

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jamacha Elementary	37-67991-6110787	May 16, 2019	July 30, 2019

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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

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on May 16, 2019 was the accumulating input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 16, 2019] was the accumulating input meeting when the SPSA was approved.

The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain "actions" that show student growth

B. We refine an "action" that shows minimal growth, but progress

C. We eliminate an "action" and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Leadership Team: This committee meets multiple times throughout the year, but the meeting on April 29, 2019 was the accumulating input meeting.

The Leadership Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher's success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of students. The focus on analyzing data by level, builds capacity among staff. The process used to

generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.63%	0.44%	1	3	2
African American	4.6%	5.29%	6.18%	23	25	28
Asian	4.2%	4.86%	3.53%	21	23	16
Filipino	0.4%	%	%	2		
Hispanic/Latino	24.4%	24.95%	26.71%	123	118	121
Pacific Islander	1.0%	0.63%	1.1%	5	3	5
White	59.3%	57.72%	54.97%	299	273	249
Multiple/No Response	3.0%	3.59%	4.64%	15	17	21
Total Enrollment				504	473	453

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	97	83	91
Grade 1	94	69	77
Grade 2	76	94	61
Grade3	75	73	87
Grade 4	89	82	72
Grade 5	73	72	65
Total Enrollment	504	473	453

Conclusions based on this data:

- Jamacha is continuing to become a more diverse school with 57.72% white compared to 62.8% in 2015-16, 24.95% Hispanic compared to 21.3 in 2016-16 and 4.86% Asian compared to 3.3% in 2015-16.
- Jamacha has experienced a drop in enrollment in grades K, 5 and overall total enrollment over the past three years. Grades 1,2, and 3 have seen a steady number in enrollment over three years with a bubble of 94 second graders in 2017-18.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	175	135	118	34.7%	28.5%	26.0%
Fluent English Proficient (FEP)	33	44	37	6.5%	9.3%	8.2%
Reclassified Fluent English Proficient (RFEP)	20	41	11	12.2%	23.4%	8.1%

Conclusions based on this data:

1. Jamacha experienced a drop in EL student enrollment from 34.7% in 2016-17 to 28.5% in 2017-18.
2. Jamacha has seen a significant increase in the number of RFEP students over three years, 11% in 2015-16 to 23.4% in 2017-18.

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	80		87	77		86	77		86	96.3		98.9
Grade 4	85		73	78		72	78		72	91.8		98.6
Grade 5	67		67	64		67	64		67	95.5		100
All Grades	232		227	219		225	219		225	94.4		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	2425.		2442.	28.57		27.91	23.38		29.07	20.78		27.91	27.27		15.12
Grade 4	2451.		2464.	19.23		22.22	25.64		25.00	23.08		23.61	32.05		29.17
Grade 5	2485.		2495.	18.75		22.39	23.44		29.85	26.56		13.43	31.25		34.33
All Grades	N/A	N/A	N/A	22.37		24.44	24.20		28.00	23.29		22.22	30.14		25.33

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	27.27		30.23	38.96		46.51	33.77		23.26	
Grade 4	20.51		19.44	50.00		45.83	29.49		34.72	
Grade 5	23.44		28.36	46.88		41.79	29.69		29.85	
All Grades	23.74		26.22	45.21		44.89	31.05		28.89	

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	29.87		25.58	41.56		51.16	28.57		23.26
Grade 4	20.51		19.44	44.87		50.00	34.62		30.56
Grade 5	34.38		31.34	31.25		34.33	34.38		34.33
All Grades	27.85		25.33	39.73		45.78	32.42		28.89

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	18.18		23.26	62.34		62.79	19.48		13.95
Grade 4	14.10		19.44	60.26		68.06	25.64		12.50
Grade 5	18.75		25.37	59.38		50.75	21.88		23.88
All Grades	16.89		22.67	60.73		60.89	22.37		16.44

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	23.38		33.72	48.05		45.35	28.57		20.93
Grade 4	15.38		19.44	60.26		55.56	24.36		25.00
Grade 5	29.69		28.36	34.38		40.30	35.94		31.34
All Grades	22.37		27.56	48.40		47.11	29.22		25.33

Conclusions based on this data:

1. 47% of Jamacha students met/exceeded standard in ELA, compared to 46% in 2016; when including those who almost met standard, the percentage is 70%, a 3% increase from 2016. 30% did not meet standard which is a 3% decrease from the prior year.
2. Reading and Writing continue to be the areas of greatest need, with 70% of Jamacha students at/near or above standard in Reading and 68% in Writing.
3. Listening and Research/Inquiry are the strongest areas in ELA with 78% of Jamacha students at/near or above standard in Listening and 72% in Research/Inquiry.

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	80		87	79		86	79		86	98.8		98.9
Grade 4	85		73	83		72	83		72	97.6		98.6
Grade 5	67		67	66		67	66		67	98.5		100
All Grades	232		227	228		225	228		225	98.3		99.1

* 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	2463.		2451.	35.44		23.26	31.65		37.21	21.52		25.58	11.39		13.95
Grade 4	2468.		2499.	19.28		29.17	21.69		25.00	34.94		33.33	24.10		12.50
Grade 5	2479.		2493.	18.18		17.91	21.21		22.39	16.67		31.34	43.94		28.36
All Grades	N/A	N/A	N/A	24.56		23.56	25.00		28.89	25.00		29.78	25.44		17.78

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			53.16			33.72			32.91			48.84			13.92			17.44
Grade 4			27.71			41.67			33.73			37.50			38.55			20.83
Grade 5			24.24			20.90			27.27			43.28			48.48			35.82
All Grades			35.53			32.44			31.58			43.56			32.89			24.00

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			34.18			25.58			49.37			61.63			16.46			12.79
Grade 4			22.89			27.78			48.19			52.78			28.92			19.44
Grade 5			15.15			20.90			42.42			38.81			42.42			40.30
All Grades			24.56			24.89			46.93			52.00			28.51			23.11

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	45.57		37.21	32.91		50.00	21.52		12.79
Grade 4	21.69		38.89	48.19		48.61	30.12		12.50
Grade 5	18.18		17.91	43.94		43.28	37.88		38.81
All Grades	28.95		32.00	41.67		47.56	29.39		20.44

Conclusions based on this data:

1. 50% of Jamacha students met/exceeded standard in Math, an increase of 5% from 2016; when including those who almost met standard, the percentage is 75%, the same as 2016. 25% did not meet standard, exactly the same as 2016.
2. Jamacha students were lowest in the area of Concepts & Procedures with 68% of students at/near or above standard. However, this is still a 1% increase from 2016. Jamacha students were most successful in Problem Solving/Data Analysis with 72% at/near or above standard, an increase of 7% from 2016. In Communicating Reasoning, 71% scored at/near or above standard.
3. Further analysis is done on an ongoing basis by grade level teams/teachers to identify and address specific concepts and skills in which students need more explicit instruction and/or practice.

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	1469.0		1485.3		1430.3		27	
Grade 1	1502.6		1483.6		1521.1		19	
Grade 2	1513.4		1501.9		1524.4		29	
Grade 3	1491.3		1483.3		1499.1		25	
Grade 4	1501.5		1492.2		1510.3		12	
Grade 5	1513.3		1498.6		1527.4		18	
All Grades							130	

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	66.67		*		*				27	
1	73.68		*		*		*		19	
2	72.41		*		*		*		29	
All Grades	48.46		30.00		12.31		9.23		130	

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	74.07		*						27	
1	63.16		*		*				19	
2	75.86		*		*		*		29	
All Grades	60.00		25.38		9.23		*		130	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	73.68		*		*		*		19	
2	65.52		*		*		*		29	
All Grades	37.69		26.92		23.08		12.31		130	

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	96.30		*				27	
1	89.47		*				19	
2	79.31		*		*		29	
3	*		60.00		*		25	
5	*		72.22				18	
All Grades	60.00		33.85		*		130	

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	62.96		*				27	
1	*		68.42				19	
2	82.76		*		*		29	
3	52.00		*		*		25	
5	66.67		*		*		18	
All Grades	61.54		30.00		8.46		130	

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	*		66.67		*		27	
1	73.68		*		*		19	
2	68.97		*		*		29	
3	*		48.00		44.00		25	
All Grades	38.46		38.46		23.08		130	

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	70.37		*				27	
2	58.62		*		*		29	
3	*		76.00		*		25	
5	*		61.11		*		18	
All Grades	46.15		46.92		*		130	

Conclusions based on this data:

1. Jamacha EL students scored the highest in the listening domain with 79% or higher being "well developed" in grades K-2.
2. Oral language is also an area of strength with 60% of students in grades K-5 scoring at Level 4.
3. Reading and writing domains are challenging for students. 46.15% of EL students are well developed in writing and 38.46 are well developed in reading.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Chronic Absenteeism</p>  <p>Yellow</p>	<p>Suspension Rate</p>  <p>Green</p>
<p>Mathematics</p>  <p>Yellow</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Overall, students at Jamacha performed best (green) in English Language Arts.
2. Overall, students scored lower in Mathematics (yellow)
3. Suspension rates remain low (green) and chronic absenteeism is an area that is somewhat of a challenge (yellow).

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 3.8 points below standard Increased 9.3 points 209 students	<p>English Learners</p>  Yellow 8.5 points below standard Increased 5.3 points 91 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Yellow 12.4 points below standard Increased 9.6 points 123 students	<p>Students with Disabilities</p>  No Performance Color 80.2 points below standard Increased 63.7 points 24 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 14.4 points below standard 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.3 points below standard Increased 32.9 points 52 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 6 points below standard Maintained 1.4 points 126 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
72.4 points below standard Increased 5.6 points 48 students	62.8 points above standard Increased 19.5 points 43 students	3 points below standard Increased 14.6 points 116 students

Conclusions based on this data:

- All students and all subgroups increased or maintained proficiency in English Language Arts.
- All students and subgroups are scoring below standard except for RFEP students who scored 62.8 points above standard.
- EL students show the biggest deficit with 72.4 points below standard compared to English Only students who scored 3 points below standard.

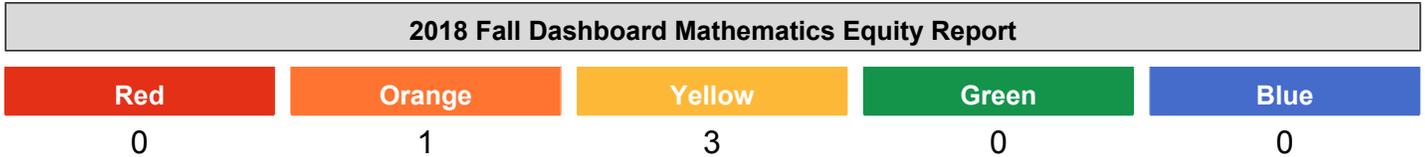
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 11.2 points below standard Declined -6.2 points 209 students	<p>English Learners</p>  Yellow 16.6 points below standard Declined -14.2 points 91 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Yellow 19.6 points below standard Declined -6.7 points 123 students	<p>Students with Disabilities</p>  No Performance Color 101 points below standard Increased 21.8 points 24 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 20.7 points below standard 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 36.8 points below standard Declined -4.8 points 52 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 4.7 points below standard Declined -6.3 points 126 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
64.7 points below standard Declined -20.6 points 48 students	37 points above standard Increased 3 points 43 students	8.9 points below standard Maintained 1 points 116 students

Conclusions based on this data:

1. All students and subgroups declined and scored below standard in math except for RFEP students who increased by 3 points and are 37 points above standard.
2. EL students declined the most by 20.6 points.
3. Hispanic students declined 4.8 points and are the most significantly below standard 36.8% (orange).

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
130	48.5%	30%	12.3%	9.2%

Conclusions based on this data:

1. 2018 was the first year for the ELPAC. 78.5% of EL students scored moderately or well developed , Levels 3 & 4.
2. Of the 130 students assessed, 9.2% were at beginning stage, Level 1.

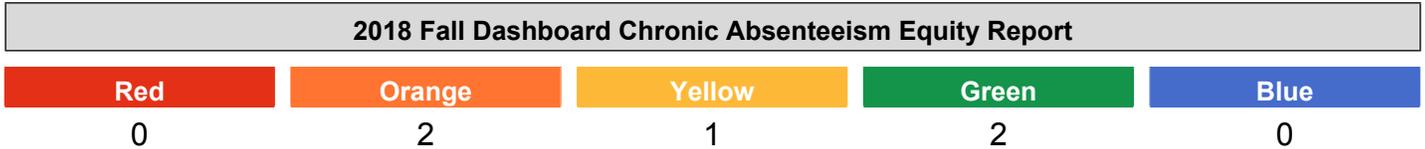
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 5.7% chronically absent Maintained 0.1% 494 students	<p>English Learners</p>  Green 4.8% chronically absent Maintained 0.1% 145 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Yellow 8.8% chronically absent Maintained 0.4% 285 students	<p>Students with Disabilities</p>  Orange 17% chronically absent Maintained 0.3% 53 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 10.3% chronically absent Increased 2.7% 29 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0% chronically absent Maintained 0% 21 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.5% chronically absent Maintained 0.1% 124 students	 No Performance Color 6.9% chronically absent Declined 3.1% 29 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Green 3.2% chronically absent Maintained 0.3% 285 students

Conclusions based on this data:

1. Chronic absenteeism, over 10% of instructional days, maintained for all students and all subgroups except for African American which increased by 2.7%.
2. Hispanic students maintain the highest chronic absentee rate with 10.5% (orange).
3. EL students have the lowest chronic absentee rate with 4.8% (green).

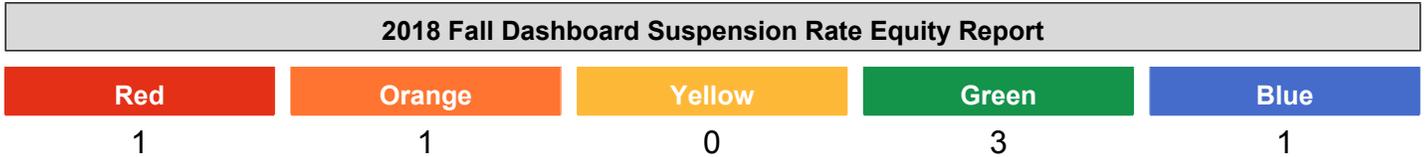
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.8% suspended at least once</p> <p>Declined -1.1%</p> <p>504 students</p>	<p>English Learners</p>  <p>Green</p> <p>0.7% suspended at least once</p> <p>Declined -0.9%</p> <p>148 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>2% suspended at least once</p> <p>Declined -1.7%</p> <p>294 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>14.3% suspended at least once</p> <p>Declined -7.9%</p> <p>56 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 3.4% suspended at least once Declined -0.3% 29 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0% suspended at least once Declined -5.3% 23 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.6% suspended at least once Declined -1.4% 127 students	 Red 10% suspended at least once Increased 1.4% 30 students	 No Performance Color Less than 11 Students - Data 3 students	 Blue 1% suspended at least once Declined -1.1% 289 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.4% suspended at least once	2.9% suspended at least once	1.8% suspended at least once

Conclusions based on this data:

1. Suspension rates for all students and all subgroups declined except for students with two or more races which increased 1.4%.
2. The rate of Students with Disabilities declined the most significantly by 7.9%.
3. Overall suspension rates have declined consistently for three years and more significantly declined from 2017-2018 from 2.9% to 1.8%.

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

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

Teachers participate in professional development to refine learning and teaching in the areas of Common Core Standards, optimal use of technology in the classroom, World of Work (WOW) and Presentation Literacy.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Grade SBAC - ELA	44% at/above standard	Increase students performing at/above standard by 5%
3rd Grade SBAC - Math	59% at/above standard	Increase students performing at/above standard by 3%
4th Grade SBAC - ELA	60% at/above standard	Increase students performing at/above standard by 3%
4th Grade SBAC - Math	61% at/above standard	Increase students performing at/above standard by 3%
5th Grade SBAC - ELA	46% at/above standard	Increase students performing at/above standard by 5%
5th Grade SBAC - Math	24% at/above standard	Increase students performing at/above standard by 5%
Reclassification Rate (County 14.9%)	Percent Reclassified: 23.4%	Reclassified Goal: 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

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.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Materials will be purchased to support teacher development of Common Core Instructional units.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000

Supplemental Concentration Funding
4000-4999: Books And Supplies

Supplies & Materials: Supplemental Instructional materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students performing below grade level (to include all subgroups).

Strategy/Activity

Support/hourly teacher will provide additional reading intervention to students in grades TK-5.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,569

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Certificated Salary: Additional Hourly

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

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

Jamacha will promote a positive school climate and offer programs that promote health and wellness for all stakeholders.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 96.10%	Maintain overall school attendance rate.
SI&A Report: Chronic Absenteeism Rate, State 9% CA Dashboard 2016-2017 N/A	2017-2018: 7.14% 2017-2018: All students: Maintained -0.1% Overall 5.7% Yellow English Learners: Green Low Income: Yellow SWD: Orange Homeless: N/A Foster Youth: N/A Hispanic: Orange White: Orange Two or More Races: N/A African American: N/A [add additional sub-group not listed as needed]	Reduce Chronic Absenteeism by 1%
Dashboard: Suspension Rate 2016-2017: All students: 2.9% Orange English Learners: Orange Low Income: Orange	2017-2018: All students: Declined -0.1% Overall 1.8% Green English Learners: Green	Maintain overall suspension rates and move all subgroups to yellow or higher.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWD: Red Homeless: N/A Foster Youth: N/A Hispanic: Green White: Orange Two or More Races: N/A African American: N/A [add additional sub-group not listed as needed]	Low Income: Green SWD: Orange Homeless: N/A Foster Youth: N/A Hispanic: Green White: Blue Two or More Races: Red African American: N/A [add additional sub-group not listed as needed]	
California Healthy Kids Survey (Bi-annual)	N/A coming in 2019-20	NA
InDistrict Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 4.43 Hope 4.33 Entrepreneurial 2.88 Career/Financial Literacy 3.16	Maintain student engagement and hope. Increase entrepreneurial by .2%
District Gallup Results: Q00 3.74	Staff Gallup Results: Q00 3.71	Increase Staff Engagement by .2%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

All Jamacha students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Grade SBAC - ELA	44% at/above standard	Increase students performing at/above standard by 5%
3rd Grade SBAC - Math	59% at/above standard	Increase students performing at/above standard by 3%
4th Grade SBAC - ELA	60% at/above standard	Increase students performing at/above standard by 3%
4th Grade SBAC - Math	61% at/above standard	Increase students performing at/above standard by 3%
5th Grade SBAC - ELA	46% at/above standard	Increase students performing at/above standard by 5%
5th Grade SBAC - Math	24% at/above standard	Increase students performing at/above standard by 5%
Reclassification Rate (County 14.9%)	Percent Reclassified: 23.4%	Reclassified Goal: 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)

EL students

Strategy/Activity

An EL Facilitator provides additional English language development lessons and tracking of individual student progress.

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)

40,850

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Certificated Salary & Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Support for English learners

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Additional Hourly

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Kindergarten & First Grade students

Strategy/Activity

TK/Kindergarten teachers will administer the ESGI Assessments to inform instruction for each trimester.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,200

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Additional Time

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

District Professional Development (PD) will be provided for all staff and will include, but is not limited to, Curricular Adoptions, MTSS, ELD, 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)

10,843

Source(s)

S&C PD
1000-1999: Certificated Personnel Salaries
Certificated Hourly

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

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

Goal 4

Jamacha School will foster a sense of shared community and decision making for parents and other stakeholders.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Forums/Informational Meetings	Coffee w/the Principal 3 times a year. 5-9 parents attend	Increase attendance by 5-9 people
PTA Meetings	One Board mtg. per month and 3 general association mtgs. 15-20 parents attend general association meetings	Increase attendance at general association meetings to 30 parents.
School Site Council Meetings/ELAC	3-5 parent Board members attend regularly	Increase the number of EL parents at meetings by 2

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$63,462.00

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
S&C PD	\$10,843.00
Supplemental Concentration Funding	\$52,619.00

Subtotal of state or local funds included for this school: \$63,462.00

Total of federal, state, and/or local funds for this school: \$63,462.00

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
Supplemental Concentration Funding	\$52,619	0.00
S&C PD	\$10,843	0.00

Expenditures by Funding Source

Funding Source	Amount
S&C PD	10,843.00
Supplemental Concentration Funding	52,619.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	58,462.00
4000-4999: Books And Supplies	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S&C PD	10,843.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	47,619.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,569.00
Goal 3	53,893.00

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
Colleen Newman	Principal
Tricia Simmons	Classroom Teacher
Nikki Long	Classroom Teacher
Susan Skocko	Classroom Teacher
Christina Schmidt	Other School Staff
Jenny Stedman	Parent or Community Member
Steve Mattia	Parent or Community Member
John Manley	Parent or Community Member
Kim Zenno	Parent or Community Member
Nichole Gaboury	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.