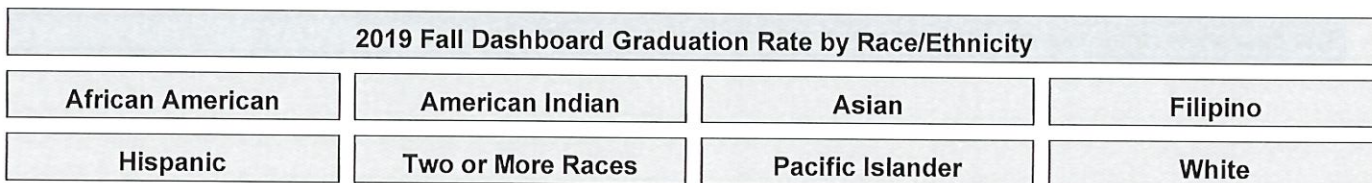
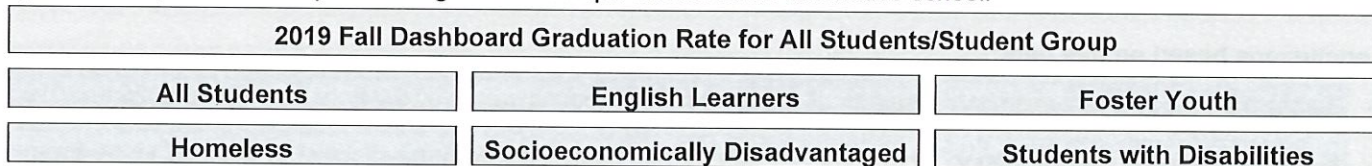
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

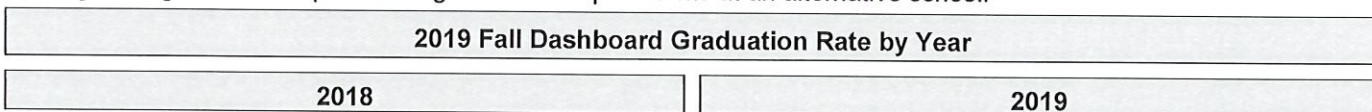
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- Jersey had zero suspensions for 2018-2019.

School and Student Performance Data

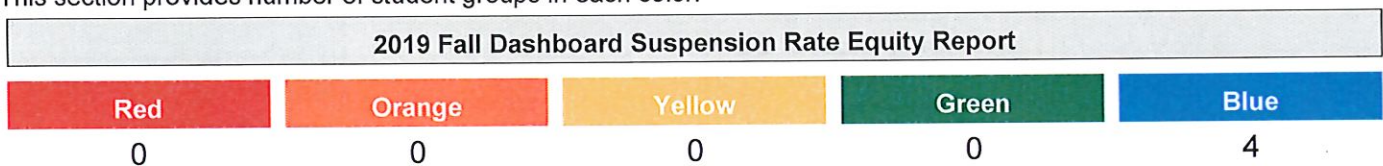
Conditions & Climate Suspension Rate

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

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Blue 0 Maintained 0 465	Blue 0 Maintained 0 53	No Performance Color Less than 11 Students - Data Not 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 0 Maintained 0 14	Blue 0 Maintained 0 312	Blue 0 Maintained 0 76

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 7	American Indian	Asian  No Performance Color Less than 11 Students - Data 6	Filipino  No Performance Color Less than 11 Students - Data 4
Hispanic  Blue 0 Maintained 0 425	Two or More Races  No Performance Color Less than 11 Students - Data 5	Pacific Islander	White  No Performance Color 0 Maintained 0 18

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

- Jersey Elementary had no suspensions during the 2018-2019 school year.
- Jersey maintained its dashboard color of blue.
- All subgroups maintained on the dashboard and received a blue.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

Student Achievement

K-8 students will demonstrate growth and/or maintain growth as measured by the following:

- Smarter Balanced Assessments in ELA and Mathematics in grades 3-8
- District Assessments in ELA (DRA) and Math in grades K-2
- ELPAC
- Reclassification rates for English Learners
- District Assessments in history/social science in grades 7-8
- District Assessments in science in grades 6, 7, and 8
- CAST in grades 5 and 8
- Physical Fitness Tests in grades 5 and 7

Goal 1

Student Achievement

K-5 students will demonstrate growth and/or maintain growth as measured by the following:

- Smarter Balanced Assessments/CA Dashboard in ELA and Mathematics in grades 3-5
- District Assessments in ELA (DRA) and Math in grades K-2
- ELPAC
- Reclassification rates for English Learners
- CAST in grade 5
- Physical Fitness Tests in grade 5

Identified Need

CA Dashboard Data, SBAC results, and local assessment data indicate that there is a need to increase academic achievement for all students in the areas of ELA and mathematics. In addition, data indicates a need to close the achievement gap among subgroups, particularly English learners and students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 SBAC Data - ELA grades 3-5	Percent Met or Exceeded Grade 3 - 52% Grade 4 - 59% Grade 5 - 51%	Increase or maintain
2018-2019 SBAC Data - Math grades 3-5	Percent Met or Exceeded Grade 3 - 52%	Increase or maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 4 - 59% Grade 5 - 32%	
2018-2019 EL Proficiency on Math SBAC	Percent Met or Exceeded Grade 3 - 8% Grade 4 - 0% Grade 5 - 20%	Increase or maintain
2018-2019 EL Proficiency on ELA SBAC	Percent Met or Exceeded Grade 3 - 23% Grade 4 - 33% Grade 5 - 20%	Increase or maintain
2018-2019 CAST grade 5	Percent Met or Exceeded Grade 5 - 24%	Increase or maintain
2018-2019 Physical Fitness Test grade 5	Percent of students in HFZ Grade 5 - 47%	Increase or maintain
2020-2021 Math District Benchmark K-2	Percent Proficient 3- 45% 4 - 37% 5 - 56%	Increase or maintain
2020-2021 DRA Grades K-2	Percent Proficient K- 71% 1 - 50% 2 - 33%	Increase or maintain

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 All teachers will adhere to District pacing guides that reflect the California Standards across the curriculum and work collaboratively to plan and modify instructional units in the areas of ELA, Math, Science, and History.

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)
	District Funded 1000-1999: Certificated Personnel Salaries Innovative Learning Collaborative Sessions: Teachers, Admin, Interventionists, and THINK Together Coordinator will meet on a weekly basis to discuss student achievement, classwork, level or rigor, and to plan for upcoming units and assessments.
2000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Professional Development will be provided with one day to collaboratively plan and modify curriculum in the areas of ELA, Math, Science, and Social Studies.
3168	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental materials will be purchased as needed.
2500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Professional Development: Teachers will be compensated for additional hours provided to work on committees or adjunct duties.
23,734	District Funded 2000-2999: Classified Personnel Salaries The Jersey library will be staffed with a 3.5 hour/day Library Media Specialist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 All teachers will utilize evidence-based strategies with a focus on research-based strategies with Close/Critical Reading in ELA, Math Talks/Number Talks in mathematics, and the implementation of the Cross-cutting Concepts in Science. Professional Development will be provided as needed in ELA, Math and Science.

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)

	District Funded 1000-1999: Certificated Personnel Salaries Site /Math /ELA/Science TOSAs: Teachers will have access to the Math, ELA, Science and Site TOSA's during ILC. Teachers will have access to meet with Math, ELA, Science and Site TOSA's to plan, implement, and receive feedback on lesson design and implementation during ILC or PD's.
7765	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers and Principal may attend conferences in person (pending safety measures) or virtually to learn new research-based practices. Teachers will share new learning by providing follow up professional development to their colleagues.
2300	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Materials for Evidence-Based Teaching Strategies: Scholastic News will be purchased for all teacher TK-5th grade.
2000	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Materials for Evidence-Based Teaching Strategies: online Math resources will be purchased to supplement core math instruction.
1500	LCFF - Supplemental 4000-4999: Books And Supplies Provide online resources and materials from Teachers Pay Teachers.
1617	LCFF - Supplemental 4000-4999: Books And Supplies Purchase materials as needed to support evidence-based teaching strategies with the focus on Science Materials (ex: Generation Genius).
8000	General Fund 4000-4999: Books And Supplies Provide basic and instructional materials from Amazon, Office Depot, and Southwest.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 A system of interventions will be fully implemented to ensure that all students are receiving instruction based on the most recent formative data available. The interventions will be systematic, timely, and directive based on student's specific needs.

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)
42,242	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Five full-time interventionists will be hired to provide support to students in small groups.
	District Funded 1000-1999: Certificated Personnel Salaries Teachers and interventionists will plan together to align core instruction with targeted interventions in small groups.
5500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Before and after school interventions and/or tutoring will be offered to close the achievement gap. Targeted student groups will include English Learners, socio-economically disadvantaged students, foster youth, homeless, and other identified "at-risk" students.
3600	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide afterschool enrichment to students in the areas of Science, Technology, Engineering, Arts, and Math.
2390	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental materials will be purchased as needed to fulfill a targeted intervention program including Tier III.
2000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide additional time for planning between SALT members, teachers, and interventionists to align instruction based on the most current data.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

1.4 English Learners will be supported through a variety of instructional practices. This will be accomplished primarily through the implementation of daily systematic designated and integrated ELD. Further, evidence-based teaching strategies will be implemented across the curriculum (i.e. - Think-Write-Pair-Share, Sentence Frames, Talking Stick, Lines of Communication, and Clock Appointments, etc.).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	<p>None Specified 1000-1999: Certificated Personnel Salaries English Learners (EL) will be grouped according to grade level span and ELPAC level. Designated English Language Development (ELD) will be provided 30 minutes per day.</p>
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	<p>None Specified 1000-1999: Certificated Personnel Salaries Students that meet the district redesignation criteria will be redesignated to Redesignated Fluent English Proficient (R-FEP) status on an ongoing basis.</p>
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2500	<p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Before or/and after school intervention/tutoring will be offered to English Learners with a focus on ELPAC and preparation for redesignation.</p>
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3500	<p>Title III 1000-1999: Certificated Personnel Salaries Site EL Coordinator will attend District meetings and assist in monitoring and providing additional support to EL students.</p>
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2000	<p>LCFF - Supplemental 4000-4999: Books And Supplies Supplemental materials will be purchased as needed to fulfill the designated ELD program.</p>
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.5 Educational technology will be used to enhance the core instructional program.

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)
2000	LCFF - Supplemental 4000-4999: Books And Supplies Purchase online platforms for all students to support core instruction and provide students with additional resources (ex: Generation Genius).
	District Funded 4000-4999: Books And Supplies Purchase Learning A-Z online reading program for TK - 2nd Grade students. This program provides access to thousands of e-books. It gives students the opportunity to listen to a book, then to read the book, and finally to take a quiz on the content of the book.
	District Funded 4000-4999: Books And Supplies Online programs and resources will be purchased by the district to support Distance Learning. Programs and resources to include: RAZ, Kami, Discovery Education, and Lexia.
1500	LCFF - Supplemental 4000-4999: Books And Supplies Purchase online materials and/or resources to support our afterschool enrichment program (ex: 3D printer, coding equipment, etc.)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.6 Physical education lessons will be implemented for 200 minutes every ten days to increase students' level of physical fitness.

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)
	None Specified 1000-1999: Certificated Personnel Salaries 1st - 5th grade teachers will provide 200 minutes of physical education instruction every 10 days.
	District Funded 1000-1999: Certificated Personnel Salaries Students will receive specialized physical education instruction from certificated PE teachers on a weekly basis.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Actions and services for the goal of Student Achievement were implemented as planned to achieve the articulated goal. All teachers adhered to the District pacing guides that reflected the California Standards across the curriculum and worked collaboratively to plan and modify instructional units in the areas of ELA, Math, Science, and History. Teachers and the principal met on a monthly basis for Data Reflection Sessions (DRS) to discuss student achievement, classwork, level and rigor, and to plan for upcoming units and assessments. Prior to school closure, DRS was held every two weeks for 90 minutes and an Arts for All program was funded to provide music, physical education, and art to enrich the learning for students while teachers collaborated in DRS. This will be reinstated for the 2021-2022 school year. Supplemental materials were purchased as needed. Teachers were provided with planning time as needed to collaboratively plan and modify instructional units in the areas of ELA, Math, Science, and History. The Jersey library was staffed with a 3.5 hour/day Library Media Specialist to support students and teachers.

All teachers utilized evidence-based strategies with a focus on research-based strategies with Guided Reading, Close/Critical Reading in ELA, Math Talks/Number Talks in mathematics, and also implemented cross-cutting concepts in Science, ELA, and Math. Professional Development was provided on an as-needed basis in ELA, Math, and Science. Teachers had access to the Math, ELA, and Science TOSA's to provide support and resources and to plan, implement, and receive feedback on lesson design. New teachers attended one week of professional development organized by Ed Services which focused on ELD/ELA and Math instructional practices. Supplemental materials were purchased such as supplemental resources for NGSS Unit Kits and Scholastic News purchased for all teachers TK-5th grade. In addition, library books were purchased, as needed, to supplement instructional units of study. A Student Achievement

Leadership Team (SALT) was established to be the site instructional leaders and lead from the middle with the primary focus in closing the achievement gap.

To address Title I, a system of interventions was fully implemented to ensure that all students received instruction based on the most recent formative data available. The interventions were systematic, timely, and based on the student's specific needs. Five full-time interventionists (support teachers) were hired to assist with classroom support during Distance Learning and Hybrid Instruction. Interventionists provided targeted instruction to EL's and students identified at-risk. Additional instructional time was offered to EL students, socio-economically disadvantaged students, foster youth, and other students that struggled to meet grade-level standards. Supplemental materials were purchased, as needed, to support the intervention program.

English Learners were supported through a variety of instructional practices. This was accomplished primarily through the implementation of daily systematic designated and integrated ELD. Designated English Language Development (ELD) was provided for 30 minutes per day (5 days per week). Teachers designated as the ELD teacher met with the ELA/ELD TOSA to plan and received ongoing support. Further, evidence-based teaching strategies were implemented across the curriculum (i.e. - Think-Write-Pair-Share, Sentence/Paragraph Frames, Talking Stick, Lines of Communication, and Clock Appointments, etc.). English Learners (EL) were grouped according to grade level span and ELPAC levels. Supplemental materials were purchased as needed to fulfill the designated ELD program. Students that met the district re-designation criteria were reclassified to Redesignated Fluent English Proficient (R-FEP) status.

Educational technology was used to enhance the core instructional program. Supplemental resources were purchased to support core instruction in addition to providing students with experience working in an online testing environment. Fast Bridge, an online supplemental math and reading program, was purchased for 2nd - 5th-grade students and Learning A-Z, an online reading program, for all students. Teachers were provided support by the technology TOSA's as needed.

Physical education lessons were implemented by the classroom teacher and physical education teacher to increase students' level of physical fitness in all grades. This was monitored through observation and lesson plans.

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

There were no major differences with the intended implementation of the strategies/activities to meet the articulated goal.

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

There were no major changes to the goal, annual outcomes, metrics, or activities made.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Conditions for Learning

LEA/LCAP Goal

Conditions for Learning

Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:

1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)
2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic supplies and services

Goal 2

Conditions for Learning

Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:

1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)
2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic supplies and services

Identified Need

Students learn best in an environment that is clean, safe, and secure under the supervision of a highly qualified staff. In addition, they need access to standards-aligned textbooks and instructional and basic supplies to support their growth and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FIT - Facilities inspection tool	100% of facilities with a good/excellent rating	Maintain
Qualified staff	100% of staff members are highly qualified	Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sufficiency of standards-aligned instructional materials	100% sufficiency based on Williams board resolution	Maintain
Student transportation, as required by IEPs and safety criteria	100% of eligible students have access to student transportation	Maintain
Basic supplies and services	100% of sites have basic supplies and services based on allocated base funds	Maintain

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 Students will have access to standards-aligned textbooks and/or instructional materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
We will ensure that highly qualified teachers are in each classroom.

District Funded
4000-4999: Books And Supplies
Every student will have access to the standards-aligned textbooks and/or instructional materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.2 The school will provide a clean and safe learning environment for all students.

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)
	District Funded None Specified School facilities will be clean and safe. Appropriate Personal Protective Equipment (PPE) will be provided for all staff and students to ensure their safety against COVID-19.
	None Specified None Specified The school principal and the director of maintenance and operations will do periodic facility walk-throughs to ensure that the facilities are meeting FIT standards

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.3 Students will be instructed by a highly-qualified teacher.

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)
	District Funded 1000-1999: Certificated Personnel Salaries Hire and retain highly qualified teachers.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.4 Students will have access to basic supplies and materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10702

Source(s)

General Fund
0000: Unrestricted
Purchase supplies and supplemental materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.5 Transportation will be provided to students who have an IEP that specifies this service.

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)

District Funded
None Specified
Provide transportation for students in Special Education whose IEP's specify this service.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Actions and services for the goal of Conditions for Learning were implemented as planned to achieve the articulated goal. All students had access to standards-aligned textbooks and/or instructional materials. All classrooms were staffed with highly qualified teachers. The school provided a clean and safe learning environment and facilities for all students, including PPE for all staff and students. The school principal and the director of maintenance and operations facilitated periodic facility walk-throughs and ensured that the facilities met FIT standards. All students who were eligible for transportation, as required by IEP's, were offered transportation and adhered to safety criteria. Basic supplies and services were provided for all students. The implementation of these actions and services created an appropriate learning environment for students.

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

There were no major differences with the intended implementation of the strategies/activities to meet the articulated goal. However, not all budgeted expenditures were spent due to COVID-19 and school closure through April 2021.

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

Due to COVID-19 and school closure, updates and adjustments will be made to this goal for 2021-2022 to maintain safety and cleaning measures as needed.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Stakeholder Engagement

LEA/LCAP Goal

Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):

1. Parent Survey Response Rate
2. Parent Satisfaction Survey Rate
3. Parent Engagement Results (District and Site SMART Goals)
4. Student School Connectedness Rate (Grades 5 and 7)
5. Attendance Rate
6. Chronic Absenteeism Rate
7. Middle School Dropout Rate

Goal 3

Stakeholder Engagement

Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):

1. Parent Satisfaction Survey Response Rate
2. Parent Satisfaction Survey Results
3. Parent Engagement Results (District and Site SMART Goals)
4. Student School Connectedness Rate (Grade 5)
5. Attendance Rate
6. Chronic Absenteeism Rate
7. Middle School Dropout Rate

Identified Need

Attendance rates indicate that there is a need to focus on strategies to improve student attendance. Student school connectedness rates, which survey students' perception of belonging to their school community, show that there is a continued need to strengthen students' connection to school. Parent survey response rates indicate the importance of continuing to build relationships with families and keeping home - school communication strong.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 Parent Satisfaction Survey Response Rate	36%	Maintain at or above 80%
2018-2019 Parent Satisfaction Survey Results	95%	Maintain at or above 95%
2018-2019 Revised Parent Engagement Response Rate	38%	Maintain or increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 Student School Connectedness Results (Healthy Kids Survey)	86%	+1 until 90% or greater
2018-2019 Attendance Rates	96%	Maintain at 97%
2018-2019 Chronic Absenteeism Rate	6.6%	Decrease by 1%
2020-2021 LCAP Stakeholder Engagement Survey (Parent Satisfaction Rate)	95%	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.1 Provide opportunities for parents to get involved in the school at multiple levels. This will include a three-tier model (parent involvement at school, parent involvement at after school activities, and parent leadership opportunities). Further, multiple parent surveys will be used to evaluate levels of parent involvement.

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)
	None Specified None Specified Create and send home a monthly calendar/newsletter to all parents in both English and Spanish
378	LCFF - Supplemental None Specified Hold a minimum of five School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings. The purpose of the meetings will be to gain community engagement for school programs and expenditures. Funds will be allocated to purchase any materials needed for trainings.
600	Title I Part A: Parent Involvement

	<p>None Specified</p> <p>Provide materials, resources, and food for volunteers as needed to encourage parent participation and involvement as safety guidelines permit.</p>
850	<p>LCFF - Supplemental</p> <p>4000-4999: Books And Supplies</p> <p>Hold Math Night with the support of our district Math TOSA's. Funds would be used to provide families with materials or pre-made kits to use for the activities.</p>
850	<p>LCFF - Supplemental</p> <p>None Specified</p> <p>Hold a STEAM Night with the support of our district Science TOSA. Teachers will be assigned to different stations/lessons aligned with NGSS and provide engineering challenges.</p>
	<p>None Specified</p> <p>None Specified</p> <p>Administer the healthy kids survey (HKS).</p>
	<p>None Specified</p> <p>None Specified</p> <p>Administer the Annual parent satisfaction survey (APSS).</p>
	<p>None Specified</p> <p>None Specified</p> <p>Administer the parent engagement survey (PES).</p>
	<p>None Specified</p> <p>None Specified</p> <p>Provide parents with professional development opportunities.</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.2 Staff will be trained in Positive Behavior Interventions and Supports (PBIS) to increase levels of student connectedness to school. Further, staff will be trained in Growth Mindset to create positive relationships with all students.

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)
	District Funded 1000-1999: Certificated Personnel Salaries Participate in County PBIS training.
800	LCFF - Supplemental 4000-4999: Books And Supplies Create PBIS posters and banners with school-wide and location specific expectations.
2000	LCFF - Supplemental None Specified Purchase student incentives for PBIS implementation.
1000	LCFF - Supplemental 4000-4999: Books And Supplies Awards assemblies will be held and awards given to encourage attendance, positive behaviors, and student effort and achievement, including Student of the Month.
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified Virtual field trips will be provided for grade levels to support classroom instruction.
1000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Assemblies will be planned to support instruction and increase student motivation and connectedness.
	None Specified None Specified We will promote school spirit with our school spirit Fridays.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.3 The school will strive to maintain a minimum daily attendance rate of 97% by closely monitoring daily attendance and providing frequent parent communication.

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)
	None Specified None Specified Students will be placed on either short term or long term independent study contracts due to quarantine and expected to complete assigned work in order to excuse absences.
	None Specified None Specified Share monthly attendance data with the community via the monthly newsletter
	District Funded None Specified Encourage attendance for students with multiple absences by participating the the Abolish Chronic Truancy (ACT) program.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Actions and services for the goal of Stakeholder Engagement were implemented as planned to achieve the articulated goal. Due to COVID-19 and school closure, parent involvement opportunities were limited. However, participation at SSC/ELAC and PTO meetings were maintained via Zoom. Multiple parent surveys were used to evaluate the value and engagement of parent involvement. The surveys included the Healthy Kids Survey (HKS). An LCAP Parent Survey was provided to all families. A monthly update by the principal was sent home to all parents in both English and Spanish via email. School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings were held virtually throughout the school year to increase community engagement for school programs and activities, and review expenditures.

Two virtual school-wide PBIS assemblies were held, one in September and the second in January, to review PBIS expectations. Staff, certificated and classified, were trained in Positive Behavior Interventions and Supports (PBIS) to increase levels of student connectedness to school. The PBIS site team participated in seven additional site team meetings to review current practices and make modifications to the current PBIS plan. PBIS posters and banners with school-wide and location-specific expectations were created and posted throughout the school campus. Various student incentives were purchased for PBIS implementation. Incentives included various gift cards, games, books, snacks, food, and various other incentives. In addition, staff implemented Growth Mindset practices to create positive relationships with all students.

Daily attendance was monitored closely and families with students with chronic absenteeism were provided with frequent parent notices via email and by phone. Prior to COVID, students became part of Abolish Chronic Truancy (ACT). Due to school closure, students with multiple absences participated in a meeting with the school counselor and principal to provide support and resources to the family to assist the student to become re-engaged.

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

Most planned actions and services were implemented according to the plan. A few events were cancelled due to COVID-19 and school closure such as Family Nights. This action was not implemented. All other actions and services were implemented. Funds allocated for attendance incentives were used to provide additional PBIS incentives. However, not all budgeted expenditures were spent due to school closure.

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

There were no changes made to the goal, annual outcomes, metrics, or strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

School Climate

School Climate will be conducive to effective teaching and learning, as measured by (metrics):

1. Suspension Rate
2. Expulsion Rate
3. Student School Safety Survey Results (Grades 5 and 7)
4. Parent Safety Survey Results

Goal 4

School Climate

School Climate will be conducive to effective teaching and learning, as measured by (metrics):

1. Suspension Rate
2. Expulsion Rate
3. Student School Safety Survey Results (Grade 5)
4. Parent Safety Survey Results

Identified Need

Student and Parent Safety Survey results indicate a need to continue building multi-tiered systems of supports such as Positive Behavior, Interventions, and Support (PBIS), access to school counselors, and social-emotional learning. In addition, students thrive in a positive school climate where positive reinforcements and motivational activities consistently engage students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 Suspension Rate	0%	Maintain or decrease
2018-2019 Expulsion Rate	0%	Maintain or decrease
2020-2021 Student School Safety Survey Results (Healthy Kids Survey)	97%	Maintain at or above 90%
2018-2019 Parent Safety Survey Results	96%	Maintain at of above 95%
2020-2021 LCAP Parent Engagement Survey (Parent Satisfaction)	95%	Maintain at of above 95%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.1 Student safety and well-being will be closely monitored through an analysis of the Health Kids Survey (HKS) and by providing students in need with additional social-emotional support via the school counselor.

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)

	None Specified None Specified Administer the Healthy Kids Survey annually and monitor the data to ensure students feel safe and connected to the school.
	None Specified None Specified Follow the district adopted Alternatives to Suspension chart.
	District Funded None Specified School counselors will provide counseling services/ social skills groups to students with additional needs. Turning Point Counselors will also be available.
1200	LCFF - Supplemental 4000-4999: Books And Supplies SOAR tickets will be used to promote and reinforce schoolwide behavior expectations. Daily and monthly drawings will be held for prizes.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.2 Student safety and well-being will be closely monitored through the implementation of Positive Behavior Interventions and Supports (PBIS).

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)
	District Funded None Specified Create a PBIS Leadership Team to lead the PBIS efforts at Jersey.
	None Specified None Specified PBIS team to create PBIS plan and meet monthly to discuss data from the ODRs.
	None Specified None Specified Host a PBIS virtual launch event (school wide virtual assemblies) outlining school-wide expectations for all students.
	None Specified None Specified Implement the SOAR reward system. Students receive SOAR tickets for positive behaviors.
	None Specified None Specified Implement the Golden ticket. Classrooms can earn the Golden ticket collectively to earn incentives for positive behavior.
	None Specified None Specified Administer the PBIS TFI to ensure fidelity to the PBIS program.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.3 Student social-emotional well being will be addressed through Second-Step Curriculum.

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)

District Funded
None Specified
Year 3 implementation of Second Step Curriculum

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Actions and services for the goal of School Climate were implemented as planned to achieve the articulated goal. Student safety and well-being were closely monitored through an analysis of the Health Kids Survey (HKS) and provided students in need with additional social-emotional support via the school counselor. The Healthy Kids Survey was administered to evaluate and ensure that students feel safe and connected to the school. Counseling services, as needed, were provided to students to address social-emotional needs.

Student safety and well-being were closely monitored through the implementation of Positive Behavior Interventions and Supports (PBIS) using SWIS data gathered from Office Data Referral (ODR) data. A PBIS site leadership team was established and led the PBIS efforts at Jersey. The PBIS team participated in seven site meetings to create and make modifications to the PBIS plan and to discuss data from the ODRs. A PBIS virtual launch assembly was held in September of 2020 to review school-wide expectations for all students and staff. Eagle SOAR tickets reward system was implemented for Hybrid Instruction. Students received Eagle SOAR tickets for positive behaviors and classrooms earned the Golden Eagle SOAR ticket collectively for demonstrating SOAR (Safety, Ownership, Achievement, and Respect) behaviors. Monthly virtual raffles were held and students were provided with incentives. Additionally, students were provided the opportunities to collect and turn in their SOAR tickets for prizes. The PBIS TFI and SASS were administered several times throughout the school year by staff to ensure fidelity and demonstrate areas of need and growth within the PBIS program. Jersey earned the Silver PBIS Implementation Award for 2020-2021.

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

All intended actions and services were implemented. Student safety and well-being was closely monitored. There were no other differences to the budgeted expenditures in the implementation of the stated actions and services.

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

Adjustments were made to this goal to allow for Distance Learning through April 2021 and Hybrid Instruction through June 2021.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$141,196.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$42,242.00
Title I Part A: Parent Involvement	\$600.00
Title III	\$3,500.00

Subtotal of additional federal funds included for this school: \$46,342.00

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

State or Local Programs	Allocation (\$)
District Funded	\$23,734.00
General Fund	\$18,702.00
LCFF - Supplemental	\$52,418.00

Subtotal of state or local funds included for this school: \$94,854.00

Total of federal, state, and/or local funds for this school: \$141,196.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
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District Funded	23,734.00
General Fund	18,702.00
LCFF - Supplemental	52,418.00
Title I Part A: Allocation	42,242.00
Title I Part A: Parent Involvement	600.00
Title III	3,500.00

Expenditures by Budget Reference

Budget Reference	Amount
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0000: Unrestricted	10,702.00
1000-1999: Certificated Personnel Salaries	71,607.00
2000-2999: Classified Personnel Salaries	23,734.00
4000-4999: Books And Supplies	30,325.00
5000-5999: Services And Other Operating Expenditures	1,000.00
None Specified	3,828.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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2000-2999: Classified Personnel Salaries	District Funded	23,734.00
0000: Unrestricted	General Fund	10,702.00

4000-4999: Books And Supplies	General Fund	8,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	25,865.00
4000-4999: Books And Supplies	LCFF - Supplemental	22,325.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,000.00
None Specified	LCFF - Supplemental	3,228.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	42,242.00
None Specified	Title I Part A: Parent Involvement	600.00
1000-1999: Certificated Personnel Salaries	Title III	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	121,816.00
Goal 2	10,702.00
Goal 3	7,478.00
Goal 4	1,200.00

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
- 5 Parent or Community Members

Name of Members	Role
Denisse Frenes-Gomez	Principal
Sonia Flores	Other School Staff
Erik Perez	Classroom Teacher
Eric McCann	Classroom Teacher
Albert Ducreux	Classroom Teacher
Fatima Esparza	Parent or Community Member
Anabel Meza	Parent or Community Member
Martha Villarraga	Parent or Community Member
Susana Flores	Parent or Community Member
Xotchil Reyes	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 29, 2021.

Attested:

	Principal, Denisse Frenes-Gomez on 9/29/21
	SSC Chairperson, Anabel Meza on 9/29/21

FastBridge ELA Data 2020-2021						
National Percentile						
	All	EL	LI	SWD	Hispanic	Homeless
Total	42.97	23.67	40.68	22.82	42.36	25.15
3	47.38					
4	42.03					
5	39.97					
FastBridge Math Data 2020-2021						
National Percentile						
	All	EL	LI	SWD	Hispanic	Homeless
Total	38.58	26.48	37.12	24.39	37.15	24.69
3	41.59					
4	35.21					
5	38.93					

