2023-2024

Jefferson Leadership Academy

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students.
The SPSA contains the following:

Needs Assessment·

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement·

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/ , has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, "double dose" courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for "transition" grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis
All Jefferson students improved the percent met/exceeds from 47% to 50%. Black students decreased from 37.4% met/exceeds to 36.5% met/exceeds. SpEd students improved from 9% to 17%.ELL students improved from 11% to 16%. While most groups improved our Black students went down slightly. We allocated all of our resources to math tutoring and may need to consider support for ELA as well for 23-24. SpEd students improved from 9% to 17%. This was our first year of Co-teach for all RSP students. We feel this was really helpful in increasing ELA achievement. EL students improved from 11% to 16%. El students had the new CCR support elective and we attribute their gain in ELA.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis
All students will increase ELA SBAC proficiency by 5% and Black, EL, and students with IEPs will meet their growth target (at least 25 scaled scored points) by June 2024. Action Plan: Teachers will build relationships with students, make instruction meaningful, and reflect to continuously improve their instruction Progress monitoring: 1.Share data and next steps at State of the School each quarter. 2. Teachers will use quarter data to drive instruction through the PDSA cycle. 3. Weekly teacher feedback shared in new Google form. 4. Monthly teacher-led PD on focus areas aligned to school goals. 5. Teacher Walkthroughs (3x a year) and time to analyze data and adjust action plans. 6. Parent feedback through class visits (2 per year)

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis
All Jefferson students improved the percent met/exceeds from 24% to 27%. Black students increased from 9.6% met/exceeds to 16.9% met/exceeds. SpEd students improved from 2.4% to 6.5%.ELL students improved from 4.5 to 5%. We allocated all of our outside tutoring hours to support Black students during math instruction. Tutors were directed to help specific students during class time. Co-teach began in all grades for RSP students and 8th-grade teachers started Building Thinking Classrooms.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis
All students will increase Math SBAC proficiency by 7% by June 2024 and Black, EL, and students with IEPs will exceed their grade level growth target. Action Plan: Teachers will build relationships with students, make instruction meaningful, and reflect to continuously improve their instruction Progress monitoring: 1. Help teachers use data to drive instruction through the PDSA cycle. 2. Share data and next steps at State of the School each quarter. 3. Weekly teacher feedback shared in new Google form. 4. Monthly teacher-led PD on focus areas aligned to school goals. 5. Teacher Walkthroughs and time to analyze data and adjust action plans. 6. Two parent week visits to get community support and feedback. 7. Increasing engagement by 100% by implementing BTC strategy "Vertical Learning", at least twice per week.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis
EL students improved in ELA more than math. This is attributed to the new CCR elective where students were reading, writing, talking and discussing each day in small groups. There was little change in math scores and EL students could use additional support in math. EL students increased slightly from SBAC Math 4.5% to 5%.ELL students improved from SBAC ELA 11% to 16%. EL student grades decreased slightly from 26.4% Ds and Fs to 27.9% Ds and Fs. EL Attendance has increased from 88% to 90.4%. Chronically absent EL students have decreased from 32% to 28%. The suspension rate for ELs has remained similar 9.6% to 9.7%.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis
The CCR class has really helped support our EL students with ELA skills. EL parents attended more parent workshops than any other group and connected with our social worker who speaks Spanish. Action Plan: Teachers will build relationships with students, make instruction meaningful, and reflect to continuously improve their instruction Progress monitoring: 1. EL to include core program, progress monitoring & interventions a. CCR Support elective b. Monthly Wellness Center EL support group c. Bilingual teachers (site subs, parent facilitators) will conduct "pop in" tutoring in EL student classrooms d. Google translate with microphone will be used during teacher lecturing/direct instruction for immediate translation

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis
Sense of Agency- All students reported 78% positive sense of Agency. Black students reported 78%.Lowest response: 44% of students respect each other.Sense of Belonging- All students reported 68% positive sense of Belonging. Black students reported 70%. Sense of Identity- All students reported 78% positive sense of Belonging. Black students reported 78%.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

Jefferson will increase PULSE survey outcomes for all areas for all subgroups, increasing from 78% to 80 % in Agency, from 68% to 75% in Belonging, and increasing from 78% to 80% in Identity. Jefferson will decrease suspensions for all subgroups with a goal of 7% for all students and a goal of 10% for Black students and 7% for students with IEPs. Jefferson will decrease chronic absenteeism for all subgroups with a goal of 20% for all students and a goal of 30% for both Black students and students with IEPs.

Action Plan:
Teachers will build relationships with students to encourage sense of belonging

Progress monitoring:
1. Weekly Wellness Wednesday lessons in PE and Electives
2. School-wide lessons monthly in PE
3. Increase clubs and activities led by leadership students and staff
4. MMM Wellness Update.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	**Prior Year Goal**	**Status**	**Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment**	**For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals**
ELA	1) All students will improve the percent met/exceeds from 47% to 60% by June 2023.Black students will improve the percent met/exceeds from 47% to 60% by June 2023.SpEd students will improve the percent met/exceeds from 13% to 25% by June 2023.ELL students will improve the percent met/exceeds from 7% to 20% by June 2023. 2) All students will improve the percent met/exceeds from on SBAC ELA 47% to 60% by June 2023. Black students will improve the percent met/exceeds on SBAC ELA from 47% to 60% by June 2023. SpEd students will improve the percent met/exceeds on SBAC ELA from 13% to 25% by June 2023.	Goal Partially or Not Met	All students increased ELA proficiency from 47% to 50%. Students with IEPs increased from 8% to 16% and ELL students increased form 11% to 16%. Black students went from 37.4% to 36.5%, staying relatively flat.CCR was effective in helping ELLs improve and Co-teach was helpful to RSP students who had a Co-teach ELA class.	We have 2 new 7th grade ELA teachers who have great rapport with student. All Jefferson students with IEPs are now in Co-teach ELA classes. We are using iReady as a part of student goal setting as well at teacher data monitoring. We are targeting tutoring to provide support to our students who are 3 or more grade levels below on the first iReady assessment.

Math	1) All students will improve the percent met/exceeds on SBAC Math from 25% to 50 % by June 2022.Black students will improve the percent met/exceeds on SBAC Math from 9% to 50% by June 2022.SpEd students will improve the percent met/exceeds on SBAC Math from 3% to 20% by June 2022.ELL students will improve the percent met/exceeds on SBAC Math from 3% to 20% by June 2023. 2) All students will improve the percent met/exceeds on SBAC Math from 25% to 50 % by June 2023. Black students will improve the percent met/exceeds on SBAC Math from 9% to 50% by June 2023. SpEd students will improve the percent met/exceeds on SBAC Math from 3% to 20% by June 2023. ELL students will improve the percent met/exceeds on SBAC Math from 3% to 20% by June 2032.	Goal Partially or Not Met	All students went from 24% to 26% proficient in math. Black students increased from 9% to 16%. This is attributed to the in class tutoring provided and the tutoring on conference periods and after school. All of the Jefferson tutoring time was devoted to Black students. We exhausted our hours and got additional ones that we also exhausted. Students with IEPs went from 2% to 6% proficient. We attribute this gain to having RSP students in Co-teach math classes. EL students did not increase and stayed flat at 4%.	We are continuing our tutoring plan from last year and adding bilingual tutoring in class and after school to help our EL students. We have also added iReady to the goal-setting format for students and teachers and have involved parents in learning about iReady and encouraging them to do individualized instruction for homework.

English Learner	1) ELL students will improve the percentage met/exceeds from 7% to 20% by June 2023.ELL students will improve the percent met/exceeds on SBAC Math from 3% to 20% by June 2023. EL students' grades will not exceed 20% Ds and Fs on final semester grades 2023. Chronically absent EL students will decrease from 26% to 20% by June 2023. The suspension rate for EL students will remain below 1%.	Goal Partially or Not Met	El Students made larger gains in ELA than in math. We attribute these gains to EL students having the CCR elective to help with listening, speaking, reading, and writing.	We are adding bilingual tutoring support for both math and ELA. El students can get support after school from staff who are bilingual. All teachers also have data disaggregated by subgroups to ensure all students are making growth in Math and ELA.
Culture/Climate	1) Sense of Agency- By June 2023, All students will report 85% positive sense of Agency. Black students will report 85%.By June 2023, 80% of students respect each other.Sense of Belonging- By June 2023, All students will report 80% positive sense of Belonging. Black students will report 80%. Sense of Identity- By June 2023, All students will report 85% positive sense of Belonging. Black students will report 85%.	Goal Partially or Not Met	Last year: We care Wednesday was a video mini-lesson each Wednesday with a short Google form to collect responses.	This year we have expanded elective choices. Students are involved in student government as well as serving as officers for School Site Council. Student Council, Male Academy, Female Academy, and WEB run all activities on campus. At the club fair in September students were able to shop and select the clubs they were most interested in attending. We continue to advertise clubs and activities each week on the Monday Morning Message. This year: Wellness Wednesday takes place in every elective class. Teachers take turns writing the lesson and sharing it with the team. PE teachers are adding and SEL mini -lesson to their content each Wednesday, using the same structure taking turns writing the lesson and sharing it with the team each week.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollemt, technology, transportation, and CANVAS. (IN 7)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Field trips and bussing for all students to attend field trips to support classroom instuction. Trips to include The Getty, The Museum of Tolerance, Museum of Science and Industry, and the Aquarium of the Pacific. Each grade level will attend a different trip this year. (SM 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Materials and supplies, determined by the individual departments as needed to address standards for all students. Departments include: ELA, Math, Science, Health, PE, Sped, Electives, History. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation Aides to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will assist with COVID protocols at entrances and exits and help screen students and visitors. 3 Rec Aides each .125 FTE or 3.75 hours per week. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Additional bi-lingual Community Worker will assist in conducting parent workshops and informational meetings; communicate with parents the dates, time, and locations of parent workshops/meetings; duplicate materials for parent workshops/meetings; coordinate the school VIPS program; assist in monitoring attendance of chronically absent/tardy students; assist with the preparation of School Site Council (SSC) and ELAC Meetings; support families in their understanding of required Title I documents; provide oral translation of these documents as necessary. (IN 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Additional CSA to improve school safety, school culture and climate.The Campus Staff Assistant supports the educational process within the secondary schools of LBUSD by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. • Build rapport with students and assist in promoting a positive, productive and safe campus climate. • Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. • Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. • Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. • Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. • Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. • Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. (IN 5)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
On-going WEB training for staff and students. Funding for materials and supplies to support the program and any field trips that get scheduled. Funding to support sub coverage for WEB lead teachers to attend training and plan release days. (PD 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Technology support to fix broken laptops and trouble shoot issues. (SM 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Teachers will teach parenting classes at orientation to help prepare students for success. Classes to include: Canvas, ParentVue, Being an Observer, How to support your child in Middle School. Parents are also requesting support from our mental health resources. Parent survey will determine next round of support meetings. (PI 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Basic Responsibilities (20%) Supervise students in class and out-of-classroom activities, including before and after school supervision and evening events for the purpose of student management. Assist the Principal in developing and setting annual school/performance goals, based on data and input from educational partners. Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning. Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies. Maintain, coordinate, and oversee systems of designated school operations. Investigate, follow-through, and respond appropriately to incidents and issues that disrupt school safety and operations. Lead or facilitate designated meetings as part of the school's leadership team. Attend and participate in meetings as assigned: administration, leadership, staff, and IEPs. Comply and operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements. Support and contribute to the mission and vision of the school and district. Supplemental Duties (80%) Facilitate professional development on Intervention, Attendance, and Support for students. Collect and monitor data on signature practices of Attendance. Lead the Attendance Team Collect suspension data and facilitate the shift towards more restorative practices. Facilitate proactive intervention meetings to support student achievement and attendance. Collaborate with teachers, school community liaison, and admin to conduct parent involvement meetings to proactively support student achievement. Conduct home visits to students with poor attendance. Coordinate services with district counseling programs, outside service providers, and school teams to provide social-emotional support, counseling, and other mental health services. Conduct parent-teacher-student conferences to resolve conflicts with alternative to suspension strategies. Communicate effectively with the various educational partners to facilitate systems for intervention,	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

enrichment, and support for EL and unduplicated students. Partner with EL TOSA and Counselor to plan, implement, and progress monitor school-wide interventions. Attend conferences and professional development with other district staff and job-alike administrators to improve student achievement and social-emotional learning. (IN 2)				
Materials and supplies for student incentives for Positive Behavior Support Plan. Certificate paper, award pins, lanyards, masks, hand sanitizer, art supplies, banners, and other items voted on by leadership team. VIP lunch activities weekly, monthly awards for scholars and character, semester honor roll awards. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Weekly collaborative lesson planning time so teachers can plan how to integrate strategies from the new Understandings and Expectations 22-23. Teachers work together to plan lessons and share ideas, solve technical issues, and support each other through the implementation with a focus on trying new student engagement strategies. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. All 6-8 Language Arts classrooms will use: • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.	Formative and Interim assessments within the grade level Unit in both Reading and Writing, including: A cold-read Unit assessment, which assesses whether students can read "new" text(s) and apply the same level of understanding and mastery of the CCSS. Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks) Diagnostic reading growth assessments 3x a year (iReady) Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)	myPerspectives and associated ancillary materials, Pearson Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students' instructional Reading level - NewsELA Thinking Maps ELLevation iReady

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following: • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students	Formative and Interim Writing assessments within the grade level Unit of Instruction, including: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses. At least 3 pieces of "On Demand" Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response. Research Task & Presentation SBAC Summative assessment (Grades 3-8)	myPerspectives and associated ancillary materials, Pearson Write from the Beginning & Beyond supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Thinking Maps

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice. As part of the 6-8 Units of Instruction, all 6-8 students will engage in: • Mathematical Discourse	Formative Assessment Lessons embedded into each Unit of Instruction End of Unit Assessment embedded into each Unit of Instruction SBAC Summative Assessment (Grade 6-8)	Content area textbooks and online resources from Big Ideas Mathematics Khan Academy LBUSD Supplemental Instructional Resources

Accountability Measure 1: Increase Achievement

Interventions

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Bilingual Spanish parents have expressed concerns that the office does not have enough support. Culture-Climate Survey (Parent)|100	Additional Bilingual Spanish IOA-Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be	All Parents	Par Inv $7,230 LCFF $1,807 Title 1 $81,334 Intermediate Office Assistant 1 FTE - LCFF 2%; Par Inv 8%; Title 1 90%	08/25/2023 - 06/25/2024 Daily	principal	CANVAS Observer count for bilingual Spanish parents, bilingual Spanish parent participation on campus. Culture-Climate Survey (Parent)|100

	provided. Additional bilingual Spanish IOA to help parents with enrollemt, technology, transportation, and CANVAS.					
Student CORE survey show a decrease in safety and sense of belonging. Safety decreased 21% on CORE Survey. Suspension/Explusion Rate|20, Culture-Climate Survey (Student-Staff)|30, Culture-Climate Survey (Parent)|50	An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success.	All Students	LCFF $96,831 Campus Staff Assistant 1 FTE - LCFF 100%	08/25/2023 - 06/25/2024 Monthly	Principal	Discipline data Attendance percentage Number of Ds/Fs Suspension/Explusion Rate|20, Culture-Climate Survey (Student-Staff)|30, Culture-Climate Survey (Parent)|50

	Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration. Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes						

	and effects of student tension on campus. Monitoring student behavior in an alternate class environment. Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. Perform a variety of campus support						

	activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. Mentor students who need extra support with behavior and academics. Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curriculuar activities.					

We have over 1000 chromebooks in carts for every teacher and district support cannot keep up with the need for updates and repairs resulting in long waits to get items back into classrooms for student use. Teachers use laptops in addition to desktops to supplement instruction. D/F Rate|50, Culture-Climate Survey (Student-Staff)|50	Technology support to supplement current classroom technology. Laptops supplement the basic technology that teachers are provided. The laptops allow teachers to work from any space in the room and collaborate when not in their classrooms. Extra hourly to support technology tickets on campus.	All Staff	Title 1 $20,000 Materials - Title 1 100% Services - Title 1 100%	08/20/2023 - 09/01/2024 Daily	Magee Technology teacher	Number of tickets completed by tech. D/F Rate|50, Culture-Climate Survey (Student-Staff)|50
Support to ensure students are reclassificed promptly and that all compliance items are completed by the deadlines. Support to build and maintain ELAC and SSC and all items associated with these committees. EL Reclassification|30, Culture-Climate Survey (Student-Staff)|20, SEL Survey|50	25% LCFF Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and	All Staff	LCFF $21,345 Title 1 $64,034 Program Facilitator .5 FTE - LCFF 25%; Title 1 75%	08/20/2023 - 06/25/2024 Daily	Principal	Completion of all compliance and SSC items on time. EL Reclassification|30, Culture-Climate Survey (Student-Staff)|20, SEL Survey|50

	district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers Monitor and support School Website to enhance parent communication Facilitate 6th Grade Orientation for new parents and students						

	Support attendance outreach (SART/SARB/SST) Facilitate or coordinate Parent Workshops and training Serve as a liaison to site-level parent groups Support SPSA-related tasks Support MS Choice Fair Develop and coordinate community partnerships & donations Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS 75% Title 1 Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school. Conducts need and asset assessments to						

	prioritize services, identify gaps in services, and build on existing supports. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Initiates, facilitates, coordinates programs and strategies that support the community invovlement in school programs. Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families. Creates and implements the community schools plan in collaboration with all school stakeholders. Coordinates community resources serving the school, including tutoring,						

	primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and						

	facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.					
Students have not visited local museums and these experiences add to students prior knowledge when presented with related topics in core classes. These experineces increase engagement and cultural relevancy of the curriculum. D/F Rate|50, Culture-Climate Survey (Student-Staff)|50	Field trips and bussing for all students to attend field trips to support classroom instuction. Students benefit from real life experiences that connect to the content teachers are covering in class. Teachers will integrate field trip experiences that engage students in the learning and connect class lessons to real life experiences. These visits will be used to	All Students	Title 1 $15,000 Services - Title 1 100%	08/30/2023 - 06/20/2024 Quarterly	Principal, teachers	Evidence of lesson integration in classes. Student survey results. D/F Rate|50, Culture-Climate Survey (Student-Staff)|50

	increase student enagagment and cultural revelvancy of the curriculum. Trips to include The Getty, The Museum of Tolerance, Museum of Science and Industry, Broad Museum, and the Aquarium of the Pacific as well as others identified through student survey data. Each grade level will attend a different trip during year.					

Student SEL and academic needs have increased signficantly since the return from virtual learning. Students need more time and support to correctly navigate social interactions. Parents require assistance with how to assist their students, obtain resources, and support daily attendance. D/F Rate|50, SEL Survey|50	The work of this 50% Assistant Principal #1 will focus on services to students A-L: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Heath Collabortive participation Youth tobacco/diversion program Summer Orientation planning	All Staff, English Learners, Identified At-Risk Students	Title 1 $94,832 Asst. Principal Middle .5 FTE - Title 1 100%	08/12/2023 - 06/30/2024 Daily	Principal, AP #1	Principal will monitor academic and attendance data and contact logs monthly. D/F Rate|50, SEL Survey|50

Student SEL and academic needs have increased signficantly since the return from virtual learning. Students need more time and support to correctly navigate social interactions. Parents require assistance with how to assist their students, obtain resources, and support daily attendance. D/F Rate|50, SEL Survey|50	The work of this 50% Assistant Principal #2 will focus on students M-Z: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Heath Collabortive participation Youth tobacco/diversion program Summer Orientation planning Black Student Parent Initiative Black Student Union Black Student Art/Culture	All Staff, English Learners, Identified At-Risk Students	Title 1 $94,832 Asst. Principal Middle .5 FTE - Title 1 100%	08/20/2023 - 06/25/2024 Daily	Principal, AP #2	Principal will monitor academic and attendance data and student contact logs monthly. D/F Rate|50, SEL Survey|50

To provide classroom teachers the necessary materials, supplies, and equipment to differentiate instruction for all learners. D/F Rate|50, Culture-Climate Survey (Student-Staff)|50	Materials and supplies, determined by the individual departments as needed to address standards for all students. Supplemental materials to ensure that classes have materials that are cultrally relevant and engaging to students. Departments include: ELA, Math, Science, Health, PE, Sped, Electives, History.	All Students	LCFF $10,000 Materials - LCFF 100%	08/20/2023 - 09/01/2024 Quarterly	Principal APS Department Heads	Grades SBAC Scores CORE Survey D/F Rate|50, Culture-Climate Survey (Student-Staff)|50
Suspension rate is above the district average and PULSE Survey Data shows 40% of students feel respected by peers. Culture-Climate Survey (Student-Staff)|50, SEL Survey|50	Materials and supplies for student incentives for Positive Behavior Support Plan. Certificate paper, award pins, lanyards, masks, hand sanitizer, art supplies, banners, and other items voted on by leadership team. VIP lunch activities weekly, monthly awards for scholars and character, semester honor roll awards.	All Students	LCFF $10,000 Materials - LCFF 100%	08/20/2023 - 09/01/2024 Weekly	Principal	tracking suspensions weekly Wellness Wednesday survey feedback Culture-Climate Survey (Student-Staff)|50, SEL Survey|50

Student survey scores on CORE indicate a need to improve safety. Parents have requested that more adults monitor students before, during. and after school to ensure safety and decrease opportunities for bullying. Culture-Climate Survey (Student-Staff)|50, SEL Survey|50	Recreation Aide to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school superivison and activities. 1 Rec Aide .125 FTE or 3.75 hours per week.	All Students	LCFF Rec $15,382 Hourly - Recreation Aide (1) for 850 hours annually - LCFF Rec 100%	08/25/2023 - 09/20/2024 Daily	Principal, APs	Monitor incidents that occur before school, at lunch, and after school. Summary data shared monthly with Safe and Civil Team. Monitor tardies and attendance. Culture-Climate Survey (Student-Staff)|50, SEL Survey|50

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	**Gr. 5 to MS Transition**	**Gr. 8 to HS Transition**
N/A	In March, we hold a Family Information meeting for incoming 5th grade students and their parents. Additionally, a MS Choice Fair is held at Cabrillo High School this year which provides information regarding what we have to offer. WEB leaders, which is a committee made up of students, help onboard new 6th grade students in the summer at our orientation and continue to support 6th graders through games and activities in their classes throughout the school year.	Parents are provided dates for site nights which is an opportunity for parents and students to visit different high schools through our website calendar, email, and schoolmessenger. Additionally, we hold an 8th Grade Parent Meeting for High School Application Support in February and presenters from the School of Choice Office support JLA staff and parents with completing the high school application. Parents are contacted via Interest Google Form to invite them to this meeting. It is promoted on our school website, Instagram; and schoolmessenger.

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Indentified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Progress Monitoring for Assessing Effectiveness**

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Indentified Need(s)	**Planned Staff Development**	**Funding Source & Cost**	**Dates/Hours of Training Session**	**Personnel**	**Tools Used for Monitoring Implementation & Effectiveness**
Time for collaborative lesson planning to implement strategies ti continue to improve instruction. SBAC ELA|40, SBAC Math|30, D/F Rate|30	Weekly collaborative lesson planning time so teachers can plan how to integrate new instructional strategies to ensure all students make academic and SEL gains. Collaborative scoring of ELA performance tasks and unit studies to align instruction of all content areas. Teachers work together to plan lessons and share ideas, solve technical issues, and support each other through the implementation with a focus on trying new student engagement strategies and using data from their PDSA cycles of learning.	Title 1 $31,124 Teacher Hourly Extra Comp (45) for 8 hours annually - Title 1 100%	08/28/2023 - 09/01/2024 Weekly	IIC Department Heads	Attendance form Application of new strategues with students. Evidence of common best practices in lessons

Pulse data indicate need to improve students' sense of identity, belonging, and agency. Culture-Climate Survey (Student-Staff)|50, Culture-Climate Survey (Parent)|50	On-going WEB training for staff and students. Funding for materials and supplies to support the program and any field trips that get scheduled. Funding to support sub coverage for WEB lead teachers to attend training and plan release days.	Title 1 $4,534 Substitute teacher full day (5) for 2 days - Title 1 100% Materials - Title 1 100%	08/20/2023 - 09/01/2024 Monthly	WEB Team APs	Student Surveys PULSE Date

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Indentified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Method for Assessing Effectiveness**
Support to ensure students are reclassificed promptly and that all compliance items are completed by the deadlines. Support to build and maintain ELAC and SSC and all items associated with these committees.	Computer, Laptop, Phone, Printer,	50% ESSER III 12% LCFF 38% Title 1 Basic Grants	FTE; Daily 2023-2024	Program Facilitator	Completion of all compliance and SSC items on time.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	570513
Title I Parent and Family Involvement (3008)	7695

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	118720

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:
During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations
Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration
Equity, Engagement & Partnerships (EEP), **State and Federal Programs** (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)
Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education
Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care
Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist
Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy
The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development
LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge
Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859
Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences
Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration
The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE
The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD
This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations
These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals
The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics
These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program
The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online
APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra
Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Constance Magee	06-21-2024
Staff	Classroom Teacher	Joaquin Bigornia	06-21-2024
Staff	Classroom Teacher	Geoffrey Shidler	06-21-2024
Staff	Classroom Teacher	Jennifer Day	06-21-2024
Staff	Classroom Teacher	Jonathan Chavez	06-21-2025
Staff	Non Classroom Teacher	Ana Lopez	06-21-2025
Community	Parent	Damaris [redacted]	06-21-2024
Community	Parent	Christian [redacted]	06-21-2024
Community	Parent	Cynthia [redacted]	06-21-2024
Community	Student	[redacted]	06-21-2024
Community	Student	[redacted]	06-21-2024
Community	Student	[redacted]	06-21-2024

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Eva [redacted]
DELAC Representative	Parent of EL Student (required)	Patricia [redacted]
Principal or Designee	Staff Member (required)	Ana Lopez
Secretary	Parent of EL Student (required)	Susan [redacted]

Name	Representing

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	09/28/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	RECOMMENDATION(S): 1.) Offer tutoring for ELL students with bilingual tutors 4-5 times a week 2.) Provide Math concepts support for parents 3.) Continue with CCR with Ms. Corona 4.) Reteach with Rosetta Stone for both students and parents 5.) Students use Google Translate in all classrooms
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades EL Attendance Rates Other: CCR Data which demonstrated that EL's benefitted and showed growth in this course.
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	10/18/2023

6. What was SSC's response to ELAC recommendations?	1.Day moves to approve Tutoring services to EL students with Bilingual Teacher 4-5 times a week. Bigornia approves, all in favor, motion is passed 2. Provide math concepts support for EL parents - Not voted on - Not passed yet, Principal will do more research 3. Continuing with CCR does not need to be voted on as this is a class that is already programmed into EL's schedules 4. No action taken. Dr. Magee will do more research on the use of Rosetta Stone and give us an update at a later date. 5. No action taken, Google Translate is already used by EL students in the classrooms; Dr. Magee stated that Teachers will be reminded to allow them to use it

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/18/2023
2. The SSC approved the **Home-School Compact** on 10/18/2023
3. The SSC approved the **Parent Involvement Guidelines** on 01/31/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/28/2023, 09/29/2023
5. SSC Participated in the Annual Evaluation of SPSA:01/31/2024
6. The SPSA was approved at the following SSC Meeting: 01/31/2024

LBUSD Board of Education Approval Date:

Signatures:

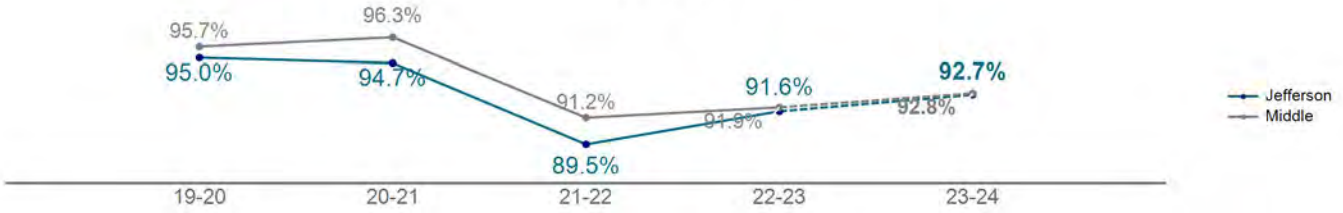
Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

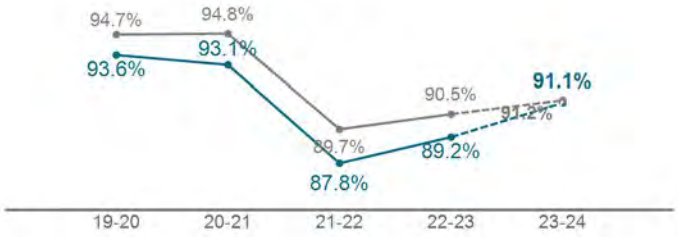
ELAC Chair: _____ Printed Name: _____ Date: _____

Attendance Rate

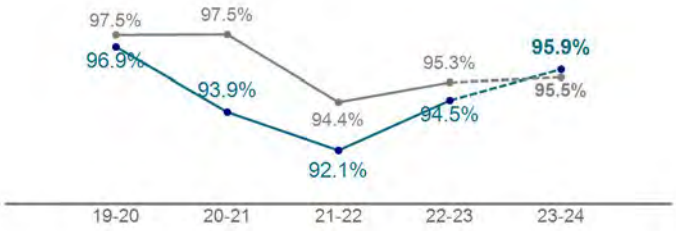
Jefferson
All Students
N = 1,030



African American
N = 169



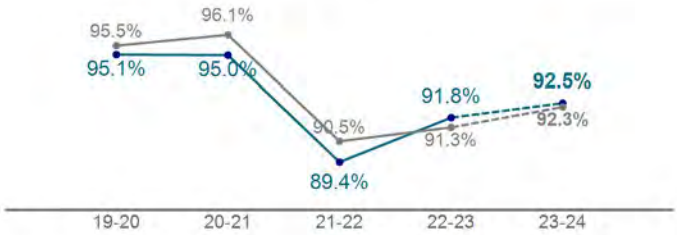
Asian
N = 80



Filipino

Subgroup with fewer than 20 students.

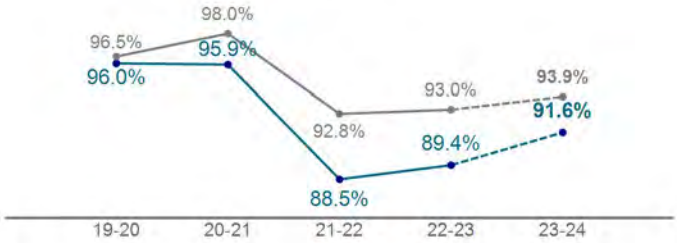
Hispanic
N = 681



Pacific Islander

Subgroup with fewer than 20 students.

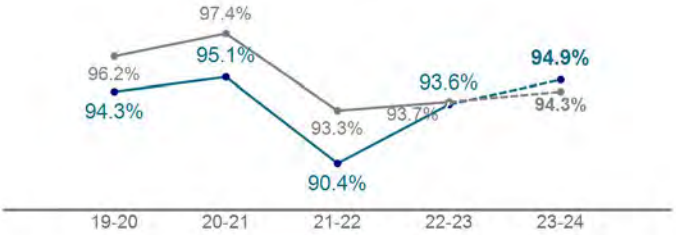
White
N = 42



Native American

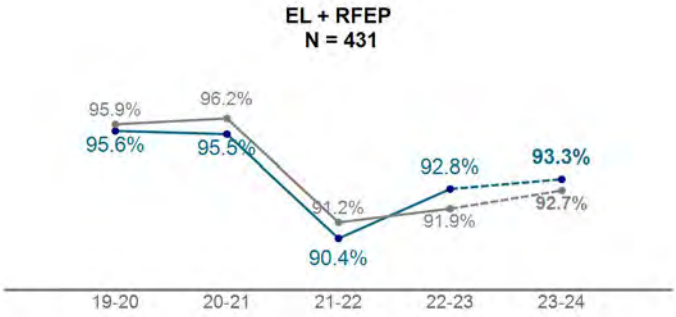
Subgroup with fewer than 20 students.

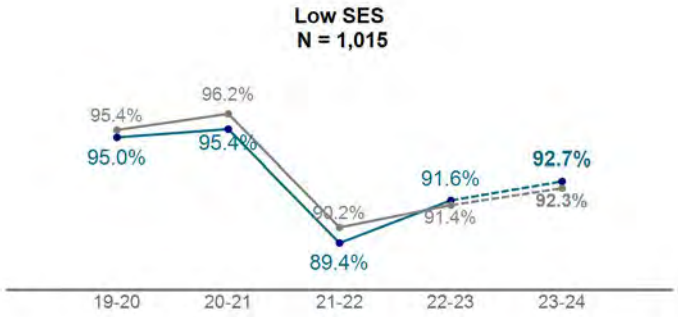
Other
N = 47

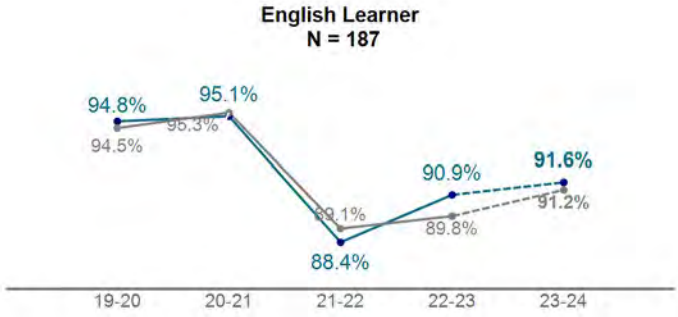


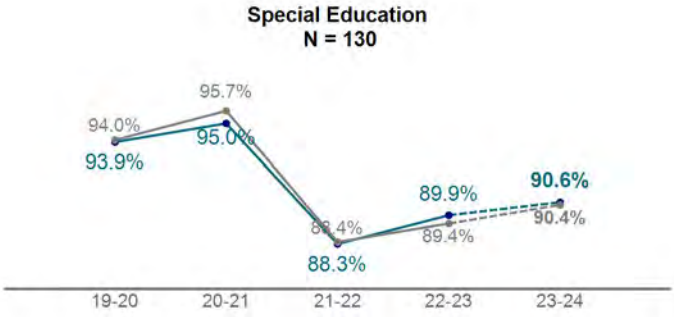
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included

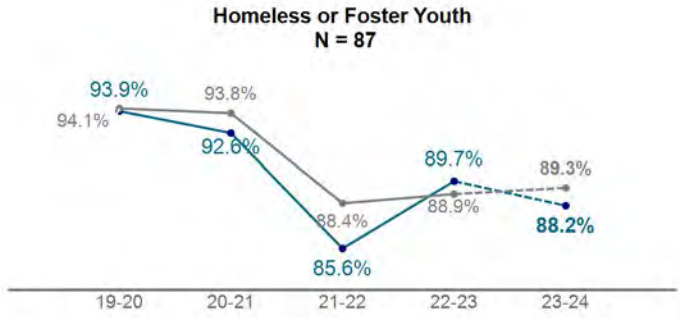
Attendance Rate

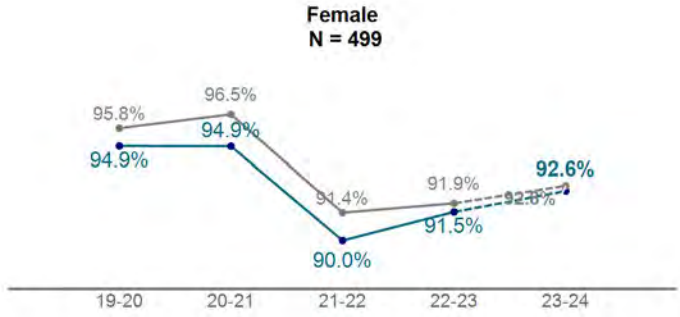


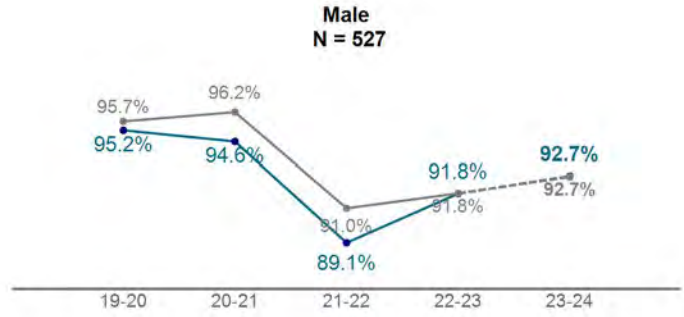












N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included

Submit Feedback

About this report

Chronic Absence by Attendance Bands
School Data by Subgroup
Jefferson 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category		# Students	Percent by Category	Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate	MS Chronic Rate
All Students	1,040	1,040	11 16 14 19 40	27.2%	30.5%	41.5%	26.3%
Grade	Gr. 06	369	7 16 15 20 41	23.6%	29.9%	38.8%	23.5%
	Gr. 07	355	10 16 17 18 39	26.5%	32.7%	43.4%	27.5%
	Gr. 08	316	16 17 10 18 39	32.3%	28.9%	42.7%	28.0%
Ethnicity	African American	170	16 22 17 15 29	38.2%	40.5%	55.3%	34.0%
	American Indian	1	100	100.0%	100.0%	100.0%	28.6%
	Asian	73	5 10 11 16 58	15.1%	17.5%	26.0%	12.1%
	Cambodian	56	7 13 7 20 54	19.6%	20.9%	26.8%	13.8%
	Filipino	11	9 9 18 64	9.1%	18.2%	18.2%	7.1%
	Hispanic	695	10 16 14 20 41	26.2%	29.6%	39.9%	28.6%
	Pacific Islander	1	100	0.0%	0.0%	100.0%	39.5%
	White	43	12 21 23 21 23	32.6%	34.2%	55.8%	20.3%
	Other	46	9 11 11 26 43	19.6%	26.2%	30.4%	17.7%
Gender	Female	488	12 15 15 19 39	26.2%	28.2%	41.6%	26.6%
	Male	547	10 18 14 19 40	28.2%	32.1%	41.7%	26.0%
	Nonbinary	5	20 40 40	20.0%	60.0%	20.0%	33.3%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

Run date: 2/23/2024

Submit Feedback

About this report

Chronic Absence by Attendance Bands
School Data by Subgroup
Jefferson 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Low SES	1,012	11	16	14	19	40	27.0%	30.5%	41.0%	28.4%
	ELL	174	13	17	13	23	34	29.3%	32.6%	42.5%	35.3%
	RFEP	295	6	12	11	17	54	18.0%	22.4%	29.2%	20.8%
	EL + RFEP	469	8	14	12	19	47	22.2%	26.3%	34.1%	26.2%
	Special Ed.	136	14	21	15	21	30	34.6%	34.8%	49.3%	35.8%
	Spec Ed. Speech/RSP	85	14	25	15	20	26	38.8%	39.2%	54.1%	30.4%
	Homeless/Foster	86	20	22	10	14	34	41.9%	56.4%	52.3%	42.3%
	Foster	9	33	22	11	33		55.6%	45.5%	66.7%	45.9%
	Homeless	77	18	22	10	16	34	40.3%	57.8%	50.6%	41.9%
	GATE/Excel	241	5	14	11	16	55	18.7%	16.3%	29.5%	14.3%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

Run date: 2/23/2024

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About this report

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
All Elementary	26,751	9	23	19	22	27	32.2%	24.4%	51.1%
Addams	806	10	27	20	19	24	36.7%	30.5%	56.6%
Alvarado	412	8	32	19	17	24	40.0%	30.7%	58.7%
Barton	482	13	34	17	19	17	47.3%	34.8%	64.3%
Birney	510	7	25	18	27	24	31.6%	27.0%	49.2%
Bixby	546	6	19	24	23	29	25.1%	19.3%	48.9%
Bryant	339	12	23	19	19	27	35.1%	31.4%	54.6%
Burbank	616	9	28	21	21	22	36.7%	23.4%	57.5%
Burcham	362	4	20	20	27	30	23.8%	20.8%	43.6%
Carver	510	4	17	23	25	31	21.4%	14.6%	44.3%
Chavez	359	14	29	19	19	19	42.9%	34.3%	61.8%
Cleveland	460	4	20	20	26	30	23.9%	12.0%	43.5%
Dooley	784	9	30	18	22	22	38.5%	26.2%	56.1%
Edison	471	14	24	16	18	29	37.8%	31.4%	53.5%
Emerson	354	4	14	23	27	31	18.1%	4.7%	41.5%
Fremont	461	3	15	20	26	35	18.9%	9.8%	38.8%
Gant	670	5	14	22	24	34	19.4%	9.7%	41.8%
Garfield	602	11	24	18	23	24	35.0%	31.2%	53.2%
Gompers	351	8	23	23	25	21	30.5%	10.7%	53.6%
Grant	1,020	13	27	17	21	22	39.7%	33.4%	56.7%
Harte	851	10	28	21	17	23	38.2%	37.1%	59.2%
Henry	817	10	20	29	41		10.5%	8.3%	30.1%
Herrera	748	10	24	21	20	25	34.2%	26.1%	54.9%
Holmes	411	10	27	18	20	26	37.0%	23.5%	54.5%
Hudson	426	15	24	14	17	31	38.7%	22.0%	52.6%
Kettering	341	6	17	23	28	26	23.2%	8.7%	46.0%
King	666	12	24	19	21	25	35.6%	29.8%	54.4%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

Run date: 2/23/2024

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About this report

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
Lafayette	898	11	26	20	22	21	36.5%	41.6%	56.1%
Lincoln	851	13	28	16	19	24	40.5%	24.1%	56.6%
Longfellow	994	6	18	17	24	36	23.5%	11.3%	40.6%
Los Cerritos	475	5	15	20	24	37	19.4%	5.7%	38.9%
Lowell	578	4	19	22	23	32	23.5%	15.8%	45.5%
Macarthur	307	3	27	21	20	29	30.3%	13.6%	51.5%
Madison	397	6	24	17	23	29	30.2%	25.5%	47.6%
Mann	372	7	26	20	20	27	32.8%	15.7%	53.0%
McKinley	541	13	24	18	22	24	36.6%	29.0%	54.2%
Naples	299	2	18	12	29	38	20.4%	14.5%	32.8%
Oropeza	637	14	24	20	19	23	38.1%	28.8%	58.1%
Prisk	497	3	16	17	27	36	19.7%	14.5%	36.6%
Riley	455	5	24	20	21	30	29.0%	18.3%	49.0%
Roosevelt	905	16	22	17	17	28	37.9%	27.7%	54.7%
Signal Hill	675	8	26	17	21	28	33.6%	31.0%	50.2%
Smith	717	10	22	19	22	26	32.9%	21.3%	51.6%
Stevenson	558	14	28	17	16	24	42.7%	41.8%	59.9%
Twain	440	5	22	23	22	29	26.1%	16.5%	48.6%
Webster	567	11	28	14	19	27	39.7%	37.2%	54.1%
Whittier	606	12	28	18	17	24	40.1%	32.7%	58.3%
Willard	607	11	23	20	19	27	33.9%	34.6%	54.0%

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Submit Feedback

About this report

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

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Severely Chronic	<80%
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Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
All Middle	12,991	9	17	14	20	39	26.3%	21.7%	40.6%
Bancroft	870	6	16	13	21	43	22.6%	21.7%	35.5%
Franklin	1,147	18	20	16	17	29	37.8%	29.8%	53.7%
Hamilton	860	12	22	15	19	32	33.7%	23.7%	48.5%
Hoover	546	4	15	16	23	42	19.2%	15.4%	34.8%
Hughes	1,344	5	13	13	21	48	18.0%	13.7%	31.1%
Jefferson	1,040	11	16	14	19	40	27.2%	30.5%	41.5%
Keller	458	2	7	12	27	51	9.2%	6.0%	21.6%
Lindbergh	437	13	21	16	19	31	33.2%	34.5%	49.7%
Lindsey	761	11	18	14	19	38	28.5%	18.7%	42.3%
Marshall	930	4	20	15	24	37	24.4%	17.0%	39.9%
Nelson	843	8	18	15	20	39	25.3%	21.0%	40.2%
Rogers	789	5	13	14	21	46	18.4%	10.1%	32.7%
Stanford	1,205	6	12	14	22	46	18.7%	15.0%	32.3%
Stephens	770	16	23	15	17	28	39.0%	34.1%	54.4%
Washington	991	16	20	12	19	33	36.1%	30.8%	48.3%

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About this report

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Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

School	# Students	Percent by Category	Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
All K8	5,754	6 18 18 22 37	23.7%	19.8%	41.4%
Avalon	455	7 26 23 22 22	32.7%	28.5%	56.0%
Cubberley	970	3 10 16 23 48	13.4%	11.2%	29.6%
Muir	1,046	8 21 18 21 33	28.6%	24.8%	46.5%
Newcomb	817	3 15 18 24 41	17.6%	9.8%	35.4%
Powell	865	14 22 20 20 25	35.4%	32.6%	54.9%
Robinson	779	6 22 13 20 39	28.1%	21.6%	41.6%
Tincher	822	3 12 18 26 42	14.2%	11.5%	32.6%

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Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

School	# Students	Percent by Category	Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
All High	20,820	12 16 14 19 39	27.9%	26.2%	42.0%
Browning	333	20 20 12 17 32	39.9%	29.4%	52.0%
Cabrillo	1,845	16 18 14 17 35	34.3%	38.2%	48.0%
CAMS	673	1 5 8 20 66	6.4%	4.6%	14.3%
Jordan	2,326	13 17 14 18 39	29.8%	35.7%	43.4%
Lakewood	2,820	10 18 16 21 35	28.6%	32.3%	44.1%
McBride	730	6 12 17 20 46	17.5%	13.8%	34.5%
Millikan	3,346	5 12 14 21 47	17.8%	14.3%	32.0%
PAAL	171	43 20 13 8 16	63.2%	72.1%	76.0%
Polytechnic	3,872	16 17 15 20 32	32.9%	23.8%	48.4%
Reid	195	68 17 7 5 3	84.6%	92.4%	91.8%
Renaissance	443	14 17 14 19 36	30.5%	31.3%	44.5%
Sato	483	1 5 10 16 69	5.8%	5.3%	15.3%
Wilson	3,583	14 15 14 18 39	29.6%	24.2%	43.3%

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Submit Feedback

About this report

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Satisfactory	>=93% & <96%
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Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

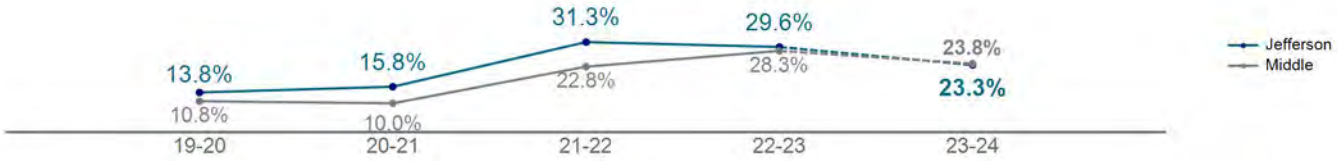
School	# Students	Percent by Category	Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
District	66,316		29.0%	25.3%	45.3%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

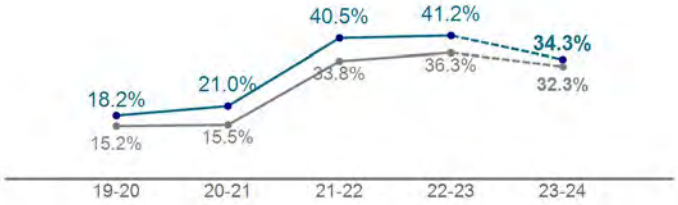
Run date: 2/23/2024

Percent of Students in the Moderately or Severely Chronic Categories

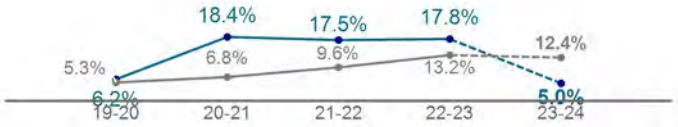
Jefferson
All Students
N = 1,012



African American
N = 166



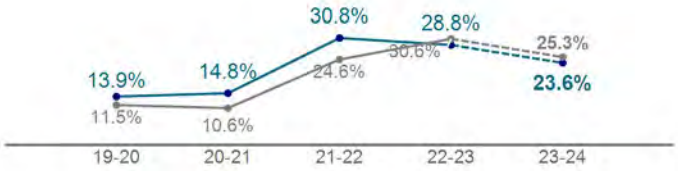
Asian
N = 80



Filipino

Subgroup with fewer than 20 students.

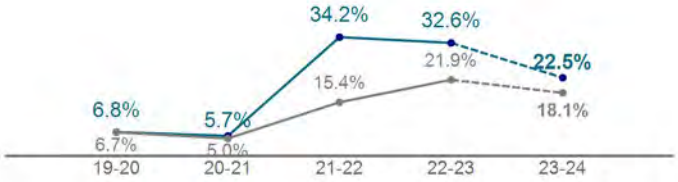
Hispanic
N = 669



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 40



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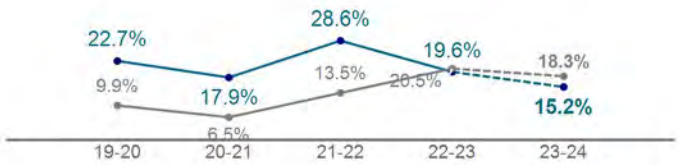
Subgroups under 20 students are not included

Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other
N = 46



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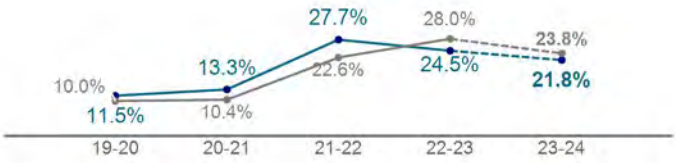
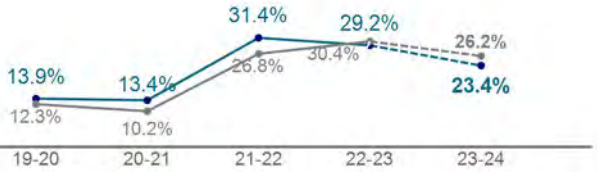
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included

Percent of Students in the Moderately or Severely Chronic Categories

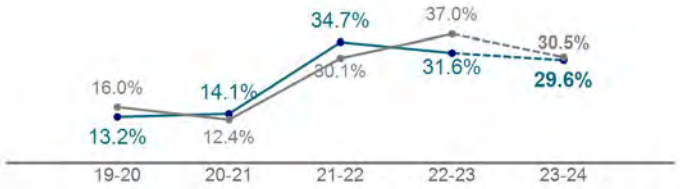
EL + RFEP
N = 426



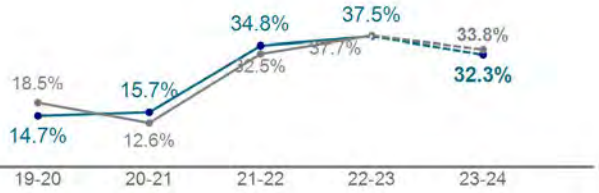
Low SES
N = 1,004



English Learner
N = 186



Special Education
N = 130



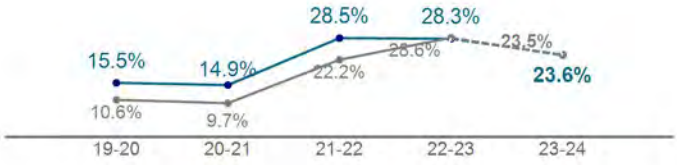
Homeless or Foster Youth

Subgroup with fewer than 20 students.

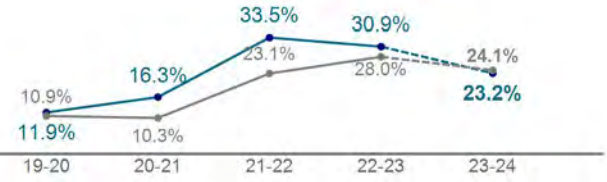
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 491



Male
N = 517



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Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included

SBAC ELA 2023 :: School Data by Subgroup

2/23/24

Jefferson

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	977	977	50%	26	23	33	18	50%	↑3		↑7
		All Middle	54%	29	25	29	16	46%	↓1		↓2
		District	52%	29	23	26	22	48%	↑-		↓1
Grade	Gr. 06	352	56%	32	24	29	15	44%	↓-		↑3
		All Middle	57%	30	27	27	16	43%	↓2		↓8
		District	56%	29	27	27	17	44%	↓2		↓8
	Gr. 07	329	43%	23	21	36	21	57%	↑9		↑14
		All Middle	51%	28	24	32	17	49%	↓1		↑4
		District	50%	27	23	32	18	50%	↓2		↑4
	Gr. 08	296	48%	24	25	34	18	52%	↑2		↑5
		All Middle	55%	29	25	30	16	45%	↓-		↓4
		District	53%	28	25	30	17	47%	↓1		↓4
Ethnicity	Hispanic	663	51%	25	26	32	17	49%	↑3		↑7
		All Middle	60%	32	28	28	11	40%	↓1		↓3
		District	58%	33	25	26	16	42%	↓-		↓1
	African American	148	64%	36	27	28	8	36%	↓1		↑4
		All Middle	70%	43	27	22	8	30%	↓3		↓3
		District	67%	42	25	21	12	33%	↓-		↓1
	Asian	73	26%	21	5	36	38	74%	↑12		↑7
		All Middle	36%	17	19	35	29	64%	↓2		↓-
		District	34%	17	18	30	36	66%	↑-		↑1
	Cambodian	55	33%	20	13	33	35	67%	↑16		↑13
		All Middle	39%	18	21	35	26	61%	↑-		↑1
		District	39%	19	20	32	29	61%	↑1		↑3

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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023 :: School Data by Subgroup

2/23/24

Jefferson

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Other	41	39%	20	20	39	22	61%	↑21		↑23
		All Middle	36%	16	20	34	30	64%	↑-		↓1
		District	33%	16	17	29	38	67%	↑1		↓-
	White	40	28%	20	8	43	30	73%	↓8		↑11
		All Middle	27%	12	15	37	36	73%	↑-		↓2
		District	26%	11	15	30	44	74%	↑1		↓2
	Filipino	10*	30%	20	10	40	30	70%	↓18		-
		All Middle	32%	10	21	34	35	68%	↑2		↑2
		District	28%	11	17	31	41	72%	↑2		↑1
	American Indian	1*	100%	100				0%	-		-
		All Middle*	47%	32	16	47	5	53%	↑26		↑17
		District	41%	25	16	41	18	59%	↑18		↑11
	Pacific Islander	1*	100%	100				0%	↓100		-
		All Middle	60%	31	29	36	5	40%	↓-		↓3
		District	63%	31	32	28	9	38%	↓2		↓2
Gender	Female	457	47%	25	23	35	17	53%	↑-		↑7
		All Middle	49%	25	24	32	19	51%	↓2		↓2
		District	47%	25	22	28	24	53%	↓-		↓1
	Male	517	51%	28	24	30	18	49%	↑6		↑7
		All Middle	59%	33	26	27	14	41%	↑-		↓3
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	3*	33%	33		67		67%	↑17		-
		All Middle	43%	17	26	48	9	57%	↓4		↓7
		District	40%	13	27	38	22	60%	↑6		↓6

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023 :: School Data by Subgroup

2/23/24

Jefferson

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	EL + RFEP	451	51%	25	26	31	18	49%	↑4		↑6
		All Middle	64%	35	29	26	10	36%	↓2		↓2
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	167	84%	52	32	16		16%	↑5		↑8
		All Middle	92%	65	26	8		8%	↑3		↑1
		District	86%	60	25	11	3	14%	↑4		↑2
	RFEP	284	32%	10	22	40	28	68%	↑3		↑5
		All Middle	48%	18	30	36	16	52%	↓1		↓4
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	7*	71%	57	14	29		29%	↓7		-
		All Middle	76%	49	27	20	4	24%	↓3		↓6
		District	75%	50	25	16	9	25%	↓3		↓4
	GATE/Excel	236	11%	3	8	41	47	89%	↓3		↑4
		All Middle	16%	4	12	40	44	84%	↓3		↓3
		District	14%	3	11	32	54	86%	↓-		↓4
	Homeless	72	64%	46	18	31	6	36%	↓4		↑5
		All Middle	68%	40	28	25	7	32%	↓3		↓2
		District	64%	40	24	24	12	36%	↓1		-
	Homeless/Foster	79	65%	47	18	30	5	35%	↓4		↑5
		All Middle	69%	41	28	25	7	31%	↓3		↓3
		District	65%	41	24	23	12	35%	↓1		↓-
	Low SES	959	49%	26	23	33	18	51%	↑5		↑7
		All Middle	59%	32	27	28	13	41%	↑1		↓2
		District	59%	34	25	25	16	41%	↑1		↓1

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023 :: School Data by Subgroup

Jefferson

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	Special Ed.	137	83%	58	25	16		17%	↑8		↑7
		All Middle	87%	66	21	10	3	13%	↑1		↑-
		District	84%	65	19	11	5	16%	↑1		↑1
	Spec Ed. Speech/RSP	82	76%	44	32	23	1	24%	↑16		↑13
		All Middle	82%	57	25	14	4	18%	↑1		↑-
		District	79%	56	23	14	7	21%	↑2		↑1

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

2/23/24

Jefferson

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	980	980	73%	48	25	17	10	27%	↑2		↑3
		All Middle	70%	44	25	16	14	30%	↓-		↓2
		District	66%	40	26	19	16	34%	↑1		↓5
Grade	Gr. 06	352	74%	49	25	16	10	26%	↓2		↑3
		All Middle	68%	41	27	17	14	32%	↑-		↓2
		District	67%	39	27	18	15	33%	↑1		↓1
	Gr. 07	331	72%	50	23	18	10	28%	↑5		↑1
		All Middle	68%	42	26	18	14	32%	↑1		↑-
		District	68%	42	26	18	15	32%	↑1		↑-
	Gr. 08	297	73%	45	28	16	10	27%	↑4		↑4
		All Middle	73%	50	23	13	13	27%	↓2		↓4
		District	72%	49	23	14	14	28%	↓2		↓3
Ethnicity	Hispanic	666	75%	50	25	17	9	25%	↑2		↑2
		All Middle	77%	50	27	14	9	23%	↓-		↓2
		District	72%	45	27	17	11	28%	↑2		↓5
	African American	148	83%	57	26	14	3	17%	↑7		↑8
		All Middle	84%	62	22	10	6	16%	↓-		↓-
		District	82%	57	25	12	6	18%	↑1		↓4
	Asian	73	52%	26	26	19	29	48%	↓1		↓1
		All Middle	52%	28	24	21	27	48%	↓4		↓2
		District	49%	25	24	22	29	51%	↓1		↓6
	Cambodian	55	60%	27	33	20	20	40%	-		↓5
		All Middle	57%	30	27	22	22	43%	↓3		↓4
		District	55%	28	27	23	23	45%	↓2		↓5

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

2/23/24

Jefferson

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Other	41	68%	37	32	20	12	32%	↑9		-
		All Middle	50%	25	25	23	27	50%	↑-		↓3
		District	45%	23	22	24	31	55%	↑-		↓5
	White	40	53%	30	23	25	23	48%	↓13		↑3
		All Middle	39%	20	20	28	33	61%	↑2		↑1
		District	38%	17	21	27	35	62%	↑3		↓6
	Filipino	10*	70%	50	20	20	10	30%	↓8		-
		All Middle	51%	22	29	20	29	49%	↓2		↓4
		District	44%	19	25	24	33	56%	↓-		↓6
	Pacific Islander	1*	100%	100				0%	-		-
		All Middle	79%	45	33	15	7	21%	↓1		↓3
		District	76%	46	30	17	8	24%	↓-		↓5
	American Indian	1*	100%	100				0%	-		-
		All Middle*	84%	63	21	5	11	16%	↑2		↑6
		District	73%	41	31	14	14	27%	↑1		↓8
Gender	Female	460	76%	52	24	17	7	24%	↑1		↑1
		All Middle	71%	45	26	16	13	29%	↓1		↓1
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	517	70%	44	26	17	13	30%	↑4		↑4
		All Middle	69%	44	25	16	15	31%	↑-		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	3*	100%	33	67			0%	↓25		-
		All Middle	61%	43	17	22	17	39%	↓1		↑3
		District	62%	42	20	22	16	38%	↑4		↓2

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

2/23/24

Jefferson

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	EL + RFEP	454	75%	50	26	17	8	25%	↑2		↑2
		All Middle	79%	53	26	13	8	21%	↓1		↓2
		District	77%	52	26	14	8	23%	↑1		↓6
	ELL	171	95%	78	18	5		5%	↓-		-
		All Middle	97%	82	15	3		3%	↑1		↓1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	283	63%	33	30	24	13	37%	↑3		↑2
		All Middle	69%	36	33	19	12	31%	↑-		↓3
		District	66%	36	30	20	14	34%	↑1		↓9
	Foster	7*	71%	57	14	29		29%	↑14		-
		All Middle	87%	67	20	10	3	13%	↑1		↓2
		District	85%	62	23	13	2	15%	↑2		↓3
	GATE/Excel	235	33%	10	23	34	32	67%	↑1		↑4
		All Middle	29%	9	20	29	42	71%	↓3		↓4
		District	26%	8	18	28	47	74%	↑2		↓9
	Homeless	72	83%	60	24	10	7	17%	↑3		-
		All Middle	83%	57	26	11	6	17%	↓1		↓2
		District	78%	52	26	14	8	22%	↑-		↓4
	Homeless/Foster	79	82%	59	23	11	6	18%	↑4		↑1
		All Middle	84%	58	26	11	6	16%	↓1		↓2
		District	79%	53	25	14	7	21%	↑1		↓4
	Low SES	962	73%	48	25	17	10	27%	↑4		↑3
		All Middle	75%	49	26	14	10	25%	↑2		↓2
		District	73%	46	27	17	11	27%	↑2		↓5

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

Jefferson

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	Special Ed.	139	94%	81	13	5	1	6%	↑4		↑5
		All Middle	92%	79	13	5	3	8%	↑1		↑1
		District	88%	72	16	8	5	12%	↑2		↓1
	Spec Ed. Speech/RSP	83	90%	76	14	8	1	10%	↑8		↑6
		All Middle	89%	72	17	7	4	11%	↑1		↑1
		District	84%	64	20	10	6	16%	↑2		↓1

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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

Jefferson

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	299	299	81%	17	64	15	4	19%	↑2		-
		District	74%	17	57	18	8	26%	↑1		-
		All Middle	78%	22	57	16	6	22%	↓1		-
Grade	Gr. 08	299	81%	17	64	15	4	19%	↑2		-
		All Middle	78%	22	57	16	6	22%	↓1		-
		District	77%	21	56	16	7	23%	↓1		-
Ethnicity	Hispanic	219	83%	17	66	14	3	17%	↑4		-
		District	81%	19	62	15	4	19%	↑1		-
		All Middle	85%	24	61	12	3	15%	↓-		-
	African American	40	90%	28	63	8	3	10%	↑1		-
		District	86%	29	57	12	2	14%	↑1		-
		All Middle	88%	38	50	10	2	12%	↓1		-
	Asian	19*	58%	11	47	26	16	42%	↑5		-
		District	57%	6	50	28	15	43%	↑2		-
		All Middle	61%	10	51	28	11	39%	↓-		-
	Cambodian	17*	76%	12	65	18	6	24%	↓2		-
		District	65%	9	56	25	10	35%	↑-		-
		All Middle	71%	14	58	21	8	29%	↓2		-
	White	10*	60%	60		40		40%	↓20		-
		District	51%	6	45	29	20	49%	↑1		-
		All Middle	53%	8	45	28	19	47%	↓1		-
	Other	8*	100%	25	75			0%	↓7		-
		District	56%	11	46	25	18	44%	↓-		-
		All Middle	62%	14	48	23	15	38%	↓-		-

The percentages in each Claim may not equal 100% due to rounding.
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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

Jefferson

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Ethnicity	Filipino	2*	0%			100	100%		-		-
		District	54%	5	49	29	18	46%	↑2		-
		All Middle	64%	5	59	23	13	36%	↓3		-
	American Indian	1*	100%	100				0%	-		-
		District	73%	73		27		27%	-		-
		All Middle*	100%	100				0%	-		-
Gender	Female	135	84%	13	71	12	4	16%	↑1		-
		District	75%	15	60	18	7	25%	↑1		-
		All Middle	78%	19	59	16	6	22%	↑-		-
	Male	162	78%	20	58	18	4	22%	↑4		-
		District	74%	19	55	18	8	26%	↑1		-
		All Middle	79%	24	54	15	6	21%	↓2		-
	Nonbinary	2*	100%	50	50			0%	↓100		-
		All Middle*	82%	18	64	18		18%	↓11		-
		District	68%	18	50	14	18	32%	↑11		-
Special Populations	EL + RFEP	159	86%	21	65	12	2	14%	↑2		-
		District	84%	21	63	13	3	16%	↑1		-
		All Middle	87%	26	61	11	2	13%	↓1		-
	ELL	54	100%	48	52			0%	↓1		-
		District	98%	40	58	2		2%	↑-		-
		All Middle	100%	52	48			0%	↓-		-
	RFEP	105	79%	7	72	18	3	21%	↑2		-
		District	75%	10	66	20	5	25%	↑3		-
		All Middle	80%	12	68	17	4	20%	↑1		-

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

Jefferson

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	Foster	2*	100%	50	50			0%	-		-
		All Middle	96%	37	59	4		4%	↓6		-
		District	88%	31	58	8	4	12%	↓3		-
	GATE/Excel	84	51%	5	46	37	12	49%	↓5		-
		District	43%	3	41	34	23	57%	↓2		-
		All Middle	47%	3	44	33	19	53%	↓11		-
	Homeless	18*	94%	33	61	6		6%	↓11		-
		All Middle	91%	34	57	6	2	9%	↓4		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	20	95%	35	60	5		5%	↓10		-
		All Middle	91%	34	57	6	2	9%	↓4		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	292	81%	17	64	15	4	19%	↑2		-
		All Middle	83%	24	59	13	4	17%	↑1		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	42	95%	52	43	5		5%	↑2		-
		All Middle	96%	50	46	4		4%	↓1		-
		District	93%	47	46	5	2	7%	↑1		-
	Spec Ed. Speech/RSP	18*	100%	33	67			0%	↓4		-
		All Middle	94%	41	53	5		6%	↓2		-
		District	90%	37	53	7	3	10%	↑1		-

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Jefferson

2/23/24

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	All Students	933	933	32	29 / 12 / 16 / 43
			All Middle	16	40 / 13 / 13 / 33
			District	25	34 / 15 / 16 / 34
	Grade	Gr. 06 (Minimum Growth Target: 27)	334	30	32 / 16 / 20 / 32
			All Middle	11	43 / 16 / 16 / 25
			District	11	43 / 16 / 16 / 25
		Gr. 07 (Minimum Growth Target: 25)	313	49	20 / 12 / 16 / 53
			All Middle	29	32 / 14 / 16 / 38
			District	29	32 / 14 / 16 / 38
		Gr. 08 (Minimum Growth Target: 14)	286	19	36 / 8 / 12 / 44
			All Middle	7	46 / 8 / 8 / 38
			District	7	45 / 8 / 8 / 38
	Ethnicity	Hispanic	637	33	30 / 11 / 17 / 43
			All Middle	15	41 / 12 / 14 / 33
			District	24	35 / 15 / 16 / 34
		African American	142	30	29 / 14 / 15 / 42
			All Middle	16	41 / 13 / 12 / 33
			District	24	36 / 16 / 15 / 33
		Asian	69	34	28 / 17 / 13 / 42
			All Middle	23	36 / 15 / 13 / 36
			District	33	30 / 16 / 16 / 38

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Jefferson

2/23/24

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Ethnicity	Cambodian	53	47	21 / 11 / 15 / 53
			All Middle 24		35 / 13 / 14 / 38
			District 33		30 / 16 / 17 / 37
		Other	39	51	21 / 10 / 18 / 51
			All Middle 18		40 / 14 / 12 / 34
			District 29		32 / 16 / 17 / 35
		White	36	32	33 / 11 / 14 / 42
			All Middle 14		40 / 16 / 13 / 31
			District 26		33 / 16 / 16 / 35
		Filipino	8^	-	50 / 25 / 13 / 13
			All Middle 20		37 / 14 / 12 / 36
			District 29		32 / 14 / 16 / 37
		American Indian	1^	-	100 / 0
			All Middle^ 19		44 / 11 / 11 / 33
			District 35		26 / 18 / 11 / 45
		Pacific Islander	1^	-	100 / 0
			All Middle 21		35 / 16 / 15 / 34
			District 26		32 / 17 / 18 / 33
	Gender	Female	435	32	32 / 13 / 15 / 40
			All Middle 15		41 / 13 / 13 / 33
			District 27		34 / 15 / 16 / 34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Jefferson

2/23/24

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Gender	Male	495	33	27 / 11 / 17 / 44
			All Middle	16	40 / 13 / 13 / 34
			District	24	35 / 15 / 16 / 34
		Nonbinary	3^	-	33 / 67
			All Middle	21	29 / 19 / 5 / 48
			District	21	33 / 15 / 8 / 44
	Special Populations	EL + RFEP	430	33	30 / 11 / 16 / 43
			All Middle	16	40 / 11 / 14 / 35
			District	24	36 / 13 / 15 / 36
		ELL	149	39	28 / 11 / 21 / 40
			All Middle	21	36 / 11 / 14 / 39
			District	31	31 / 16 / 18 / 35
		RFEP	281	31	31 / 11 / 12 / 46
			All Middle	14	42 / 11 / 14 / 33
			District	19	39 / 12 / 14 / 36
		Foster	7^	-	14 / 14 / 71
			All Middle	18	44 / 13 / 14 / 29
			District	21	40 / 12 / 20 / 29
		GATE/Excel	231	34	23 / 14 / 23 / 39
			All Middle	14	41 / 13 / 15 / 31
			District	25	34 / 15 / 18 / 33

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Jefferson

2/23/24

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	Homeless	67	20	36 / 18 / 18 / 28
			All Middle 16		40 / 14 / 14 / 32
			District 26		33 / 16 / 17 / 34
		Homeless/Foster	74	23	34 / 16 / 18 / 32
			All Middle 16		40 / 14 / 14 / 32
			District 25		34 / 16 / 17 / 33
		Low SES	922	33	29 / 12 / 16 / 43
			All Middle 16		40 / 13 / 13 / 34
			District 25		35 / 15 / 16 / 34
		Special Ed.	134	28	31 / 9 / 17 / 43
			All Middle 18		39 / 12 / 12 / 36
			District 25		35 / 15 / 15 / 35
		Spec Ed. Speech/RSP	81	34	26 / 6 / 21 / 47
			All Middle 15		42 / 12 / 12 / 34
			District 26		35 / 15 / 16 / 34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Jefferson

2/23/24

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	All Students	944	944	20		36 / 13 / 13 / 38
			All Middle	10		43 / 13 / 13 / 32
			District	16		38 / 19 / 18 / 24
	Grade	Gr. 06 (Minimum Growth Target: 24)	339	27		32 / 17 / 14 / 37
			All Middle	15		39 / 16 / 15 / 30
			District	17		38 / 16 / 16 / 31
		Gr. 07 (Minimum Growth Target: 17)	317	11		41 / 12 / 10 / 37
			All Middle	11		43 / 11 / 11 / 36
			District	11		43 / 11 / 10 / 36
		Gr. 08 (Minimum Growth Target: 19)	288	21		35 / 10 / 14 / 41
			All Middle	4		46 / 11 / 12 / 31
			District	5		46 / 11 / 12 / 31
	Ethnicity	Hispanic	645	17		37 / 13 / 14 / 36
			All Middle	8		44 / 12 / 12 / 31
			District	15		39 / 19 / 18 / 24
		African American	144	24		33 / 15 / 10 / 42
			All Middle	9		44 / 13 / 12 / 32
			District	14		40 / 19 / 17 / 24
		Asian	70	25		33 / 13 / 16 / 39
			All Middle	13		40 / 12 / 14 / 34
			District	19		36 / 19 / 20 / 26

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Jefferson

2/23/24

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Ethnicity	Cambodian	54	23	35 / 13 / 9 / 43
			All Middle 10		41 / 13 / 13 / 33
			District 19		36 / 19 / 20 / 25
		Other	39	33	33 / 18 / 3 / 46
			All Middle 16		38 / 15 / 13 / 34
			District 22		34 / 22 / 19 / 26
		White	36	23	33 / 8 / 11 / 47
			All Middle 17		36 / 15 / 13 / 36
			District 18		34 / 22 / 19 / 24
		Filipino	8^	-	50 / 13 / 38
			All Middle 21		38 / 11 / 14 / 37
			District 22		36 / 17 / 22 / 26
		Pacific Islander	1^	-	100 / 0
			All Middle 10		48 / 6 / 15 / 31
			District 13		42 / 17 / 18 / 24
		American Indian	1^	-	100
			All Middle^ 14		44 / 6 / 6 / 44
			District 17		39 / 16 / 13 / 32
	Gender	Female	441	12	41 / 12 / 14 / 34
			All Middle 9		43 / 12 / 13 / 31
			District 16		38 / 19 / 19 / 24

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Jefferson

2/23/24

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)
					Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Gender	Male	500	26	31 / 15 / 12 / 42
			All Middle	11	42 / 13 / 12 / 33
			District	16	38 / 20 / 18 / 25
		Nonbinary	3^	-	100
			All Middle	10	41 / 5 / 14 / 41
			District	5	38 / 20 / 18 / 25
	Special Populations	EL + RFEP	437	17	39 / 11 / 14 / 36
			All Middle	8	44 / 12 / 13 / 31
			District	11	41 / 18 / 17 / 24
		ELL	157	18	42 / 12 / 8 / 38
			All Middle	9	45 / 11 / 10 / 34
			District	22	35 / 19 / 19 / 26
		RFEP	280	16	37 / 10 / 17 / 36
			All Middle	7	44 / 13 / 14 / 30
			District	6	46 / 17 / 15 / 23
		Foster	7^	-	29 / 14 / 57
			All Middle	11	49 / 9 / 6 / 35
			District	19	39 / 16 / 19 / 25
		GATE/Excel	231	29	29 / 13 / 14 / 43
			All Middle	16	37 / 15 / 15 / 33
			District	19	35 / 21 / 20 / 25

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Jefferson

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	Homeless	69	16	41 / 16 / 12 / 32
			All Middle 6		46 / 13 / 12 / 29
			District 13		40 / 19 / 17 / 24
		Homeless/Foster	76	19	39 / 14 / 12 / 34
			All Middle 6		46 / 13 / 12 / 29
			District 13		40 / 19 / 17 / 24
		Low SES	931	20	35 / 13 / 13 / 38
			All Middle 9		44 / 12 / 12 / 32
			District 15		39 / 19 / 18 / 24
		Special Ed.	137	41	28 / 13 / 7 / 51
			All Middle 14		41 / 12 / 9 / 38
			District 20		36 / 19 / 16 / 29
		Spec Ed. Speech/RSP	82	33	29 / 15 / 10 / 46
			All Middle 12		42 / 13 / 10 / 35
			District 21		36 / 19 / 17 / 28

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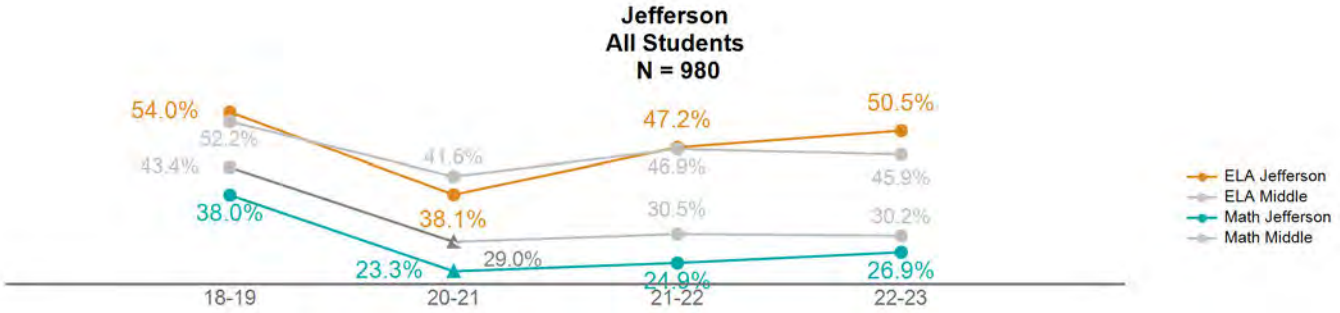
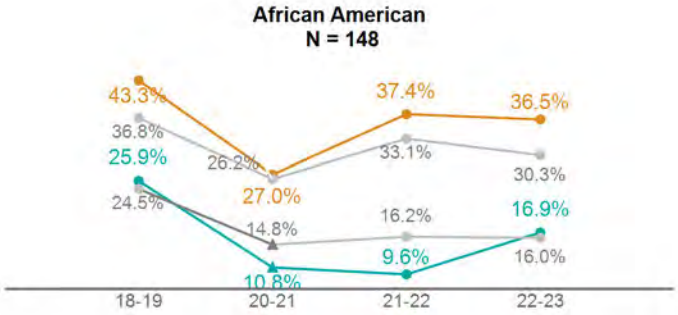
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

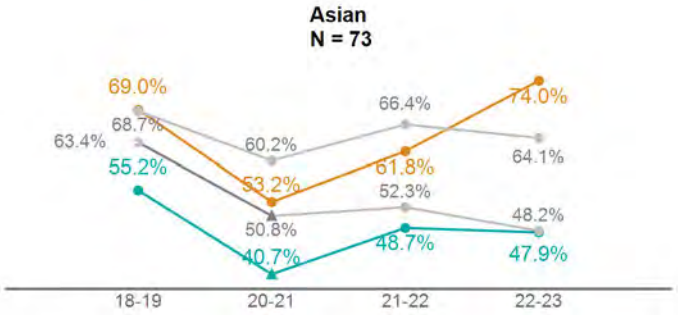
Report Name:SBAC - Growth Report - ARC Report #1109

Submit Feedback

Percent of Students with Achievement Level of Met or Exceeded in SBAC

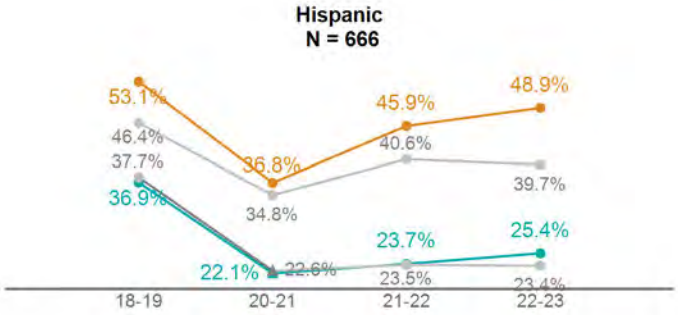






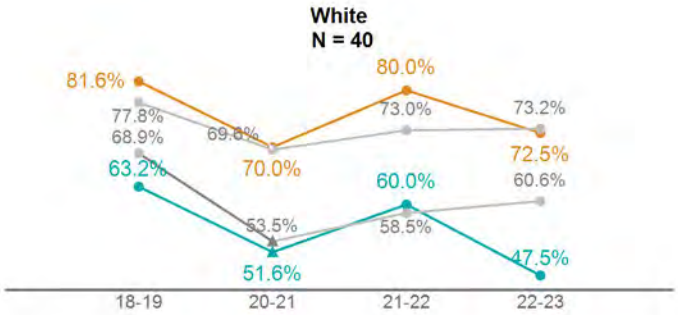
Filipino

Subgroup with fewer than 20 students.



Pacific Islander

Subgroup with fewer than 20 students.



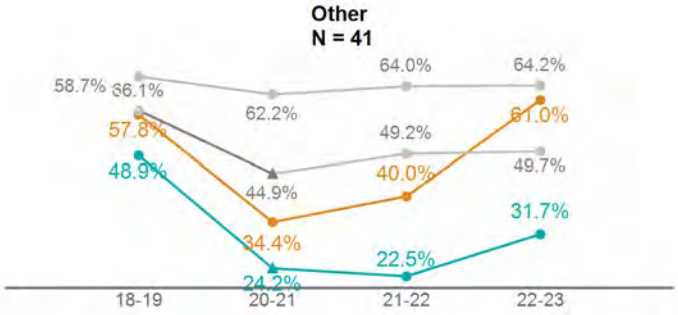
N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

Submit Feedback

Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American

Subgroup with fewer than 20 students.



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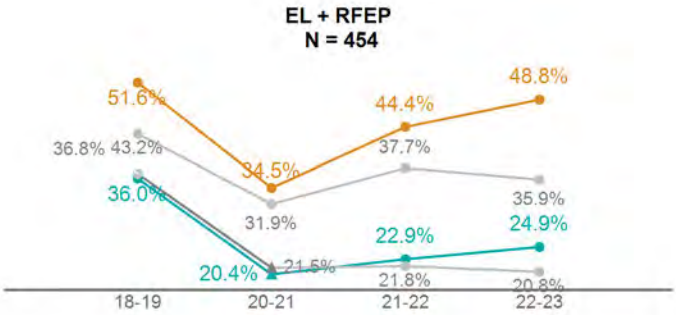
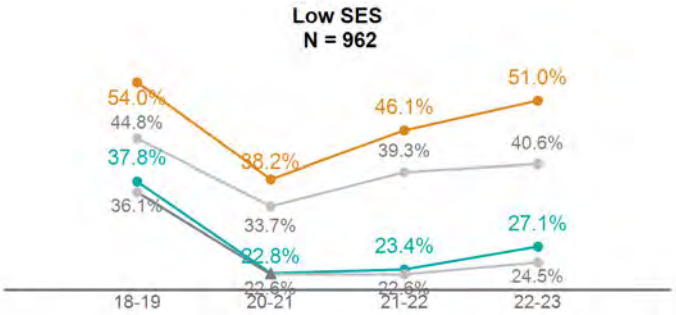
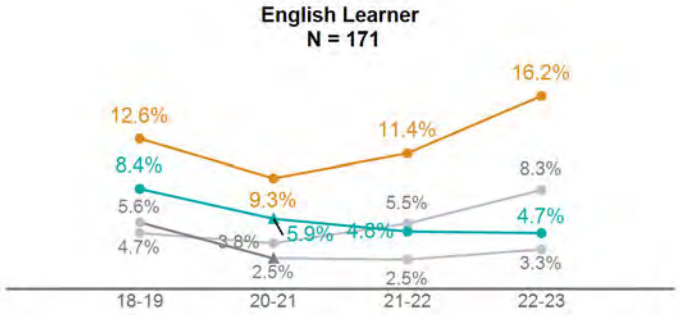
Subgroups under 20 students are not included.

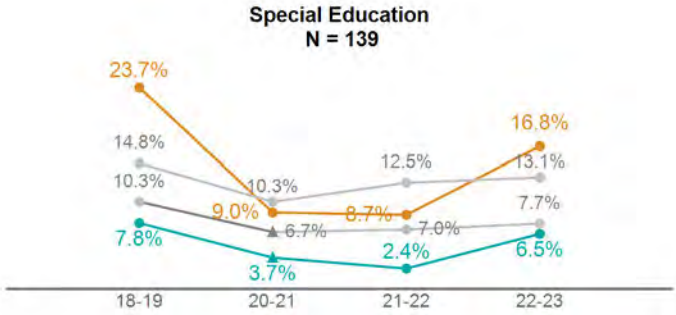
Submit Feedback

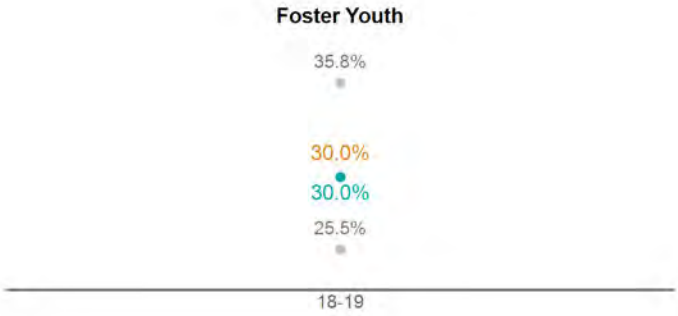
Percent of Students with Achievement Level of Met or Exceeded in SBAC

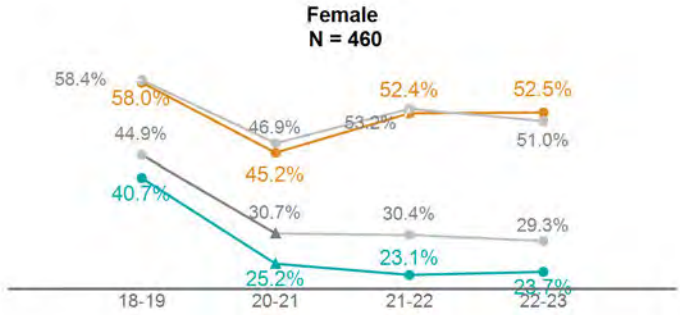


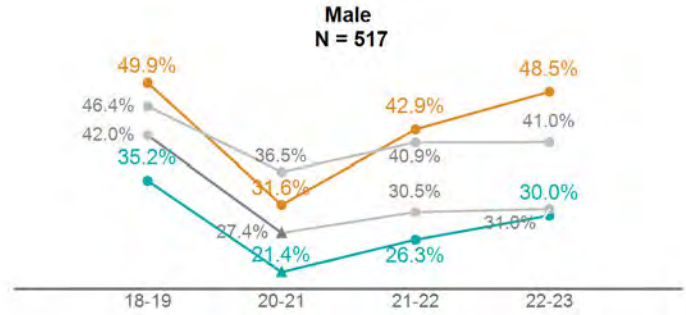












N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	12,227	52%	31	21	23	25	48%	↑1		↑5
Addams	380	64%	42	22	25	11	36%	↑1		↑10
Alvarado	175	43%	19	24	29	29	57%	↑7		↑11
Barton	215	77%	59	18	17	7	23%	↓-		↓1
Birney	241	52%	34	18	23	25	48%	↓1		↑4
Bixby	234	35%	15	20	29	36	65%	↑7		↑12
Bryant	159	57%	32	25	24	19	43%	↑3		↑3
Burbank	281	63%	36	27	22	16	37%	↓2		↑9
Burcham	167	28%	16	13	24	48	72%	↓2		↑6
Carver	236	29%	10	19	26	45	71%	↑1		↑7
Chavez	165	68%	50	18	23	8	32%	↑2		↑3
Cleveland	217	23%	6	16	30	47	77%	↑-		↑1
Dooley	384	59%	33	26	23	19	41%	↑6		↑6
Edison	199	65%	41	24	25	10	35%	↑6		↑16
Emerson	158	29%	12	17	20	51	71%	↓-		↓2
Fremont	203	20%	9	11	29	52	80%	↑7		↑11
Gant	277	21%	9	12	25	55	79%	↓4		↑1
Garfield	285	56%	38	18	25	19	44%	↑4		↑13
Gompers	148	41%	29	11	30	30	59%	↑7		↑10
Grant	456	63%	42	21	23	14	37%	↑-		↑2
Harte	406	64%	41	23	21	15	36%	↑4		↑6
Henry	385	34%	12	22	25	41	66%	↑-		↑4
Herrera	337	60%	36	23	23	17	40%	↓2		↑6
Holmes	172	42%	21	22	26	31	58%	↑6		↑11

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	225	63%	45	18	23	14	37%	↑5		↑2
Kettering	131	30%	10	20	25	45	70%	↓8		↑1
King	306	67%	48	19	24	9	33%	↓1		↑5
Lafayette	398	65%	37	28	21	14	35%	↓2		↑3
Lincoln	404	60%	33	26	22	19	40%	↓1		↑6
Longfellow	468	39%	17	22	22	39	61%	↑4		↑10
Los Cerritos	241	27%	14	14	27	45	73%	↓1		↑4
Lowell	240	25%	11	14	22	53	75%	↑7		↑4
Macarthur	149	40%	15	26	20	40	60%	↑1		↓7
Madison	152	43%	23	20	23	34	57%	↓4		↓1
Mann	164	65%	39	26	14	21	35%	↑1		↓1
McKinley	239	63%	43	20	23	14	37%	↑-		↑13
Naples	140	14%	4	9	21	66	86%	↓1		↓4
Oropeza	272	68%	46	22	13	19	32%	↓1		↑4
Prisk	273	22%	7	15	26	52	78%	↓2		↑8
Riley	196	55%	34	20	22	23	45%	↓2		↑6
Roosevelt	451	70%	42	28	20	10	30%	↑1		↑8
Signal Hill	319	48%	26	22	24	28	52%	↑-		↑14
Smith	352	65%	39	26	19	16	35%	↓2		-
Stevenson	247	68%	46	22	15	17	32%	↓4		↓1
Twain	190	44%	23	21	31	25	56%	↑4		↑7
Webster	225	71%	47	24	17	12	29%	↓5		↓3
Whittier	292	77%	57	21	15	7	23%	↑5		↑5
Willard	273	68%	41	27	18	14	32%	↑4		↑3

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	12,299	60%	33	27	22	18	40%	↑2		↓2
Addams	378	70%	42	28	21	9	30%	↑2		↓5
Alvarado	175	56%	25	31	26	18	44%	↓1		↓1
Barton	216	83%	60	24	11	6	17%	↑2		↓2
Birney	245	60%	34	25	25	16	40%	↓2		↓7
Bixby	234	48%	26	22	28	24	52%	↑12		↑6
Bryant	161	62%	39	23	27	11	38%	↑12		↑15
Burbank	284	70%	46	24	23	7	30%	↑2		↑6
Burcham	167	37%	12	25	26	37	63%	↑3		↓2
Carver	236	32%	14	18	31	37	68%	↑5		↑2
Chavez	166	85%	55	30	10	5	15%	↑-		↓4
Cleveland	217	32%	7	25	33	35	68%	↑2		↓5
Dooley	385	68%	35	34	21	10	32%	↑1		↓-
Edison	200	76%	46	31	17	7	24%	↑3		↑3
Emerson	158	36%	15	21	37	27	64%	↑11		↓9
Fremont	203	33%	11	22	30	37	67%	↑1		↓5
Gant	277	24%	6	18	33	43	76%	↑1		↓1
Garfield	286	70%	37	33	17	13	30%	↑-		↓3
Gompers	149	52%	24	28	26	21	48%	↑2		↓1
Grant	456	73%	40	33	19	8	27%	↓-		↓5
Harte	408	74%	48	27	14	11	26%	↑-		↓6
Henry	385	43%	15	28	26	31	57%	↓3		↓9
Herrera	342	72%	40	32	20	8	28%	↑4		↑3
Holmes	172	54%	23	31	23	23	46%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	225	73%	49	24	17	10	27%	↑6		↓8
Kettering	131	37%	11	25	34	29	63%	↓11		↓9
King	308	73%	40	33	20	7	27%	↑6		-
Lafayette	403	65%	36	29	25	10	35%	↑6		↑-
Lincoln	411	67%	35	32	21	12	33%	↑-		↓-
Longfellow	468	50%	20	30	21	29	50%	↓1		↓2
Los Cerritos	241	40%	17	24	26	34	60%	↓6		↓8
Lowell	240	33%	14	19	23	44	67%	↑6		↓9
Macarthur	149	50%	17	33	28	23	50%	↓3		↓10
Madison	153	47%	22	25	28	25	53%	↑4		↑3
Mann	163	62%	34	28	25	13	38%	↑9		↑5
McKinley	242	73%	42	31	20	7	27%	↑5		↑2
Naples	140	19%	6	13	25	56	81%	↑2		↓7
Oropeza	276	77%	49	29	12	11	23%	↑4		↑3
Prisk	274	29%	11	18	28	43	71%	↓3		↓1
Riley	197	65%	36	30	21	14	35%	↓4		↓6
Roosevelt	456	70%	43	27	19	11	30%	↑4		↑3
Signal Hill	320	59%	29	30	22	19	41%	↓1		-
Smith	357	75%	44	31	16	9	25%	↓4		↓5
Stevenson	252	73%	46	27	16	11	27%	↑5		↑4
Twain	193	54%	26	27	26	20	46%	↑2		↑1
Webster	224	74%	47	27	18	8	26%	↑1		↓6
Whittier	295	81%	61	20	12	7	19%	↑4		↑1
Willard	281	73%	41	32	18	9	27%	↑2		↓6

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	4,183	70%	16	54	20	10	30%	↑-		-
Addams	119	76%	18	58	20	4	24%	↑6		-
Alvarado	61	66%	8	57	25	10	34%	↓-		-
Barton	64	88%	27	61	8	5	13%	↓4		-
Birney	79	70%	20	49	22	9	30%	↑6		-
Bixby	69	61%	4	57	30	9	39%	↑3		-
Bryant	55	65%	15	51	25	9	35%	↑17		-
Burbank	88	75%	15	60	16	9	25%	↑3		-
Burcham	58	55%	9	47	21	24	45%	↑4		-
Carver	77	47%	3	44	32	21	53%	↑4		-
Chavez	67	85%	28	57	10	4	15%	↑2		-
Cleveland	76	51%	5	46	36	13	49%	↑7		-
Dooley	137	85%	18	68	12	2	15%	↓6		-
Edison	74	82%	27	55	15	3	18%	↓1		-
Emerson	49	45%	8	37	37	18	55%	↑4		-
Fremont	73	42%	3	40	34	23	58%	↓9		-
Gant	86	38%	3	35	31	30	62%	↑1		-
Garfield	88	78%	14	65	15	7	22%	↑2		-
Gompers	52	54%	15	38	37	10	46%	↑21		-
Grant	158	85%	20	65	10	5	15%	↓4		-
Harte	149	83%	22	60	13	4	17%	↑3		-
Henry	135	59%	9	50	27	15	41%	↓1		-
Herrera	130	68%	12	55	25	7	32%	↑5		-
Holmes	57	86%	16	70	9	5	14%	↓11		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	78	86%	23	63	10	4	14%	↑8		-
Kettering	44	41%	2	39	41	18	59%	↓2		-
King	111	77%	13	64	16	7	23%	↑5		-
Lafayette	116	90%	15	75	9		10%	↓8		-
Lincoln	118	79%	13	66	18	3	21%	↓3		-
Longfellow	170	57%	5	52	20	23	43%	↓6		-
Los Cerritos	80	45%	8	38	30	25	55%	↓4		-
Lowell	82	51%	2	49	29	20	49%	↓1		-
Macarthur	55	62%	4	58	18	20	38%	↓-		-
Madison	43	56%	12	44	26	19	44%	↑6		-
Mann	60	80%	45	35	12	8	20%	↑13		-
McKinley	85	75%	16	59	21	4	25%	↑6		-
Naples	43	35%	2	33	30	35	65%	↓15		-
Oropeza	104	88%	33	56	10	2	12%	↓11		-
Prisk	91	29%	1	27	43	29	71%	↓6		-
Riley	73	71%	16	55	21	8	29%	↑2		-
Roosevelt	149	84%	20	64	11	5	16%	↓5		-
Signal Hill	107	72%	16	56	19	9	28%	↓4		-
Smith	123	74%	25	49	20	7	26%	↑8		-
Stevenson	97	78%	27	52	19	3	22%	↑3		-
Twain	71	61%	20	41	25	14	39%	↓6		-
Webster	89	76%	11	65	19	4	24%	↑10		-
Whittier	100	84%	35	49	12	4	16%	↑3		-
Willard	93	87%	24	63	11	2	13%	↓9		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	12,090	54%	29	25	29	16	46%	↓1		↓2
Bancroft	829	45%	20	25	35	20	55%	↑2		↑1
Franklin	1,035	64%	40	25	26	9	36%	↓5		↓1
Hamilton	762	70%	38	32	23	6	30%	↓9		↓10
Hoover	512	66%	35	31	25	9	34%	↓7		↓7
Hughes	1,238	51%	29	22	31	18	49%	↓2		↓4
IVA	1	0%			100		100%	↑24		-
Jefferson	977	50%	26	23	33	18	50%	↑3		↑7
Keller	448	37%	11	25	41	22	63%	↓5		↓6
Lindbergh	398	70%	40	30	25	6	30%	↓2		↓2
Lindsey	720	68%	37	31	26	6	32%	↓4		↓5
Marshall	907	42%	20	23	34	24	58%	↓8		↓7
Nelson	785	64%	35	28	25	11	36%	↑2		↓2
Rogers	746	29%	14	15	33	38	71%	↓1		↓3
Stanford	1,124	33%	15	19	36	31	67%	↑7		↓-
Stephens	700	63%	34	29	27	10	37%	↑10		↑4
Washington	909	74%	43	31	20	6	26%	↓3		↓6

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	12,057	70%	44	25	16	14	30%	↓-		↓2
Bancroft	828	62%	35	27	20	18	38%	↓2		↓1
Franklin	1,033	79%	54	26	11	9	21%	↓2		↓2
Hamilton	754	84%	59	26	11	5	16%	↓9		↓6
Hoover	510	85%	61	24	11	4	15%	↓-		↓4
Hughes	1,222	63%	39	24	17	19	37%	↓1		↓3
IVA	1	0%			100	100%		↑37		-
Jefferson	980	73%	48	25	17	10	27%	↑2		↑3
Keller	447	54%	24	29	25	21	46%	↑1		↓3
Lindbergh	403	84%	52	32	9	7	16%	↑3		↓3
Lindsey	718	85%	63	22	10	5	15%	↑1		↓2
Marshall	902	56%	30	26	22	22	44%	↓3		↓1
Nelson	781	80%	55	25	12	8	20%	↓2		↓4
Rogers	742	46%	23	22	23	31	54%	↑1		↓1
Stanford	1,119	48%	24	24	25	27	52%	↑4		↑1
Stephens	698	78%	49	28	15	7	22%	↑7		↑6
Washington	920	86%	59	27	10	4	14%	↑-		↓5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	3,987	78%	22	57	16	6	22%	↓1		-
Bancroft	299	75%	17	58	16	9	25%	↓4		-
Franklin	331	85%	29	56	12	3	15%	↓-		-
Hamilton	239	88%	26	62	11		12%	↓7		-
Hoover	167	92%	30	62	8		8%	↓9		-
Hughes	416	69%	14	55	20	11	31%	↑2		-
IVA	1	0%			100		100%	↑41		-
Jefferson	299	81%	17	64	15	4	19%	↑2		-
Keller	135	65%	7	59	24	11	35%	↓2		-
Lindbergh	137	88%	23	64	10	2	12%	↑3		-
Lindsey	239	89%	22	67	10		11%	↑1		-
Marshall	294	74%	20	54	21	4	26%	↓9		-
Nelson	276	93%	37	56	52		7%	↑1		-
Rogers	246	46%	9	38	33	21	54%	↑9		-
Stanford	365	62%	13	48	25	13	38%	↑3		-
Stephens	250	86%	29	57	11	3	14%	↓2		-
Washington	294	91%	32	59	6	3	9%	↑4		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,706	48%	26	22	27	25	52%	↓1		↓1
Avalon	249	74%	44	30	19	7	26%	↓6		↓6
Cubberley	635	32%	17	16	29	39	68%	↑2		↑-
Muir	644	59%	33	26	25	16	41%	↓5		↓2
Newcomb	513	19%	6	13	31	50	81%	↓3		↑2
Powell	592	64%	37	27	26	10	36%	↑1		-
Robinson	541	69%	40	28	22	9	31%	↓7		↓4
Tincher	529	31%	13	18	32	37	69%	↑-		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,712	58%	33	25	21	21	42%	↑3		↓2
Avalon	249	81%	58	22	16	3	19%	↑-		↓7
Cubberley	638	45%	24	21	23	32	55%	↑2		↓8
Muir	648	66%	36	31	21	13	34%	↑3		↑2
Newcomb	512	26%	7	20	29	45	74%	↑1		↑2
Powell	592	79%	49	29	16	5	21%	↓1		↓5
Robinson	542	79%	49	30	13	8	21%	↓2		↑1
Tincher	528	39%	16	23	26	35	61%	↑4		↓-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	1,211	70%	16	53	19	11	30%	↑1		-
Avalon	109	85%	30	55	10	5	15%	↑2		-
Cubberley	198	55%	13	42	23	22	45%	↑6		-
Muir	201	81%	22	59	16	3	19%	↑1		-
Newcomb	163	29%	1	28	43	28	71%	↑7		-
Powell	202	88%	24	64	10	2	12%	↓5		-
Robinson	175	87%	17	70	12	1	13%	↓5		-
Tincher	162	64%	10	53	21	15	36%	↓1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,776	48%	27	21	28	24	52%	↑2		↓9
Browning	58	78%	62	16	19	3	22%	↓20		↓30
Cabrillo	416	61%	33	28	28	11	39%	↑1		↓1
CAMS	162	1%			16	83	99%	↑1		↑2
EPHS	262	71%	43	29	24	5	29%	↑4		↓8
Jordan	422	71%	44	27	21	9	29%	↓2		↓10
Lakewood	603	56%	31	24	27	17	44%	↓4		↓11
McBride	165	31%	9	22	40	29	69%	↓4		↓9
Millikan	755	35%	16	18	34	32	65%	↑10		↓10
Polytechnic	906	48%	29	19	26	26	52%	↑4		↓7
Reid	53	98%	77	21	2		2%	↓2		↓10
Renaissance	91	47%	21	26	29	24	53%	↑19		↓18
Sato	120	4%		3	2	39	57 96%	↓1		↑2
Wilson	763	45%	23	21	31	24	55%	↓4		↓14

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,737	75%	53	21	15	11	25%	↑3		↓25
Browning	59	98%	83	15	2		2%	↓5		↓33
Cabrillo	410	92%	69	23	7	2	8%	↓2		↓26
CAMS	162	6%	5	20	74		94%	↑4		↓10
EPHS	225	97%	85	12	3		3%	↑1		↓22
Jordan	420	93%	75	18	7		7%	↑1		↓28
Lakewood	603	85%	62	23	12	3	15%	↑2		↓22
McBride	168	65%	36	29	28	7	35%	↑3		↓29
Millikan	756	66%	35	30	21	13	34%	↑4		↓30
Polytechnic	902	69%	54	15	17	13	31%	↑2		↓19
Reid	53	100%	96	4			0%	-		↓16
Renaissance	92	86%	64	22	10	4	14%	↑8		↓26
Sato	118	23%	6	17	25	52	77%	↓1		↓12
Wilson	769	75%	49	26	16	9	25%	↑5		↓30

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,432	75%	14	62	19	6	25%	↑3		-
Browning	59	92%	29	63	8		8%	↑1		-
Cabrillo	375	87%	14	73	13		13%	↑4		-
CAMS	163	21%		20	47	33	79%	↓-		-
EPHS	88	95%	19	76	5		5%	↓8		-
Jordan	454	91%	20	71	9		9%	↑2		-
Lakewood	635	85%	12	72	14	2	15%	↓4		-
McBride	152	69%	7	62	19	12	31%	↑15		-
Millikan	657	72%	12	59	23	6	28%	↑2		-
Polytechnic	852	70%	14	56	23	8	30%	↑2		-
Reid	60	98%	43	55	2		2%	↑2		-
Renaissance	88	85%	16	69	15		15%	-		-
Sato	93	20%		20	45	34	80%	↑19		-
Wilson	756	76%	14	62	20	4	24%	↑11		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	3	67%	33	33	33		33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	3	67%	33	33	33		33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	1	100%	100			0%		-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	32,799	52%	29	23	26	22	48%	↑-		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	32,805	66%	40	26	19	16	34%	↑1		↓5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

2/23/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	13,813	74%	17	57	18	8	26%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023

	Overall		Grade 6		Grade 7		Grade 8		Lowest Performing		
School Name	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Avalon	26.1%	-5.6%	25.8%	8.7%	32.5%	-12.5%	21.1%	-0.2%	Hispanic	20.3%	-5.9%
Bancroft	54.9%	1.7%	48.8%	-3.2%	60.2%	4.6%	55.3%	3.7%	African American	43.3%	-1.1%
Cubberley	67.6%	2.3%	51.6%	-5.6%	62.8%	-13.1%	67.6%	15.3%	African American	45.2%	-7.3%
Franklin	35.7%	-5.4%	34.1%	-7.6%	39.5%	2.8%	33.2%	-11.5%	African American	29.2%	-10.0%
Hamilton	29.5%	-8.9%	32.8%	-10.7%	30.2%	-8.7%	25.4%	-7.4%	African American	17.8%	-12.1%
Hoover	34.2%	-6.6%	41.2%	5.9%	27.0%	-15.7%	34.5%	-9.5%	African American	26.4%	-7.2%
Hughes	48.9%	-1.8%	43.3%	-8.2%	54.3%	4.2%	49.0%	-1.4%	African American	34.3%	-4.6%
IVA	100.0%	24.4%					100.0%	21.4%			
Jefferson	50.5%	3.2%	43.8%	-0.3%	56.5%	8.9%	51.7%	1.5%	African American	36.5%	-0.9%
Keller	63.2%	-5.4%	59.6%	-1.2%	69.3%	-3.6%	60.4%	-13.4%	Hispanic	59.9%	-3.1%
Lindbergh	30.4%	-1.8%	24.0%	1.1%	29.3%	-11.2%	37.5%	4.0%	African American	23.3%	1.3%
Lindsey	31.8%	-3.7%	30.8%	-3.1%	32.6%	-6.2%	32.1%	-1.7%	African American	17.0%	-7.4%
Marshall	57.6%	-7.7%	51.5%	-12.8%	62.6%	-5.2%	58.6%	-5.1%	African American	40.8%	-6.6%
Muir	41.3%	-4.7%	38.2%	-8.6%	55.3%	-8.2%	47.2%	-15.3%	African American	30.4%	0.4%
Nelson	36.3%	2.3%	35.5%	2.5%	39.2%	2.1%	34.3%	2.7%	African American	13.2%	-5.1%
Newcomb	81.1%	-2.6%	82.8%	-5.0%	81.8%	-4.0%	90.6%	2.2%	African American	75.0%	-0.8%
Powell	36.0%	1.1%	27.3%	8.1%	35.5%	-1.6%	30.8%	-10.5%	Other	18.2%	-20.3%
Robinson	31.4%	-7.2%	36.0%	7.1%	32.0%	-13.2%	37.1%	-11.3%	African American	22.8%	-5.9%
Rogers	71.2%	-0.6%	67.5%	-1.8%	72.7%	-6.5%	73.2%	5.9%	African American	31.1%	2.2%
Stanford	67.0%	7.0%	68.4%	16.6%	68.1%	-5.6%	64.5%	9.9%	African American	51.8%	11.4%
Stephens	37.0%	10.4%	32.9%	0.2%	43.2%	15.7%	34.5%	14.4%	African American	26.6%	10.2%
Tincher	68.8%	0.2%	64.1%	-2.2%	70.8%	-5.6%	70.3%	5.2%	African American	50.0%	-8.2%
Washington	26.3%	-3.0%	24.0%	-4.3%	26.3%	-6.5%	28.7%	1.4%	African American	20.2%	-7.0%

SBAC ELA 2023

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
197	27.4%	White	44	18.6%	-5.9%	0.0%	-11.1%	3.0%	-8.5%	3.0%	-8.5%
97	38.3%	Filipino	38	44.2%	-3.6%	45.9%	3.1%	19.4%	-4.8%	16.3%	0.4%
42	40.5%	Asian	28	41.5%	-6.0%	56.4%	9.7%	38.6%	10.3%	22.7%	5.4%
120	30.1%	Other	27	32.3%	-6.2%	24.6%	-0.8%	9.2%	-6.7%	6.9%	-4.4%
90	36.8%	Cambodian	22	28.7%	-6.5%	16.5%	-18.3%	14.1%	-5.2%	9.7%	-2.4%
121	43.0%	Asian	36	32.6%	-4.2%	20.0%	-6.4%	11.8%	-6.2%	9.1%	-3.0%
207	37.1%	White	98	39.7%	-7.6%	33.8%	-5.8%	20.4%	0.8%	16.1%	0.7%
148	37.5%	Asian	73	48.8%	4.4%	35.4%	-4.1%	24.4%	16.2%	16.8%	8.1%
334	17.5%	Other	31	49.4%	-1.9%	44.4%	-12.7%	35.3%	18.6%	35.3%	18.6%
86	35.1%	Asian	24	29.3%	-2.7%	31.3%	-2.6%	16.1%	7.8%	11.1%	6.5%
106	16.0%	Hispanic	543	32.8%	-3.6%	33.1%	3.7%	6.7%	1.0%	5.1%	0.8%
98	50.5%	Filipino	23	41.8%	-11.1%	44.2%	-9.3%	21.8%	-5.7%	17.9%	-4.8%
69	33.9%	Filipino	70	38.9%	-3.9%	34.1%	-10.9%	7.3%	-7.0%	4.2%	-3.2%
91	42.7%	Cambodian	152	34.4%	-0.1%	25.6%	11.9%	12.5%	2.9%	8.9%	0.9%
32	10.7%	Asian	21	69.6%	8.9%	75.0%	0.0%	44.9%	1.0%	44.9%	1.0%
22	41.8%	Pacific Islander	20	34.3%	1.4%	35.6%	0.0%	20.8%	5.9%	18.9%	4.1%
123	10.7%	Hispanic	379	32.0%	-7.7%	38.9%	-10.2%	6.7%	-5.6%	6.6%	-5.7%
45	52.2%	Asian	48	48.9%	-5.3%	38.2%	1.6%	31.6%	-1.1%	21.3%	-1.0%
110	29.8%	Filipino	38	51.5%	6.7%	51.2%	-8.8%	37.8%	11.3%	28.5%	7.4%
94	35.9%	Filipino	64	34.1%	12.0%	26.5%	1.2%	2.7%	-3.3%	2.7%	-1.3%
56	36.8%	Asian	38	41.8%	-2.4%	51.5%	-9.8%	28.8%	11.8%	28.3%	11.2%
99	20.7%	Asian	22	25.2%	-2.5%	16.8%	-6.3%	6.0%	1.0%	4.6%	0.6%

SBAC ELA 2023

	Gender Diff
	7.7%
	9.7%
	14.1%
	8.4%
	4.1%
	10.0%
	7.7%
	4.0%
	17.4%
	8.2%
	12.3%
	12.0%
	13.3%
	6.6%
	13.6%
	5.4%
	13.8%
	5.0%
	18.8%
	10.6%
	8.9%
	12.3%

Submit Feedback

Jefferson

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	5	142	10	
		Grade	Gr. 06		32	3	
			Gr. 07		60	2	
			Gr. 08	5	50	5	
		Ethnicity	African American	2	43	8	
			Asian		3	1	
			Hispanic	3	86	1	
			Other		5		
			Pacific Islander		1		
			White		4		
		Gender	Female	3	54	3	
			Male	2	88	7	
		Fluency	EL + RFEP	5	52		
			ELL	4	28		
			RFEP	1	24		
		Foster	Foster		8		
		GATE/Excel	GATE/Excel		15	2	
		Homeless	Homeless		10	1	
		LowSES	Low SES	5	139	10	
		SPED	Special Ed.	1	38	1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	24	1	

Submit Feedback

Jefferson

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	15	220	32	18
		Grade	Gr. 06	2	58	16	8
			Gr. 07	8	98	4	1
			Gr. 08	5	64	12	9
		Ethnicity	African American	10	96	14	12
			Asian		8		2
			Hispanic	4	94	16	3
			Other	1	7	2	1
			White		15		
		Gender	Female	6	76	16	7
			Male	9	141	16	11
			Nonbinary		3		
		Fluency	EL + RFEP	4	62	9	3
			ELL	1	28	6	1
			RFEP	3	34	3	2
		Foster	Foster	1	26	4	
		GATE/Excel	GATE/Excel	4	16	3	1
		Homeless	Homeless		24	4	2
		LowSES	Low SES	10	196	30	13
		SPED	Special Ed.	4	56	11	4
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	32	7	1

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Jefferson

2020-2021

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2020-2021	YR	All	All		4	2	
		Grade	Gr. 07		4	1	
			Gr. 08			1	
		Ethnicity	African American		1	1	
			Asian		1		
			Hispanic		2	1	
		Gender	Female		2	1	
			Male		2	1	
		Fluency	EL + RFEP		2	1	
			RFEP		2	1	
		Foster	Foster		1		
		LowSES	Low SES		1		
		SPED	Special Ed.			1	

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Jefferson

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		118	151	
		Grade	Gr. 06		26	17	
			Gr. 07		66	122	
			Gr. 08		26	12	
		Ethnicity	African American		21	37	
			Asian		4	2	
			Hispanic		80	92	
			Other		11	17	
			Pacific Islander			1	
			White		2	2	
		Gender	Female		65	52	
			Male		53	99	
		Fluency	EL + RFEP		30	46	
			ELL		17	25	
			RFEP		13	21	
		Foster	Foster		5	2	
		GATE/Excel	GATE/Excel		10	6	
		Homeless	Homeless		25	25	
		LowSES	Low SES		89	117	
		SPED	Special Ed.		6	20	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		3	17	

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Jefferson

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All		126	1186	
		Grade	Gr. 06		52	471	
			Gr. 07		40	488	
			Gr. 08		34	227	
		Ethnicity	African American		45	352	
			Asian		1	35	
			Filipino			2	
			Hispanic		75	730	
			Other		2	42	
			Pacific Islander			7	
			White		3	18	
		Gender	Female		75	521	
			Male		51	665	
		Fluency	EL + RFEP		33	446	
			ELL		9	155	
			RFEP		24	291	
		Foster	Foster		2	21	
		GATE/Excel	GATE/Excel		6	75	
		Homeless	Homeless		27	265	
		LowSES	Low SES		114	1060	
		SPED	Special Ed.		28	206	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		24	148	

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Jefferson

2017-2018

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2017-2018	YR	All	All		236	2470	
		Grade	Gr. 06		73	868	
			Gr. 07		110	936	
			Gr. 08		53	666	
		Ethnicity	African American		71	630	
			Asian		14	83	
			Filipino		1	24	
			Hispanic		112	1382	
			Other		21	216	
			Pacific Islander			9	
			White		17	126	
		Gender	Female		74	991	
			Male		162	1479	
		Fluency	EL + RFEP		96	1210	
			ELL		44	486	
			RFEP		52	724	
		Foster	Foster		1	50	
		GATE/Excel	GATE/Excel		24	220	
		Homeless	Homeless		43	359	
		LowSES	Low SES		208	2095	
		SPED	Special Ed.		40	367	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		22	253	

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Jefferson

22-23

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR	
Category	subgroup	# Records	Percent by Category
All Students	All	157	90 6 3
Grade	Gr. 06	35	91 9
	Gr. 07	62	97 3
	Gr. 08	60	83 8 8
Ethnicity	African American	53	81 15 4
	Asian	4	75 25
	Hispanic	90	96 3 1
	Other	5	100
	Pacific Islander	1	100
	White	4	100
Gender	Female	60	90 5 5
	Male	97	91 7 2

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Jefferson

22-23

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR	
Category	subgroup	# Records	Percent by Category
Special Populations	EL + RFEP	57	91 9
	ELL	32	88 13
	Foster	8	100
	GATE/Excel	17	88 12
	Homeless	11	91 9
	Low SES	154	90 6 3
	RFEP	25	96 4
	Spec Ed. Speech/RSP	26	92 4 4
	Special Ed.	40	95 3 3

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Jefferson

22-23

Students by Subgroup Categorizied by 1 or more than 1 incident

Category	subgroup	YR # Students	YR Percent by Category
All Students	All	105	29 / 71
Grade	Gr. 06	29	17 / 83
	Gr. 07	44	30 / 70
	Gr. 08	32	38 / 63
Ethnicity	African American	33	33 / 67
	Asian	3	33 / 67
	Hispanic	61	26 / 74
	Other	4	25 / 75
	Pacific Islander	1	100
	White	3	33 / 67
Gender	Female	45	16 / 84
	Male	60	38 / 62

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Jefferson

22-23

Students by Subgroup Categorizied by 1 or more than 1 incident

		YR	
Category	subgroup	# Students	Percent by Category
Special Populations	EL + RFEP	36	28 / 72
	ELL	20	25 / 75
	Foster	4	25 / 75
	GATE/Excel	12	25 / 75
	Homeless	9	22 / 78
	Low SES	103	28 / 72
	RFEP	16	31 / 69
	Spec Ed. Speech/RSP	17	41 / 59
	Special Ed.	25	40 / 60

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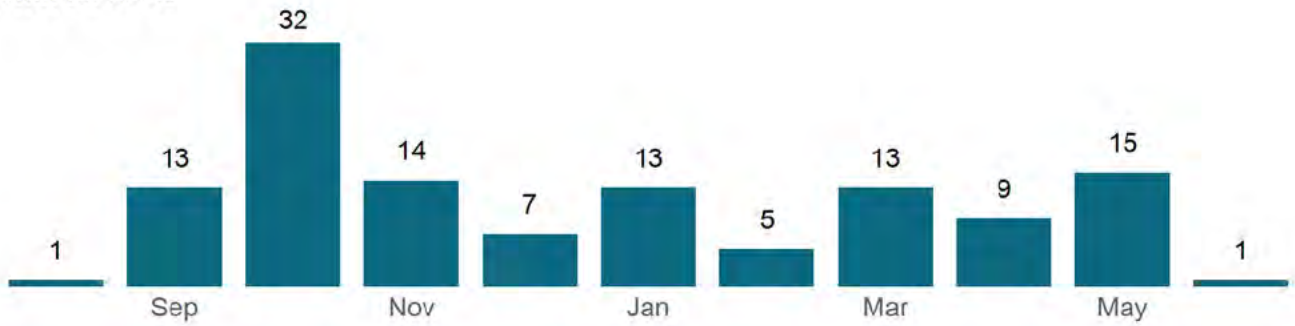
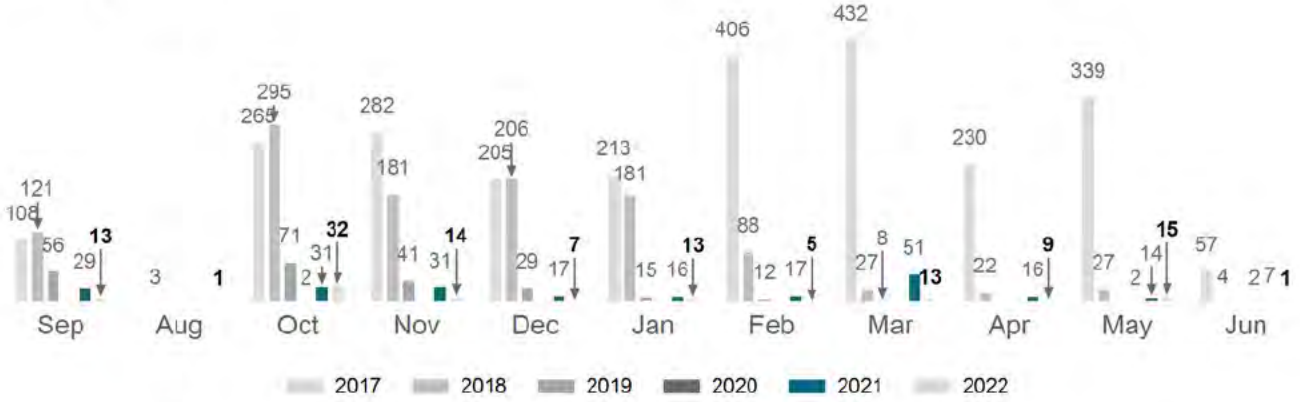
Jefferson

22-23

By Month for 22-23



By Month- 5-year comparison



	17-18	18-19	19-20	20-21	21-22	22-23
Sep	108	121	56		29	13
Aug		3				1
Oct	265	295	71	2	31	32
Nov	282	181	41		31	14
Dec	205	206	29		17	7
Jan	213	181	15		16	13
Feb	406	88	12		17	5
Mar	432	27	8		51	13
Apr	230	22			16	9
May	339	27		2	14	15
Jun	57	4		2	7	1

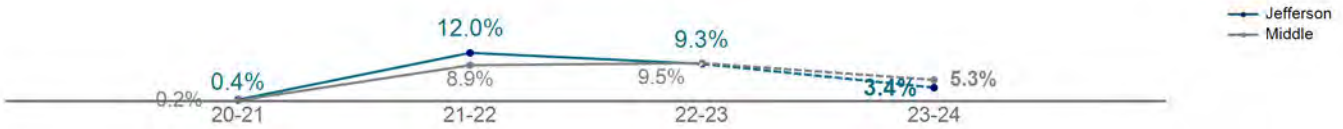
Submit Feedback

Jefferson

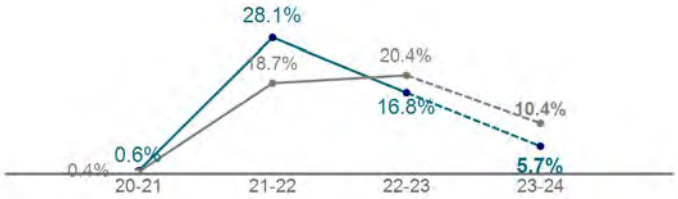
22-23

Suspension Rate

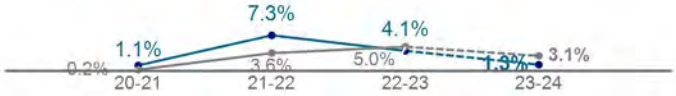
Jefferson
All Students
N = 1067



African American
N = 176



Asian
N = 80



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 708

Pacific Islander

Subgroup with fewer than 20 students.

White
N = 43

Native American

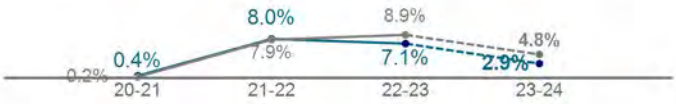
Subgroup with fewer than 20 students.

Other
N = 49

N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

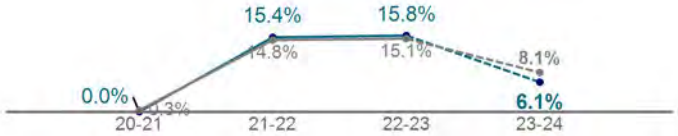
EL + RFEP
N = 446



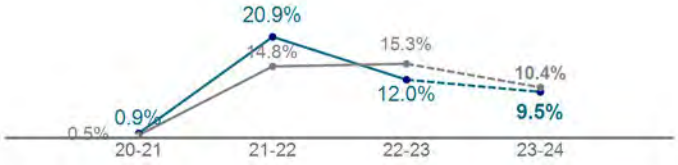
Low SES
N = 1048

English Learner
N = 199

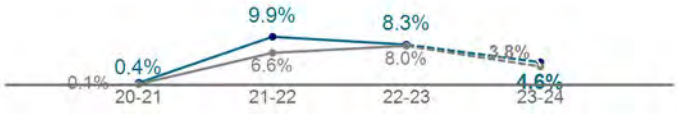
Special Education
N = 131



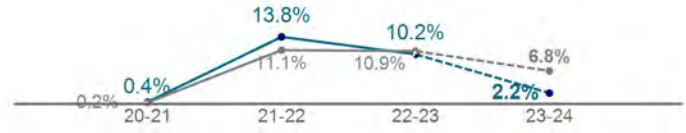
Homeless or Foster Youth
N = 95



Female
N = 517



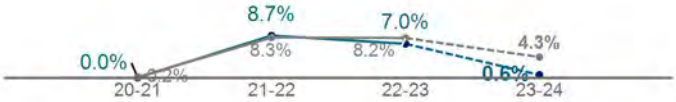
Male
N = 546



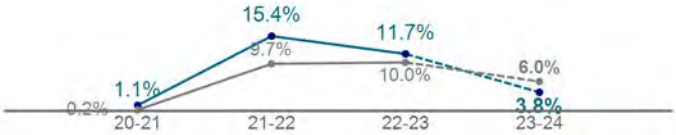
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

Gr. 06
N = 347



Gr. 07
N = 367



Gr. 08
N = 353

N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

i-Ready Math Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023 Grade 6

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	All Students	All	1	350	33 18 32 14 3
			2	349	25 17 35 16 7
			3	340	22 12 32 21 12
	Teacher	Day, J	1	17	94 6
			2	17	94 6
			3	16	94 6
		Moreno, M	1	131	29 15 38 15 2
			2	132	25 12 41 15 7
			3	132	21 11 34 26 8
		Pumilia, R	1	57	30 12 32 21 5
			2	58	16 17 38 14 16
			3	61	15 13 33 21 18
		Shani, J	1	66	29 26 35 9 2
			2	67	19 24 36 19 1
			3	68	22 12 37 25 4
		Shidler, G	1	67	34 21 25 16 3
			2	66	21 20 29 21 9
			3	68	16 15 29 15 25

i-Ready Math Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023 Grade 6

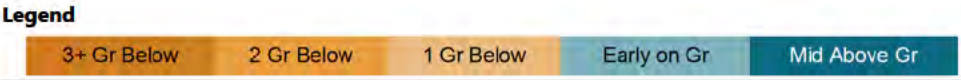
Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Ethnicity	African American	1	54	50	15	31	4	
			2	55	38	18	29	13	2
			3	51	35	12	31	18	4
		Asian	1	29	3	24	28	31	14
			2	31	3	10	42	16	29
			3	30		7	37	23	33
		Hispanic	1	237	34	18	33	13	2
			2	234	26	19	35	15	6
			3	229	22	14	32	22	10
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		White	1	15	20	20	40	13	7
			2	12		25	42	25	8
			3	12		17	25	42	17
		Other	1	14		29	14	14	43
			2	16		19	13	25	38	6
			3	17		12	18	35	12	24
	Gender	Female	1	191	34	19	31	14	3
			2	188		24	16	35	19	5
			3	180		20	14	32	22	11
		Male	1	159	33	17	34	14	2
			2	161		26	18	35	12	9
			3	160		24	9	33	21	14
	Special Populations	Low SES	1	345	33	18	32	14	3
			2	343		25	17	35	16	7
			3	334		22	11	32	22	12
		ELL	1	62	66	11	21	2	
			2	65	49	18	29	3	
			3	64		44	17	25	13	2
		RFEP	1	84		12	19	49	17	4
			2	83		8	13	46	27	6
			3	82		5	11	34	34	16

i-Ready Math Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023 Grade 6

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

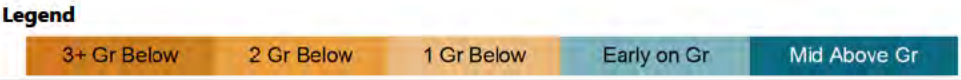
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	Special Populations	EL + RFEP	1	146	35 16 37 10 2
			2	148	26 16 39 16 3
			3	146	22 14 30 25 10
		Special Ed.	1	50	74 14 10 2
			2	52	67 15 13 2
			3	48	60 17 19 2
		Spec Ed. Speech/RSP	1	35	66 17 14 3
			2	36	56 19 19 3 3
			3	33	45 24 24 3 3
		Homeless	1	33	48 15 24 9 3
			2	33	39 21 30 6 3
			3	28	21 25 29 14 11
		GATE/Excel	1	88	1 8 45 35 10
			2	85	1 36 36 26
			3	85	1 25 34 40

i-Ready Math Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023 Grade 7



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	All Students	All	1	312	40 15 32 10 2
			2	289	37 15 30 15 3
			3	311	30 13 31 16 10
	Teacher	Aragon, C	1	10	80 20
			2	12	92 8
			3	12	67 25 8
		Chavez, J	1	140	41 15 33 9 1
			2	151	41 15 30 12 2
			3	154	36 10 36 12 6
		Facundo Lopez, A	1	153	41 12 33 12 3
			2	132	31 14 32 19 4
			3	154	25 14 27 20 14
		Rodriguez, C	1	1	100
			2	1	100
			3	1	100
	Ethnicity	African American	1	56	46 18 30 5
			2	52	40 15 33 10 2
			3	51	39 10 31 16 4
		Asian	1	22	23 5 45 23 5
			2	21	24 19 48 10
			3	22	23 5 14 32 27
		Filipino	1	8	50 13 25 13
			2	8	38 25 25 13
			3	8	25 13 25 38
		Hispanic	1	193	44 16 30 8 2
			2	178	39 16 32 12 2
			3	201	30 16 33 12 8
		White	1	16	25 6 25 31 13
			2	14	36 7 7 29 21
			3	15	20 7 13 33 27
		Other	1	17	12 18 53 12 6
			2	16	19 19 44 19
			3	14	7 50 29 14

i-Ready Math Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023 Grade 7



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	Gender	Female	1	127	40 / 17 / 39 / 5
			2	118	40 / 11 / 36 / 14
			3	127	33 / 15 / 30 / 16 / 6
		Male	1	184	40 / 14 / 28 / 14 / 4
			2	170	35 / 16 / 27 / 16 / 5
			3	183	27 / 11 / 32 / 17 / 13
		Nonbinary	1	1	100
			2	1	100
			3	1	100

i-Ready Math Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023 Grade 7

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	Special Populations	Low SES	1	308	40 15 32 10 2
			2	284	37 15 30 15 3
			3	306	30 13 30 17 10
		ELL	1	43	81 14 5
			2	44	73 18 7 2
			3	49	51 18 29 2
		RFEP	1	96	26 19 38 15 3
			2	83	18 11 51 16 5
			3	95	16 18 36 16 15
		EL + RFEP	1	139	43 17 27 10 2
			2	127	37 13 35 11 3
			3	144	28 18 33 11 10
		Special Ed.	1	39	85 10 5
			2	39	72 18 10
			3	45	62 22 13 2
		Spec Ed. Speech/RSP	1	26	85 8 8
			2	23	57 26 17
			3	29	59 21 21
		Foster	1	3	67 33
			2	5	80 20
			3	5	60 20 20
		Homeless	1	21	48 19 29 5
			2	21	57 10 14 19
			3	21	38 5 43 10 5
		GATE/Excel	1	64	53 36 11
			2	63	3 6 33 44 13
			3	64	27 36 38

i-Ready Math Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023 Grade 8

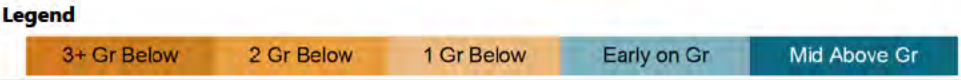
Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	All Students	All	1	274	49 16 22 9 4
			2	268	43 13 27 11 6
			3	279	38 14 27 13 9
	Teacher	Cloonan, J	1	13	100
			2	13	100
			3	12	100
		Rodriguez, C	1	131	47 19 23 8 2
			2	129	43 12 32 10 4
			3	136	40 13 29 13 5
		Verduzco, R	1	126	44 17 22 12 6
			2	125	37 16 26 13 9
			3	135	33 16 25 13 13
	Ethnicity	African American	1	40	73 13 13 3
			2	36	58 11 25 3 3
			3	34	62 9 21 6 3
		American Indian	1	1	100
			2	1	100
			3	1	100
		Asian	1	18	22 22 22 22 11
			2	16	25 19 19 13 25
			3	18	11 11 39 11 28
		Filipino	1	3	67 33
			2	2	50 50
			3	2	50 50
		Hispanic	1	195	46 18 22 11 4
			2	194	41 13 29 12 5
			3	206	36 15 25 15 9
		White	1	10	50 50
			2	10	40 40 20
			3	10	30 10 50 10
		Other	1	7	71 14 14
			2	9	78 11 11
			3	8	38 25 38

i-Ready Math Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023 Grade 8

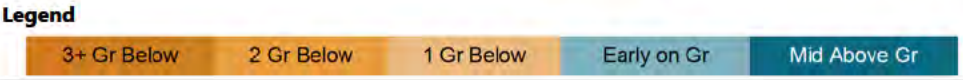
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	Gender	Female	1	121	50 17 22 10 2
			2	114	43 17 25 9 6
			3	129	39 16 26 12 8
		Male	1	151	48 16 21 9 5
			2	153	43 10 29 12 6
			3	149	36 13 28 13 10
		Nonbinary	1	2	50 50
			2	1	100
			3	1	100
	Special Populations	Low SES	1	270	49 17 21 10 4
			2	259	42 13 27 11 6
			3	274	37 14 26 13 9
		ELL	1	49	88 4 8
			2	46	78 7 13 2
			3	47	74 13 13
		RFEP	1	95	26 29 26 14 4
			2	91	22 16 35 19 8
			3	101	19 17 31 21 13
		EL + RFEP	1	144	47 21 20 9 3
			2	137	41 13 28 13 5
			3	148	36 16 25 14 9
		Special Ed.	1	43	95 2 2
			2	42	93 2 2 2
			3	38	87 5 3 3
		Spec Ed. Speech/RSP	1	19	100
			2	18	94 6
			3	16	88 13
		Foster	1	1	100
			2	2	50 50
			3	2	50 50
		Homeless	1	17	65 12 18 6
			2	16	56 13 25 6
			3	18	61 11 22 6
		GATE/Excel	1	80	9 18 36 28 10
			2	78	12 9 38 27 14
			3	79	6 3 32 33 27

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023 Grade 6



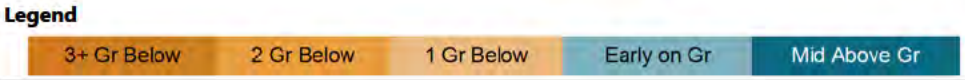
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	All Students	All	1	310	39 / 15 / 27 / 8 / 11
			2	333	33 / 16 / 25 / 12 / 14
			3	333	26 / 14 / 24 / 14 / 22
	Teacher	Corona, M	1	2	100
			2	2	50 / 50
			3	2	50 / 50
		Crocket, K	1	16	100
			2	16	100
			3	16	94 / 6
		McCabe, S	1	145	37 / 18 / 26 / 6 / 13
			2	159	33 / 15 / 26 / 11 / 15
			3	162	28 / 17 / 22 / 10 / 23
		OROZCO TORRES, L	1	95	39 / 18 / 24 / 8 / 11
			2	99	35 / 17 / 23 / 13 / 11
			3	100	23 / 12 / 27 / 17 / 21
		Sanchez-Barba, C	1	66	35 / 15 / 30 / 14 / 6
			2	67	21 / 16 / 30 / 16 / 16
			3	67	21 / 12 / 25 / 21 / 21

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023 Grade 6



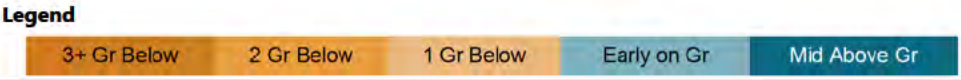
Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Ethnicity	African American	1	49	53	22	14	4	6
			2	52	40	23	21	10	6
			3	51	27	16	35	10	12
		Asian	1	27	15	11	41	19	15
			2	31	13	6	39	19	23
			3	31	13	10	19	13	45
		Hispanic	1	205	40	16	28	7	10
			2	221	34	17	25	12	12
			3	225	28	16	22	15	18
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		White	1	14	36	14	21	29	
			2	12	42	25	33		
			3	10	20	30	50		
		Other	1	14	21	43	7	29	
			2	16	31	6	6	19	38
			3	15	20	20	13	47	
	Gender	Female	1	167	32	16	31	8	13
			2	178	28	16	28	13	15
			3	178	22	13	28	15	22
		Male	1	143	46	15	22	8	9
			2	155	39	15	21	12	12
			3	155	32	15	20	12	21
	Special Populations	Low SES	1	305	39	15	27	8	11
			2	328	33	16	25	12	14
			3	328	26	14	24	13	22
		ELL	1	56	80		2	18	
			2	62	63		23	15	
			3	62	56		21	15	5 3
		RFEP	1	76	16	21	39	12	12
			2	80	10	14	38	23	16
			3	82	10	15	27	23	26

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023 Grade 6



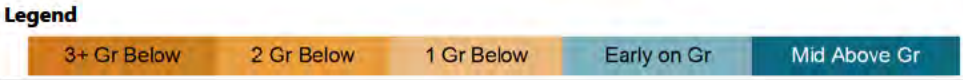
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	Special Populations	EL + RFEP	1	132	43 13 30 7 7
			2	142	33 18 27 13 9
			3	144	30 17 22 15 16
		Special Ed.	1	49	78 8 8 4 2
			2	49	73 6 10 6 4
			3	45	56 16 16 4 9
		Spec Ed. Speech/RSP	1	33	67 12 12 6 3
			2	33	61 9 15 9 6
			3	31	39 19 23 6 13
		Homeless	1	28	50 11 32 4 4
			2	29	41 21 21 17
			3	30	43 7 23 17 10
		GATE/Excel	1	85	5 11 34 14 36
			2	82	6 9 18 23 44
			3	84	5 7 21 11 56

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023 Grade 7



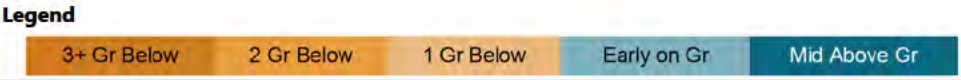
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	All Students	All	1	299	44 10 17 17 11
			2	308	38 10 20 18 14
			3	308	28 7 18 22 26
	Teacher	Corona, M	1	13	92 8
			2	17	76 18 6
			3	17	71 6 12 6 6
		Gesuden, L	1	141	38 12 20 21 9
			2	155	37 12 20 21 10
			3	156	32 6 17 20 25
		Pina, C	1	150	47 9 17 14 13
			2	149	37 11 18 17 17
			3	150	23 8 19 23 27
		Ramos, M	1	14	100
			2	15	93 7
			3	15	93 7
	Ethnicity	African American	1	55	55 11 13 13 9
			2	52	40 6 29 17 8
			3	51	29 10 18 25 18
		Asian	1	20	15 10 10 35 30
			2	22	18 18 23 41
			3	22	9 14 5 23 50
		Filipino	1	7	29 14 29 29
			2	7	14 29 29 14 14
			3	8	13 25 25 38
		Hispanic	1	188	48 10 19 13 9
			2	194	43 12 18 16 10
			3	197	32 6 18 20 23
		White	1	14	14 21 43 21
			2	18	22 6 11 22 39
			3	16	19 6 19 56
		Other	1	15	27 20 13 27 13
			2	15	27 13 20 33 7
			3	14	7 7 43 29 14

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023 Grade 7



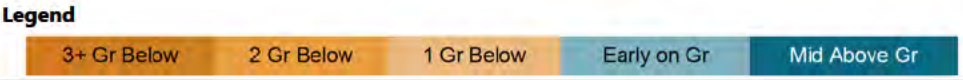
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	Gender	Female	1	131	47 / 10 / 22 / 15 / 7
			2	123	38 / 14 / 19 / 24 / 6
			3	125	27 / 8 / 18 / 26 / 20
		Male	1	167	43 / 11 / 13 / 19 / 14
			2	184	39 / 8 / 20 / 14 / 19
			3	182	28 / 6 / 18 / 19 / 30
		Nonbinary	1	1	100
			2	1	100
			3	1	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023 Grade 7



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	Special Populations	Low SES	1	293	44 11 17 17 11
			2	304	38 11 20 18 13
			3	303	28 7 18 22 26
		ELL	1	38	87 5 8
			2	45	69 16 11 4
			3	46	65 7 20 4 4
		RFEP	1	94	35 13 22 16 14
			2	92	27 13 22 23 15
			3	94	14 5 21 29 31
		EL + RFEP	1	132	50 11 18 11 10
			2	137	41 14 18 17 10
			3	140	31 6 21 21 22
		Special Ed.	1	36	83 6 8 3
			2	43	77 2 9 9 2
			3	45	69 9 4 9 9
		Spec Ed. Speech/RSP	1	21	76 5 14 5
			2	28	71 4 11 11 4
			3	29	59 10 7 10 14
		Foster	1	4	100
			2	5	80 20
			3	5	80 20
		Homeless	1	21	33 5 33 19 10
			2	21	48 33 10 10
			3	22	27 5 27 23 18
		GATE/Excel	1	62	6 15 42 37
			2	65	3 3 29 23 42
			3	65	2 9 28 62

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023 Grade 8



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	All Students	All	1	290	46 8 23 13 11
			2	291	35 12 24 12 17
			3	266	34 6 21 20 19
	Teacher	Arevalos, A	1	14	93 7
			2	14	93 7
			3	14	86 14
		Bigornia, J	1	139	42 10 24 11 14
			2	140	31 14 25 12 18
			3	141	38 6 21 22 13
		Gaschen, J	1	136	45 6 24 16 10
			2	137	34 11 24 14 18
			3	130	30 7 21 18 25
	Ethnicity	African American	1	41	61 5 22 7 5
			2	40	43 20 20 13 5
			3	38	42 11 18 21 8
		American Indian	1	1	100
			2	1	100
			3	1	100
		Asian	1	18	39 6 22 22 11
			2	18	22 11 28 11 28
			3	17	35 6 6 29 24
		Filipino	1	3	33 33 33
			2	2	100
			3	2	50 50
		Hispanic	1	209	45 8 22 14 11
			2	211	36 9 26 12 17
			3	191	34 5 21 19 21
		White	1	9	22 11 33 33
			2	10	10 20 10 10 50
			3	9	11 11 22 33 22
		Other	1	9	33 22 33 11
			2	9	11 33 33 22
			3	8	13 13 63 13

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023 Grade 8

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	Gender	Female	1	129	43 9 25 12 11
			2	132	35 9 26 15 15
			3	122	34 5 23 20 19
		Male	1	159	47 7 21 14 11
			2	157	34 14 23 10 18
			3	142	34 8 19 20 20
		Nonbinary	1	2	50 50
			2	2	50 50
			3	2	50 50
	Special Populations	Low SES	1	283	45 8 23 13 11
			2	283	34 12 24 13 17
			3	260	33 7 21 20 20
		ELL	1	51	92 4 2 2
			2	51	78 16 4 2
			3	42	81 5 5 7 2
		RFEP	1	101	31 11 30 19 10
			2	100	20 12 34 16 18
			3	92	22 5 24 25 24
		EL + RFEP	1	152	51 9 20 13 7
			2	151	40 13 24 11 12
			3	134	40 5 18 19 17
		Special Ed.	1	42	90 2 2 5
			2	42	76 12 7 2
			3	38	74 5 18 3
		Spec Ed. Speech/RSP	1	19	95 5
			2	19	84 5 5 5
			3	16	69 6 25
		Foster	1	1	100
			2	2	50 50
			3	1	100
		Homeless	1	18	61 33 6
			2	19	37 16 37 11
			3	14	50 21 21 7
		GATE/Excel	1	83	10 10 25 27 29
			2	81	5 10 23 20 42
			3	76	7 4 18 26 45

i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade

Report Name:District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218

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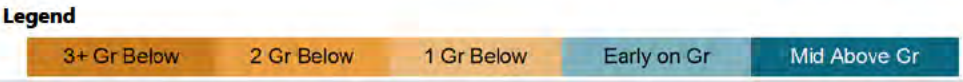
i-Ready Math Overall Relative Placement
School Data by Subgroup
Jefferson 2022-2023



Category		Diagnostic Window	# Students	Percent by Category
All Students	954	3	954	30 13 30 17 10
Grade	Gr. 06	3	347	23 12 32 21 12
	Gr. 07	3	323	31 13 31 16 10
	Gr. 08	3	284	39 14 26 13 9
Ethnicity	African American	3	142	45 10 28 13 4
	Asian	3	71	13 4 30 24 30
	Hispanic	3	649	31 15 29 16 9
	White	3	39	23 5 28 28 15
	Other	3	41	15 15 41 15 15
Gender	Female	3	446	30 15 29 17 9
	Male	3	506	30 11 30 17 12
Special Populations	Low SES	3	937	30 13 29 17 10
	ELL	3	165	56 16 22 5
	RFEP	3	278	14 15 33 23 14
	EL + RFEP	3	443	30 16 29 16 9
	Special Ed.	3	131	69 15 12 2
	Spec Ed. Speech/RSP	3	79	61 19 18 1
	Homeless	3	65	37 15 31 9 8
	GATE/Excel	3	230	3 1 27 34 34

The percentages may not equal 100% due to rounding.

Submit Feedback

i-Ready Reading Overall Relative Placement School Data by Subgroup Jefferson 2022-2023

Category		Diagnostic Window	# Students	Percent by Category
All Students	957	3	957	32 9 20 18 21
Grade	Gr. 06	3	347	28 14 23 14 21
	Gr. 07	3	323	30 7 17 21 25
	Gr. 08	3	287	37 6 20 19 18
Ethnicity	African American	3	146	35 12 23 18 12
	Asian	3	71	18 10 11 20 41
	Hispanic	3	647	34 10 20 17 20
	White	3	40	23 3 18 18 40
	Other	3	41	17 7 34 17 24
Gender	Female	3	446	29 9 23 19 20
	Male	3	508	33 9 18 16 23
Special Populations	Low SES	3	940	31 9 20 18 21
	ELL	3	164	69 11 12 5 3
	RFEP	3	278	17 9 23 25 26
	EL + RFEP	3	442	36 10 19 18 17
	Special Ed.	3	131	68 10 11 5 6
	Spec Ed. Speech/RSP	3	77	56 13 16 6 9
	Homeless	3	64	42 5 23 17 13
	GATE/Excel	3	231	6 4 17 21 52

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

Run date: 2/23/2024

Feb 23, 2024

ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Jefferson

Site Level Overall Performance Level Summary

15%	31%	38%	16%
Beginning Stage	Somewhat Developed	Moderately Developed	Well Developed

Site Level Domain Performance Level Summary

Listening			Speaking			Reading			Writing		
17% Beg.	69% Some/Mod.	14% Well Dev.	7% Beg.	27% Some/Mod.	66% Well Dev.	46% Beg.	45% Some/Mod.	9% Well Dev.	13% Beg.	77% Some/Mod.	11% Well Dev.

Grade Level Performance Summary (Overall and by Domain)

	Overall Development				Listening			Speaking			Reading			Writing		
Grade	Beg.	Some.	Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well
06	12%	32%	36%	21%	11%	70%	19%	11%	18%	71%	32%	56%	12%	16%	74%	10%
07	19%	27%	44%	10%	15%	73%	13%	4%	33%	63%	60%	35%	4%	8%	79%	13%
08	14%	32%	38%	16%	26%	65%	9%	4%	32%	64%	51%	41%	9%	12%	78%	10%

Reclassifcation Criteria

ELPAC Results (CDE Site)

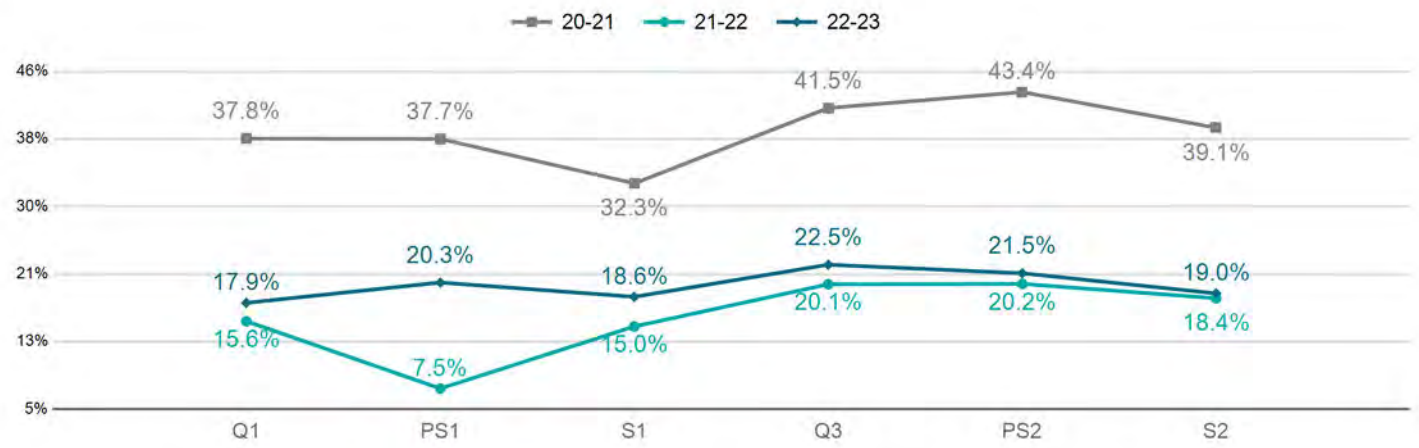
Submit Feedback

Jefferson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: All Students



Graphs for subgroups on following pages.

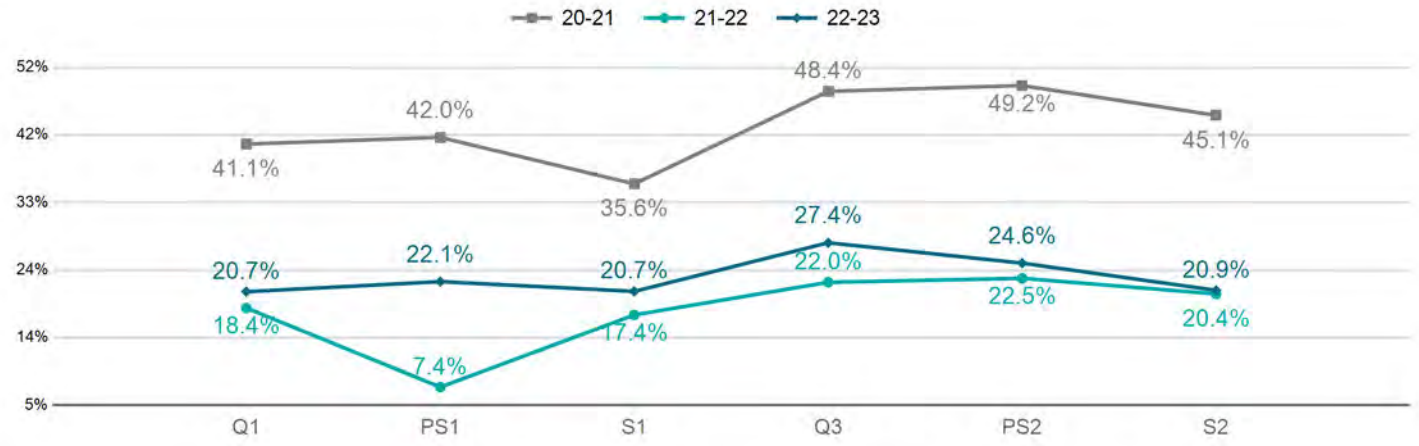
Submit Feedback

Jefferson D/F Rate - 3 year Comparison

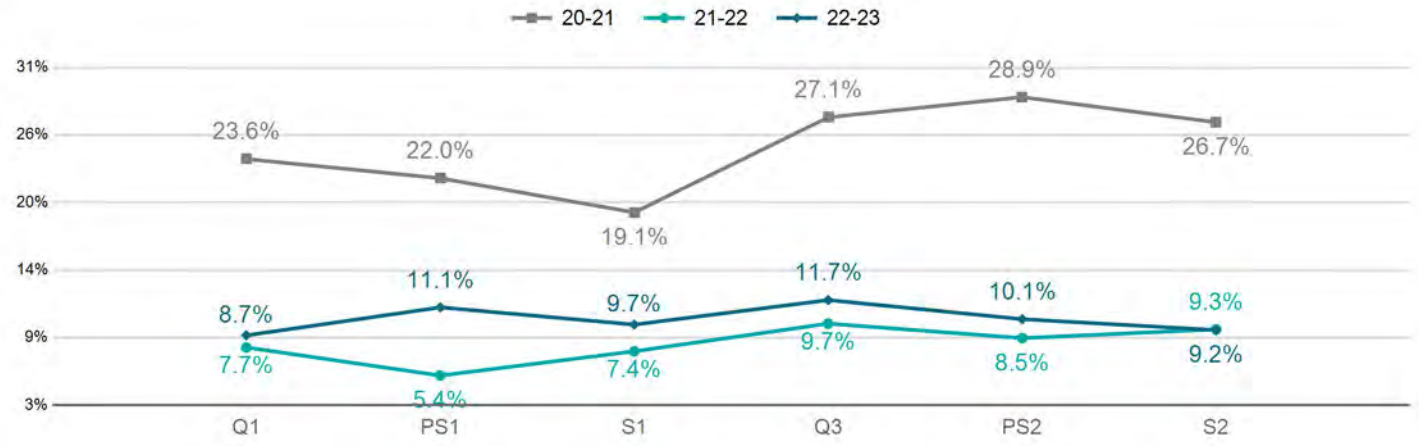
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

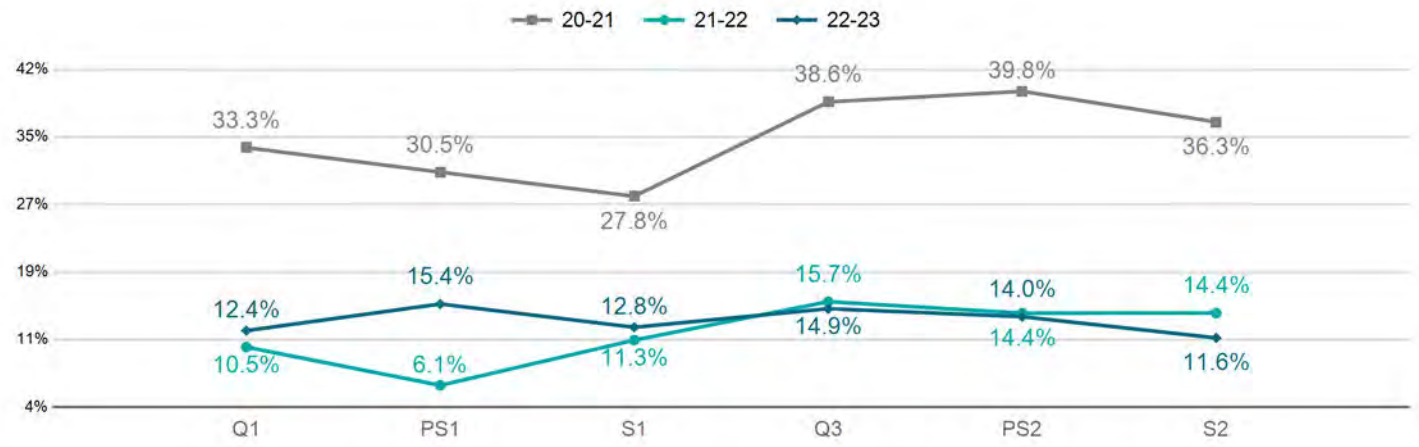
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: Asian



Category: Ethnicity - Subgroup: Cambodian



Submit Feedback

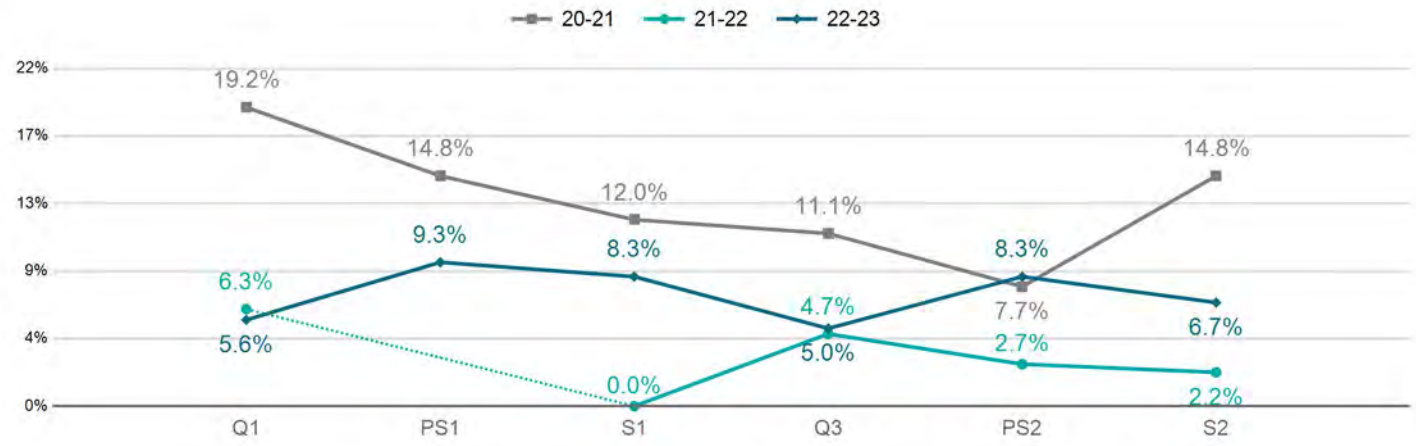
Jefferson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

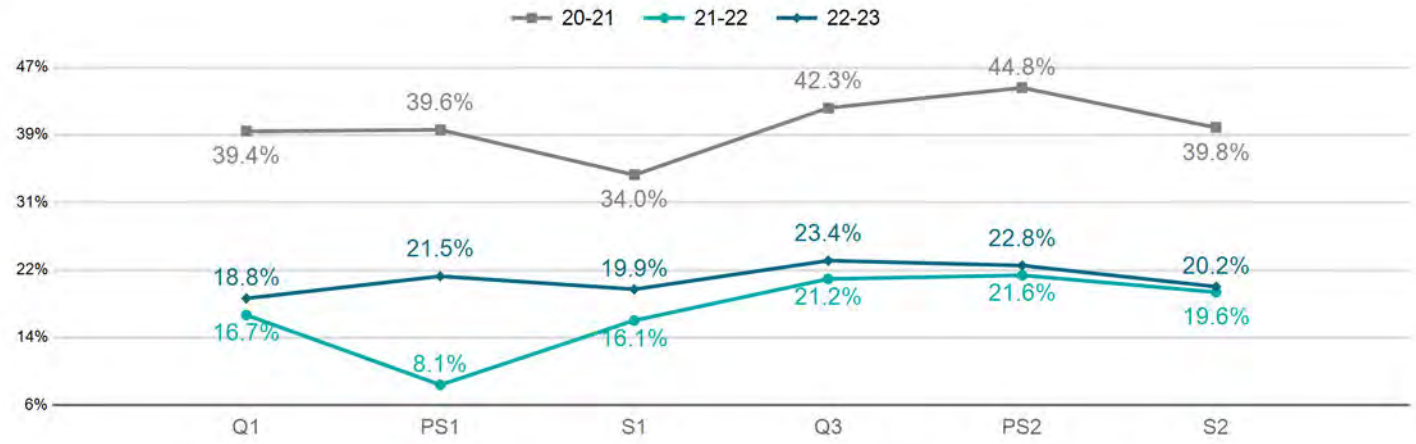
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino



Category: Ethnicity - Subgroup: Hispanic



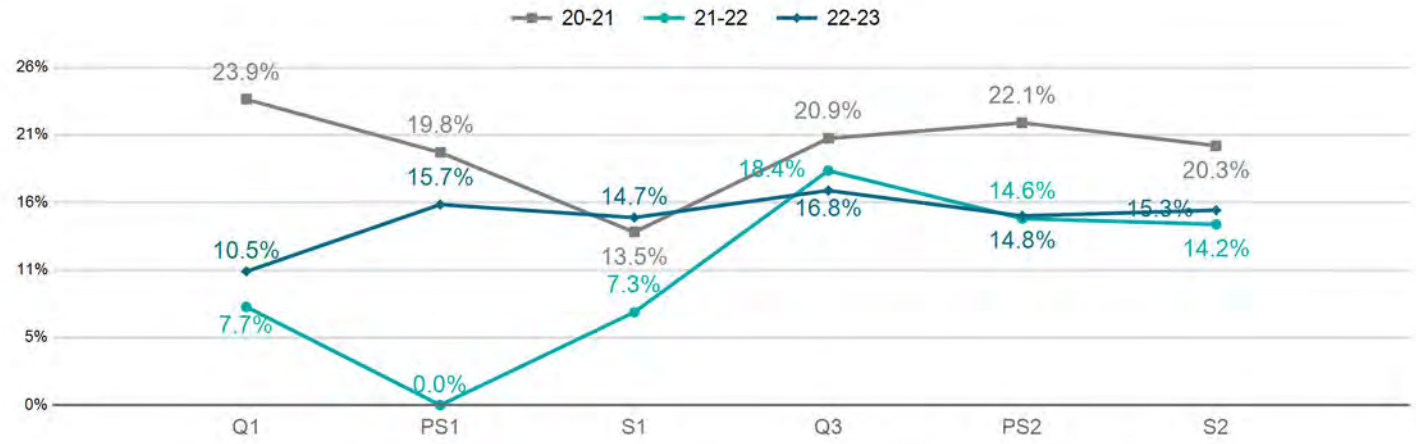
Category: Ethnicity - Subgroup: White

Submit Feedback

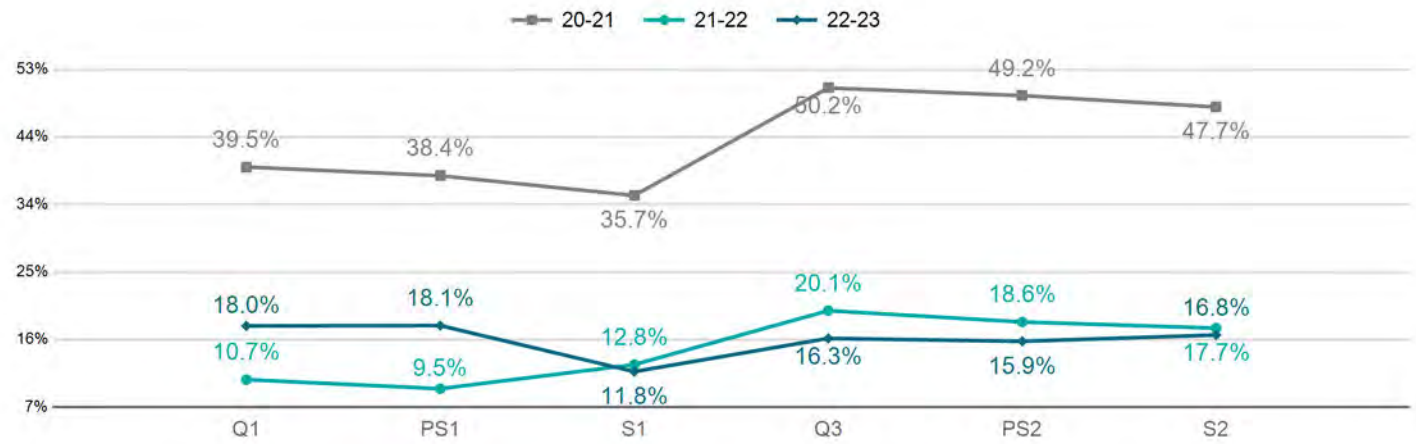
Jefferson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: Other



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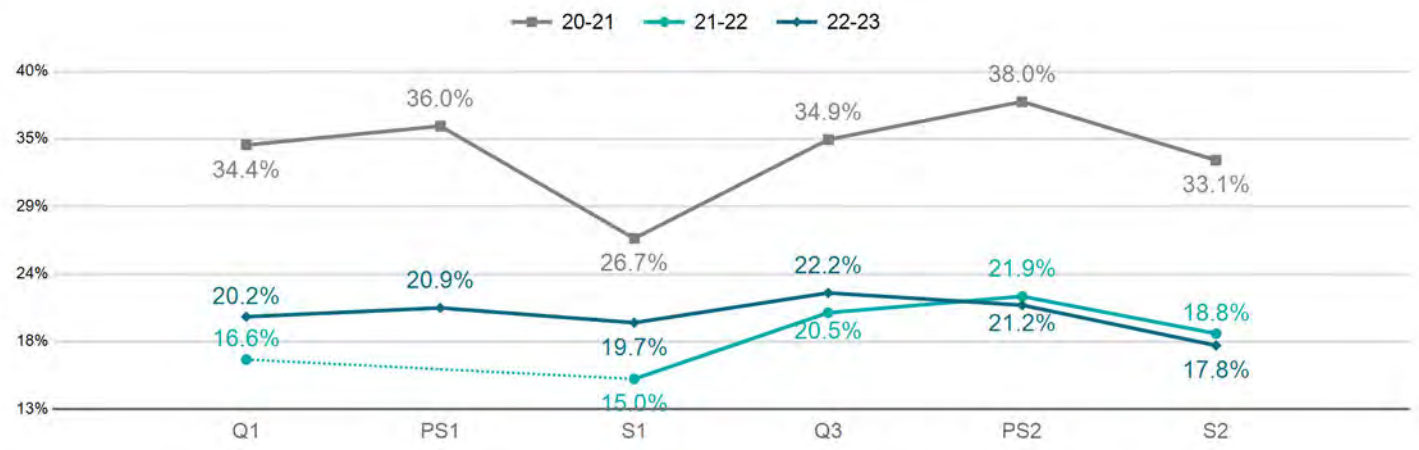
Jefferson D/F Rate - 3 year Comparison

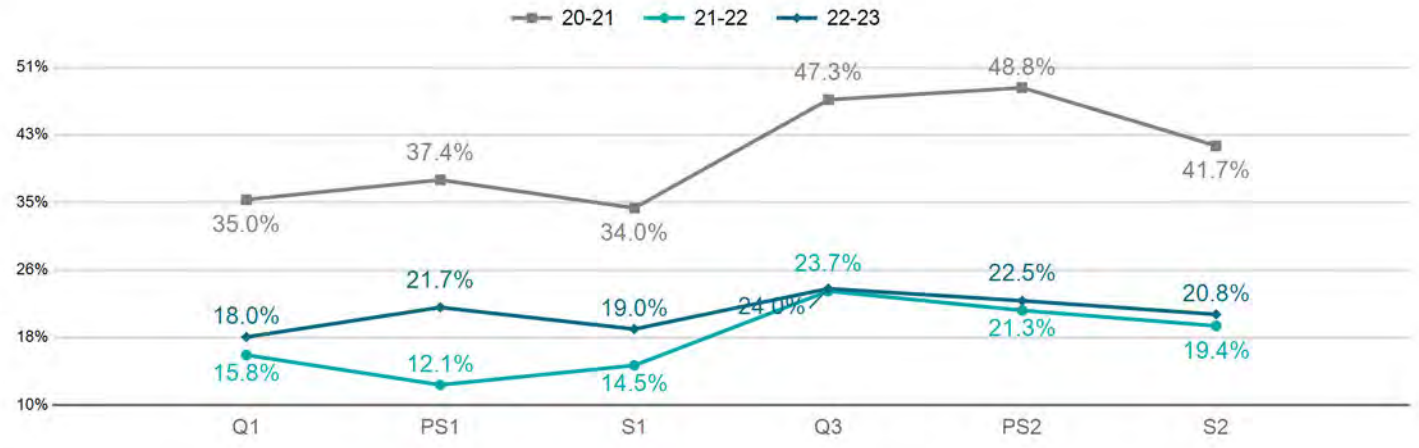
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

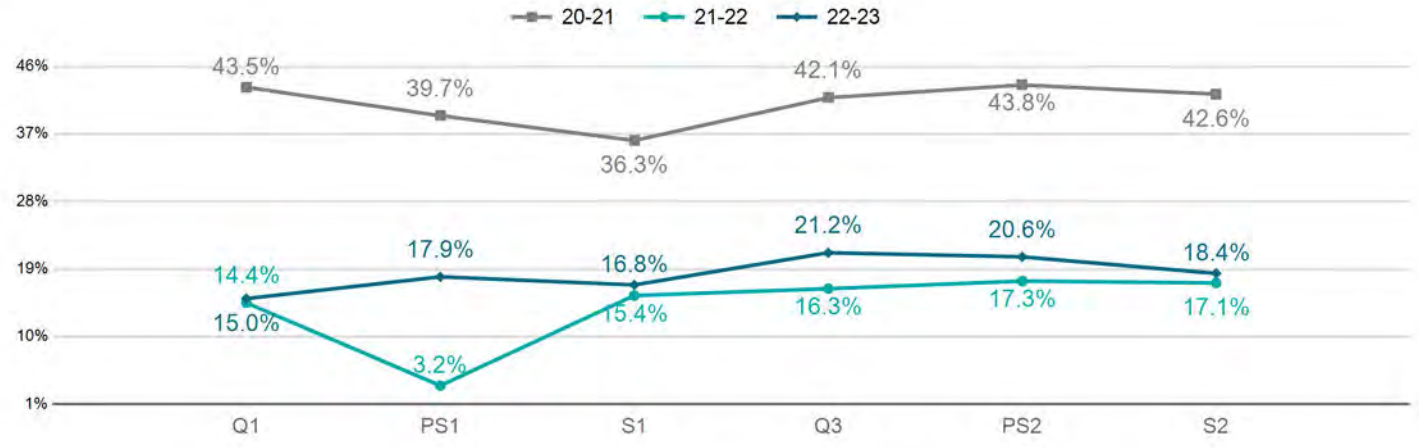
Category: Grade - Subgroup: Gr. 06



Category: Grade - Subgroup: Gr. 07



Category: Grade - Subgroup: Gr. 08



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Jefferson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

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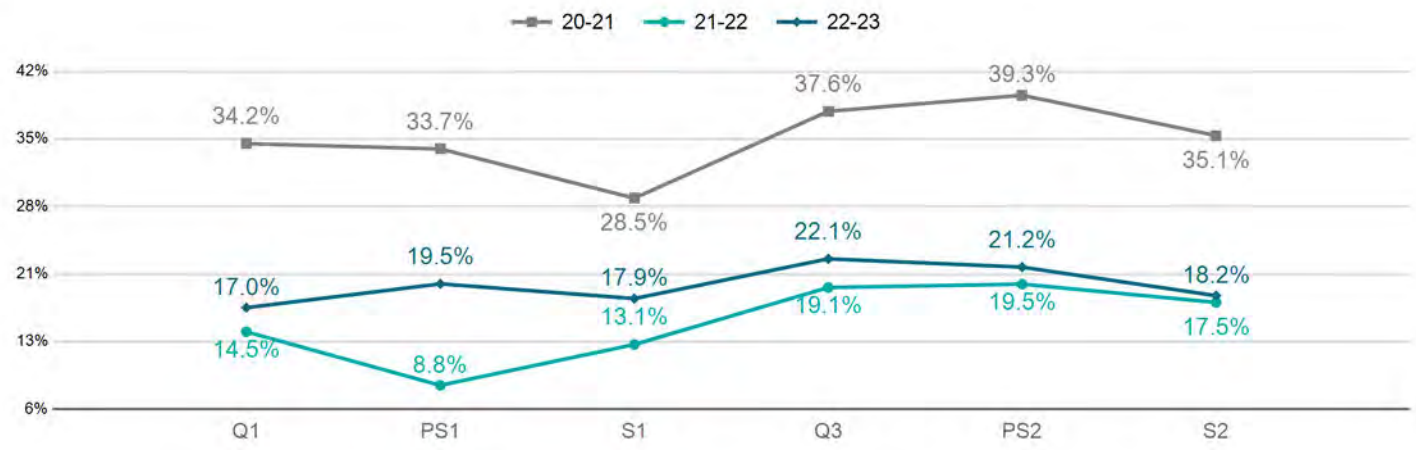
Jefferson D/F Rate - 3 year Comparison

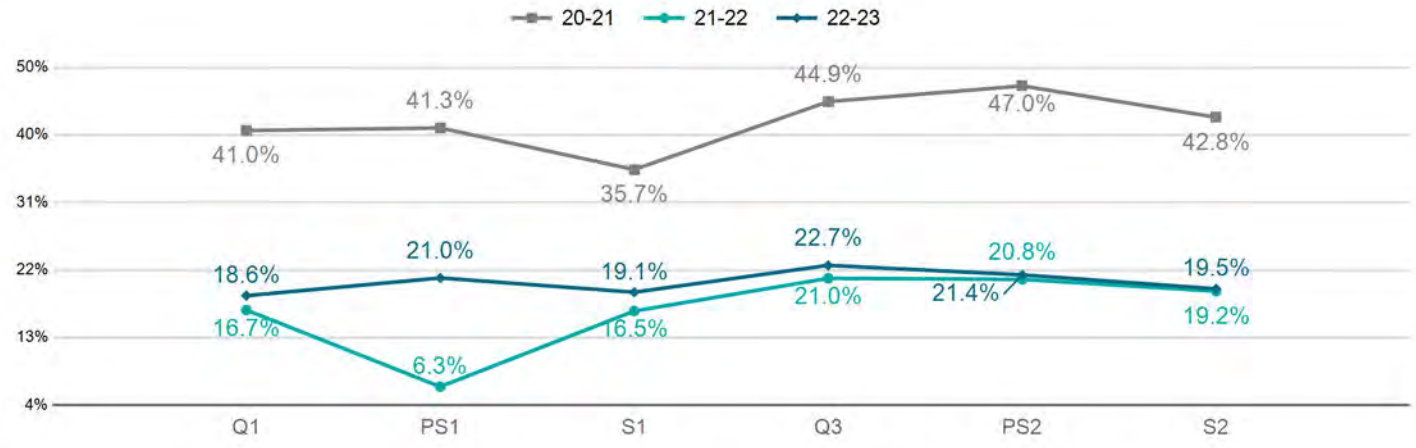
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

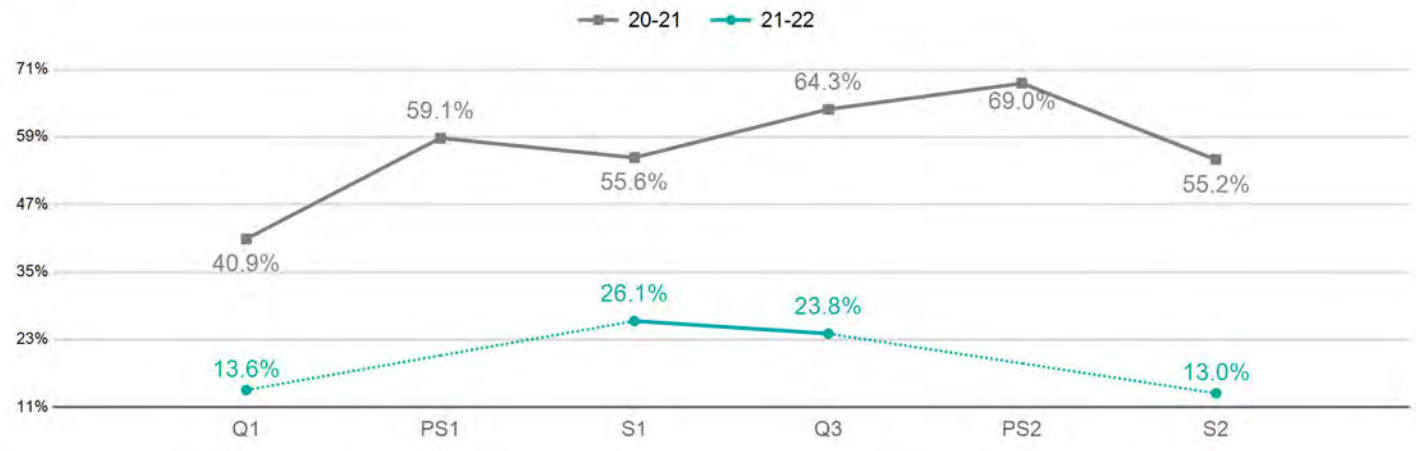
Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male



Category: Gender - Subgroup: Nonbinary



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Jefferson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

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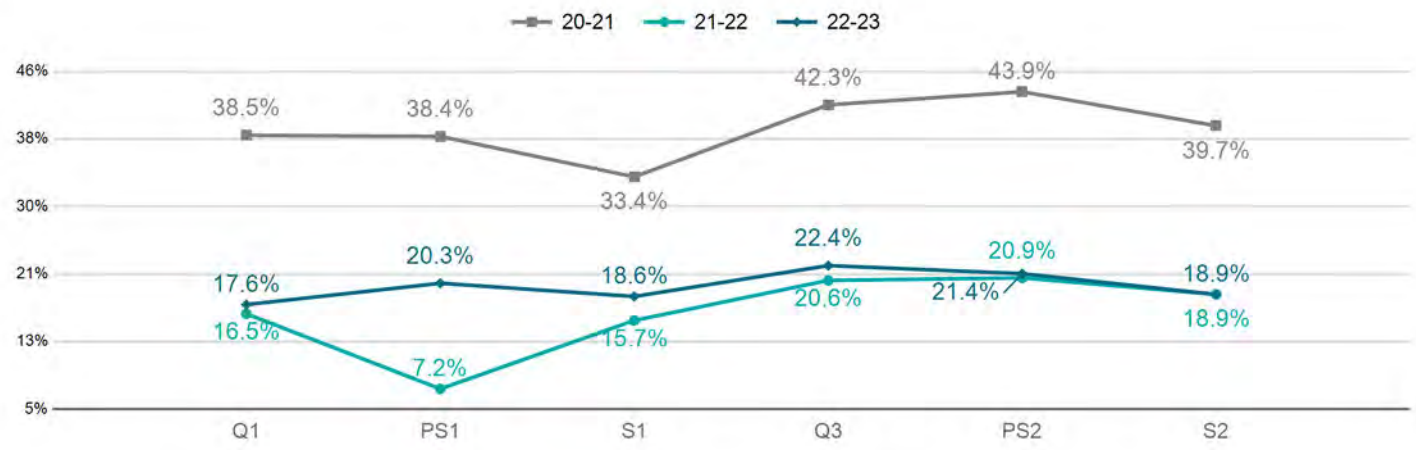
Jefferson D/F Rate - 3 year Comparison

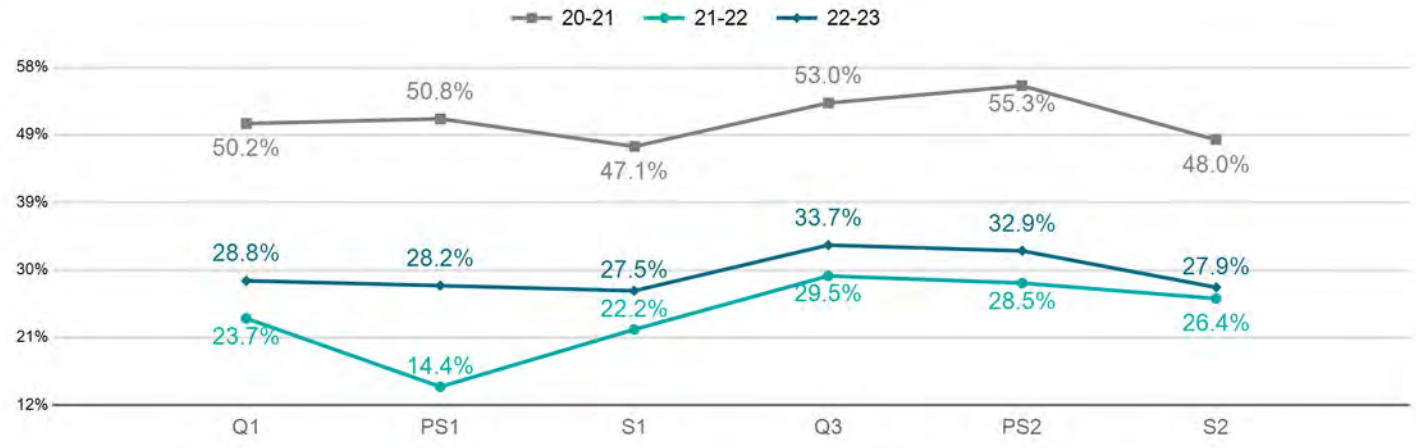
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

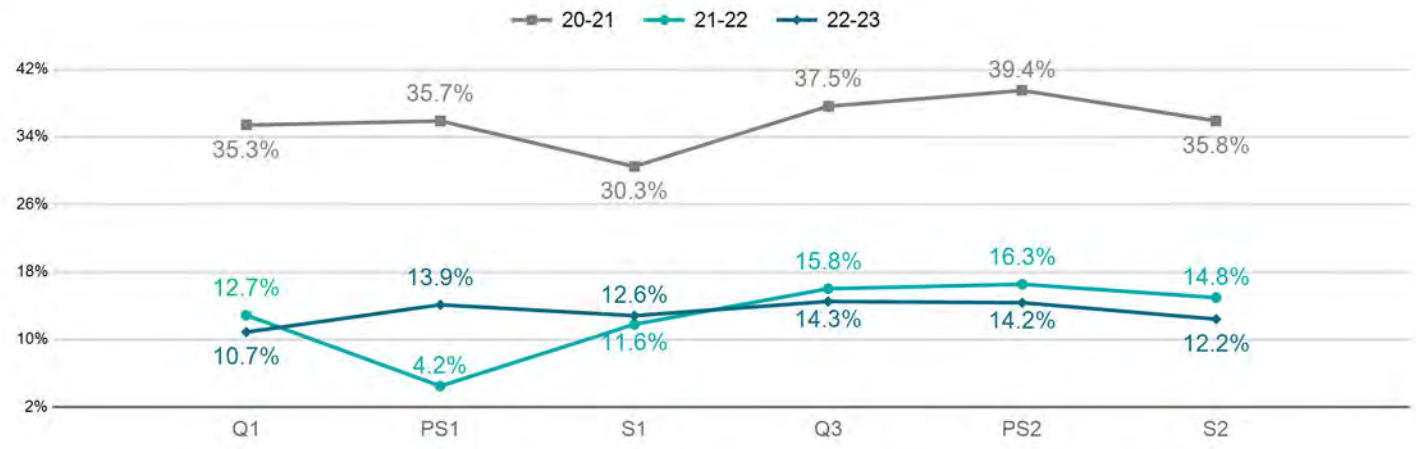
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP



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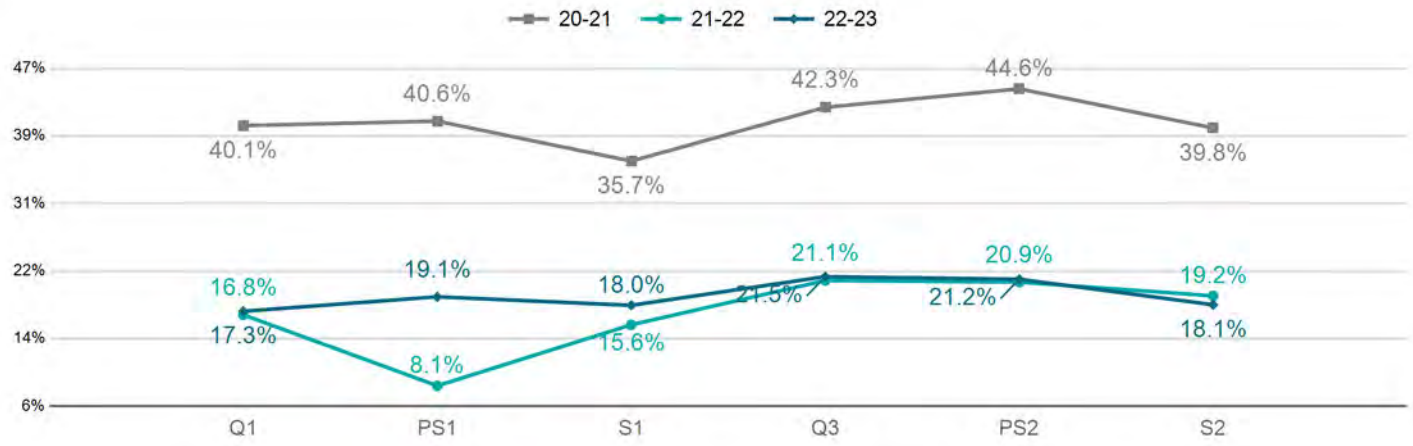
Jefferson D/F Rate - 3 year Comparison

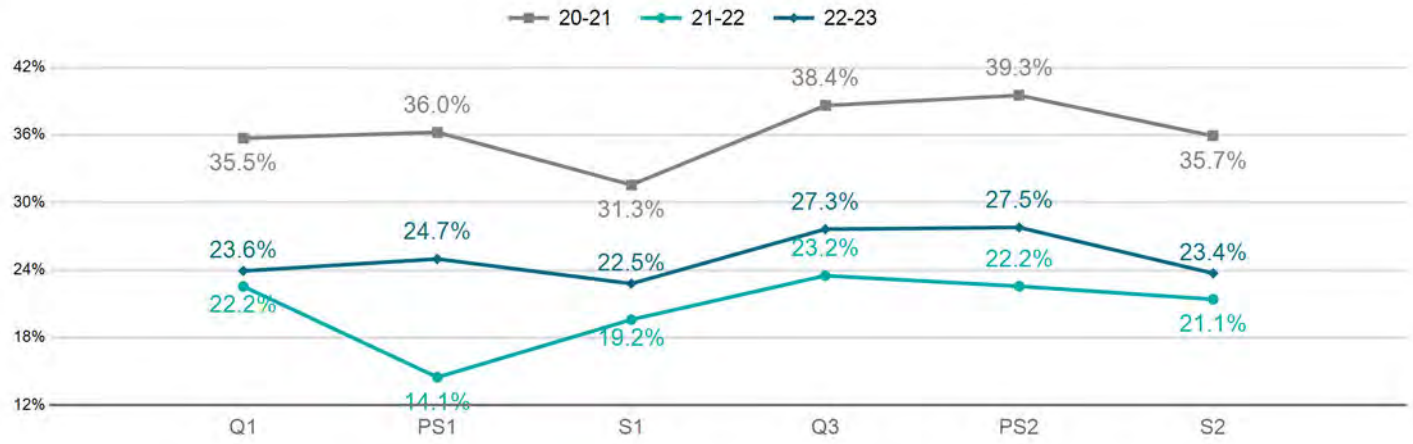
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.



Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

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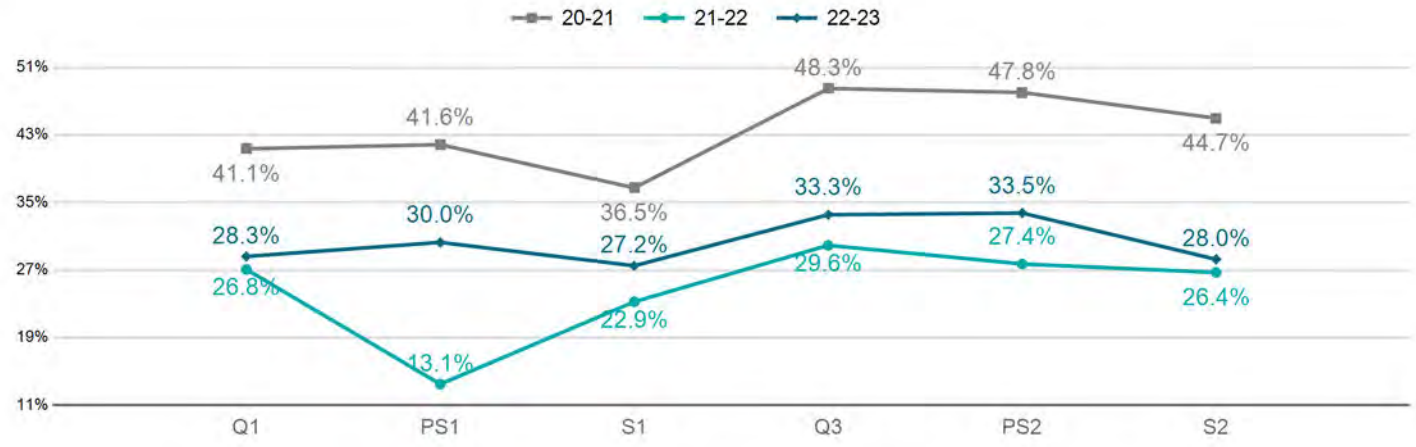
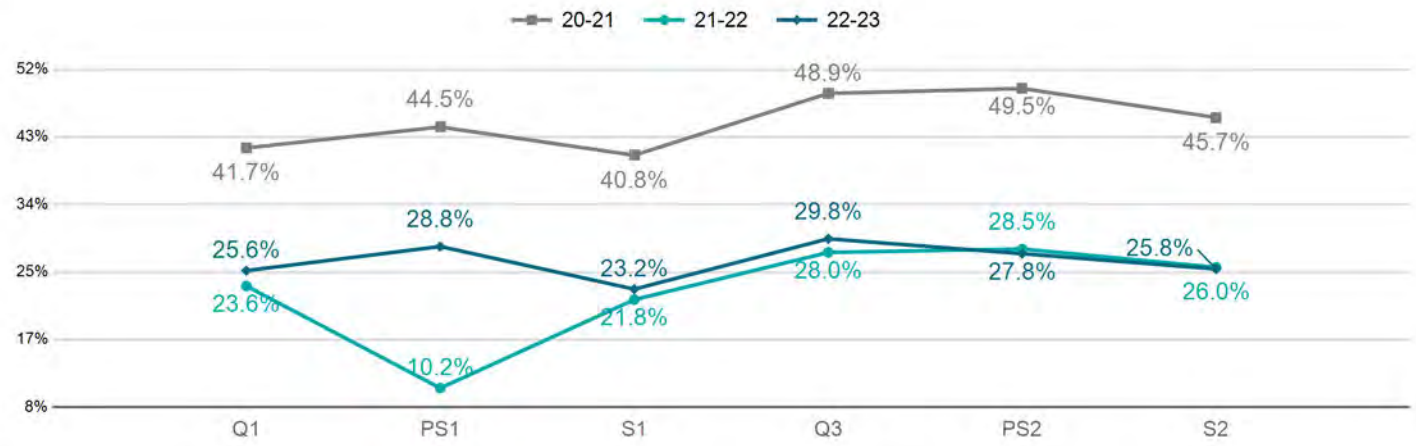
Jefferson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

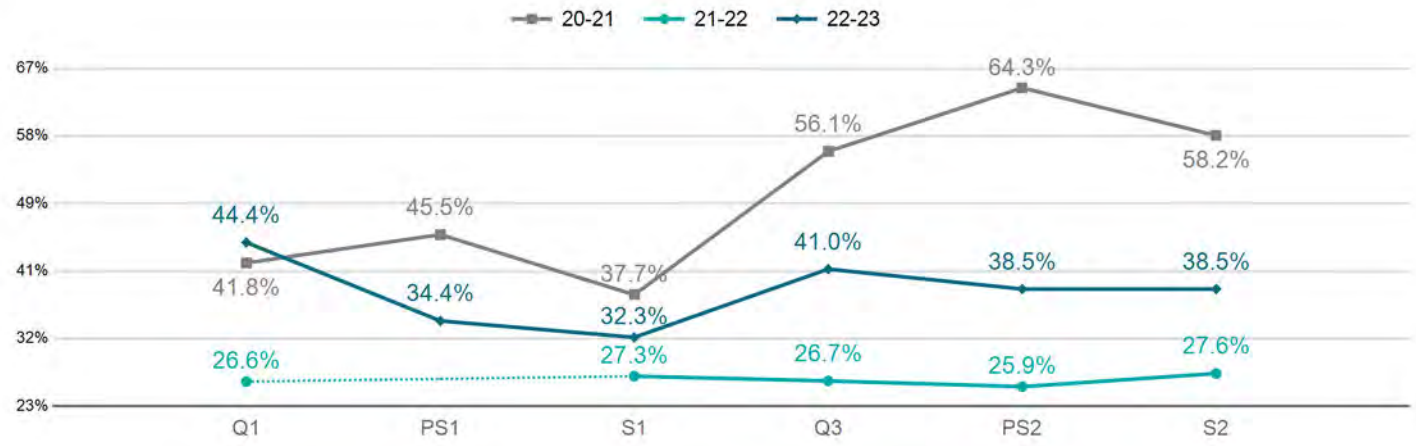
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster



Category: Special Populations - Subgroup: Homeless

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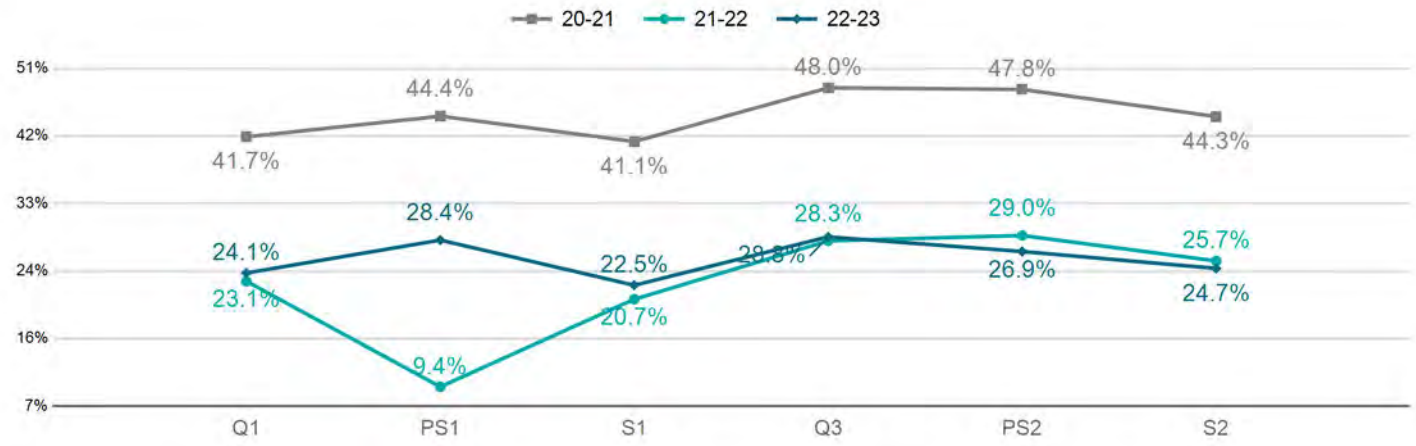
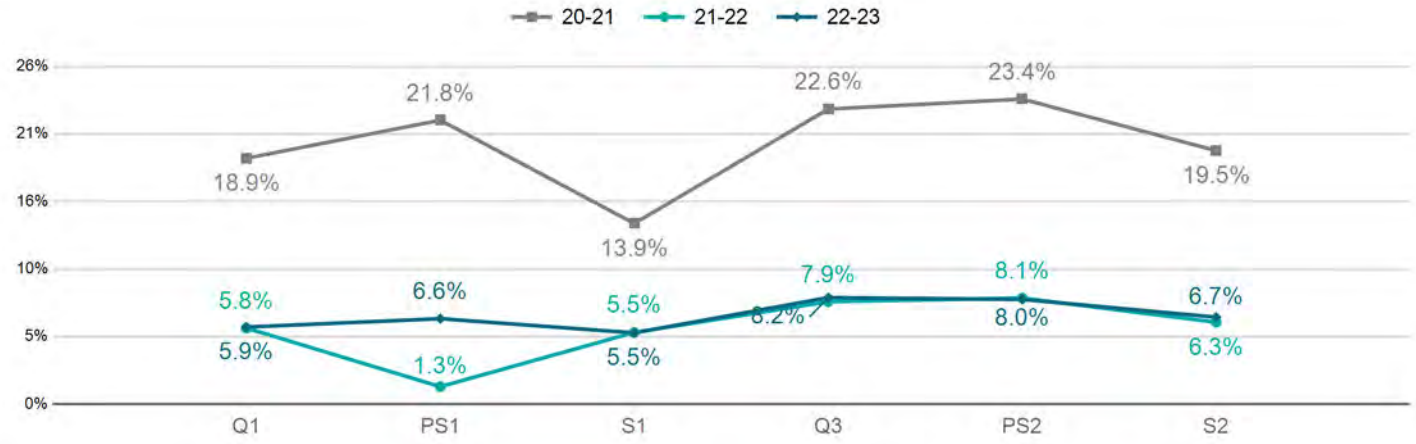
Jefferson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: GATE/Excel



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Grade Distribution - Jefferson
2022-2023 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	5,897	5,897	8 11 23 24 34	18.9%	81.1%
Grade	Gr. 06	2,094	6 12 26 23 33	17.8%	82.2%
	Gr. 07	1,991	8 13 25 25 29	20.8%	79.2%
	Gr. 08	1,812	10 9 18 23 40	18.2%	81.8%
Ethnicity	African American	892	7 13 29 28 23	20.9%	79.1%
	American Indian	6	50 50	0.0%	100.0%
	Asian	435	3 6 15 19 57	9.2%	90.8%
	Cambodian	329	4 8 16 20 53	11.6%	88.4%
	Filipino	60	3 3 15 22 57	6.7%	93.3%
	Hispanic	3,987	8 12 23 23 33	20.2%	79.8%
	Pacific Islander	6	33 17 17 33	33.3%	66.7%
	White	249	7 8 19 23 42	15.3%	84.7%
	Other	262	9 8 16 26 41	16.4%	83.6%
Gender	Female	2,762	8 10 22 25 34	18.1%	81.9%
	Male	3,117	7 12 23 23 34	19.5%	80.5%
	Nonbinary	18	28 17 22 11 22	44.4%	55.6%
Special Populations	Low SES	5,780	8 11 23 24 34	18.8%	81.2%
	ELL	1,017	12 15 28 22 21	27.6%	72.4%
	RFEP	1,697	5 7 20 24 44	12.2%	87.8%
	EL + RFEP	2,714	8 10 23 23 36	18.0%	82.0%
	Special Ed.	821	10 14 27 26 23	23.4%	76.6%
	Spec Ed. Speech/RSP	490	13 14 29 23 19	28.0%	72.0%
	Homeless/Foster	488	11 14 23 22 27	25.2%	74.8%
	Foster	39	26 13 8 33 21	38.5%	61.5%
	Homeless	449	10 14 25 21 28	24.1%	75.9%
	GATE/Excel	1,409	3 4 11 20 62	6.7%	93.3%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/23/2024

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Grade Distribution - Jefferson
2022-2023 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	5,911	5,911	10 11 22 24 32	21.4%	78.6%
Grade	Gr. 06	2,104	9 12 22 26 30	21.2%	78.8%
	Gr. 07	1,998	10 13 26 24 28	22.5%	77.5%
	Gr. 08	1,809	11 10 18 22 39	20.6%	79.4%
Ethnicity	African American	914	11 13 27 27 21	24.6%	75.4%
	American Indian	6	50 50	50.0%	50.0%
	Asian	435	5 5 13 21 56	10.1%	89.9%
	Cambodian	329	7 7 12 22 51	14.0%	86.0%
	Filipino	60	5 3 12 25 55	8.3%	91.7%
	Hispanic	3,996	10 12 23 23 31	22.8%	77.2%
	Pacific Islander	6	17 17 33 33	33.3%	66.7%
	White	243	8 7 19 26 40	14.8%	85.2%
	Other	251	10 6 17 29 37	15.9%	84.1%
Gender	Female	2,763	10 11 21 25 32	21.2%	78.8%
	Male	3,130	10 12 23 23 32	21.4%	78.6%
	Nonbinary	18	33 22 17 6 22	55.6%	44.4%
Special Populations	Low SES	5,801	10 11 22 24 32	21.4%	78.6%
	ELL	1,028	15 17 25 21 20	32.9%	67.1%
	RFEP	1,695	6 8 20 23 43	14.2%	85.8%
	EL + RFEP	2,723	10 12 22 23 34	21.2%	78.8%
	Special Ed.	822	11 17 25 26 22	27.5%	72.5%
	Spec Ed. Speech/RSP	496	14 19 26 22 19	33.5%	66.5%
	Homeless/Foster	485	15 13 21 26 24	27.8%	72.2%
	Foster	39	23 15 3 46 13	38.5%	61.5%
	Homeless	446	14 13 23 24 25	26.9%	73.1%
	GATE/Excel	1,406	4 4 13 21 58	8.0%	92.0%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/23/2024

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Grade Distribution - Jefferson
2022-2023 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	5,892	5,892	11 12 20 24 33	22.5%	77.5%
Grade	Gr. 06	2,089	10 12 20 27 30	22.2%	77.8%
	Gr. 07	1,994	11 13 24 23 29	24.0%	76.0%
	Gr. 08	1,809	11 10 17 23 39	21.2%	78.8%
Ethnicity	African American	911	13 15 25 26 22	27.4%	72.6%
	American Indian	6	50 17 17 17	50.0%	50.0%
	Asian	435	6 5 11 21 57	11.7%	88.3%
	Cambodian	329	9 6 10 21 54	14.9%	85.1%
	Filipino	60	5 17 18 60	5.0%	95.0%
	Hispanic	3,979	11 13 21 24 31	23.4%	76.6%
	Pacific Islander	6	17 33 17 33	50.0%	50.0%
	White	244	8 9 15 26 42	16.8%	83.2%
	Other	251	10 6 16 30 38	16.3%	83.7%
Gender	Female	2,758	11 11 20 25 33	22.1%	77.9%
	Male	3,116	10 12 21 24 32	22.7%	77.3%
	Nonbinary	18	33 6 39 22	38.9%	61.1%
Special Populations	Low SES	5,786	11 12 20 24 33	22.4%	77.6%
	ELL	1,010	16 18 26 20 20	33.7%	66.3%
	RFEP	1,692	6 8 18 25 43	14.3%	85.7%
	EL + RFEP	2,702	10 12 21 23 34	21.5%	78.5%
	Special Ed.	823	12 15 25 24 24	27.3%	72.7%
	Spec Ed. Speech/RSP	496	16 17 27 21 19	33.3%	66.7%
	Homeless/Foster	480	17 13 18 25 26	29.8%	70.2%
	Foster	39	31 10 5 41 13	41.0%	59.0%
	Homeless	441	16 13 19 24 27	28.8%	71.2%
	GATE/Excel	1,406	4 5 11 23 57	8.2%	91.8%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/23/2024

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Grade Distribution - Jefferson
2022-2023 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	5,878	5,878	7 12 20 27 34	18.6%	81.4%
Grade	Gr. 06	2,112	6 13 21 30 30	19.6%	80.4%
	Gr. 07	1,971	6 13 22 27 32	19.0%	81.0%
	Gr. 08	1,795	8 9 16 25 42	16.8%	83.2%
Ethnicity	African American	908	6 14 26 30 23	20.7%	79.3%
	American Indian	6	17 67 17	0.0%	100.0%
	Asian	435	4 5 16 19 55	9.7%	90.3%
	Cambodian	329	5 7 17 21 50	12.8%	87.2%
	Filipino	60	3 5 3 22 67	8.3%	91.7%
	Hispanic	3,966	7 13 19 28 33	19.9%	80.1%
	Pacific Islander	6	33 17 50	33.3%	66.7%
	White	252	6 9 15 26 45	14.7%	85.3%
	Other	245	6 6 17 28 43	11.8%	88.2%
Gender	Female	2,747	6 12 18 27 36	17.9%	82.1%
	Male	3,113	7 12 21 27 33	19.1%	80.9%
	Nonbinary	18	11 22 22 33 11	33.3%	66.7%
Special Populations	Low SES	5,749	6 12 20 27 34	18.6%	81.4%
	ELL	969	9 18 24 27 22	27.5%	72.5%
	RFEP	1,689	4 9 16 27 45	12.6%	87.4%
	EL + RFEP	2,658	6 12 19 27 36	18.0%	82.0%
	Special Ed.	806	8 15 27 27 23	22.5%	77.5%
	Spec Ed. Speech/RSP	489	9 18 31 23 18	27.2%	72.8%
	Homeless/Foster	479	9 14 23 26 28	23.2%	76.8%
	Foster	31	19 13 13 23 32	32.3%	67.7%
	Homeless	448	8 14 24 26 27	22.5%	77.5%
	GATE/Excel	1,408	2 3 10 26 59	5.5%	94.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/23/2024

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Grade Distribution - Jefferson
2022-2023 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	5,603	5,603	8 12 18 26 36	20.3%	79.7%
Grade	Gr. 06	2,098	8 13 18 28 32	20.9%	79.1%
	Gr. 07	1,898	8 13 19 24 36	21.7%	78.3%
	Gr. 08	1,607	9 9 16 25 42	17.9%	82.1%
Ethnicity	African American	866	8 14 23 31 24	22.1%	77.9%
	American Indian	6	33 33 33	0.0%	100.0%
	Asian	405	4 7 14 19 56	11.1%	88.9%
	Cambodian	311	5 10 13 23 48	15.4%	84.6%
	Filipino	54	6 4 9 24 57	9.3%	90.7%
	Hispanic	3,786	9 13 18 25 36	21.5%	78.5%
	Pacific Islander	6	33 17 33 17	33.3%	66.7%
	White	242	7 9 14 22 48	15.7%	84.3%
	Other	238	7 11 10 32 40	18.1%	81.9%
Gender	Female	2,627	8 12 16 26 39	19.5%	80.5%
	Male	2,960	9 12 19 25 34	21.0%	79.0%
	Nonbinary	16	6 25 19 38 13	31.3%	68.8%
Special Populations	Low SES	5,484	8 12 18 26 36	20.3%	79.7%
	ELL	920	12 16 22 25 25	28.2%	71.8%
	RFEP	1,618	5 9 16 23 47	13.9%	86.1%
	EL + RFEP	2,538	8 11 18 24 39	19.1%	80.9%
	Special Ed.	754	10 15 23 29 24	24.7%	75.3%
	Spec Ed. Speech/RSP	457	12 18 25 26 19	30.0%	70.0%
	Homeless/Foster	476	14 15 19 23 29	28.8%	71.2%
	Foster	32	28 6 13 28 25	34.4%	65.6%
	Homeless	444	13 16 19 23 29	28.4%	71.6%
	GATE/Excel	1,342	24 10 24 59	6.6%	93.4%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/23/2024

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Grade Distribution - Jefferson
2022-2023 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	5,894	5,894	8 10 16 24 42	17.9%	82.1%
Grade	Gr. 06	2,100	9 11 16 25 39	20.2%	79.8%
	Gr. 07	1,978	7 11 18 24 40	18.0%	82.0%
	Gr. 08	1,816	8 7 15 22 48	15.0%	85.0%
Ethnicity	African American	934	8 13 19 28 32	20.7%	79.3%
	American Indian	6	17 33 17 33	16.7%	83.3%
	Asian	423	5 4 12 20 59	8.7%	91.3%
	Cambodian	323	7 6 11 22 55	12.4%	87.6%
	Filipino	54	2 4 11 13 70	5.6%	94.4%
	Hispanic	3,980	9 10 17 23 41	18.8%	81.2%
	Pacific Islander	6	17 17 17 33 17	33.3%	66.7%
	White	258	6 4 16 20 54	10.5%	89.5%
	Other	233	9 9 8 25 48	18.0%	82.0%
Gender	Female	2,749	8 9 15 23 44	17.0%	83.0%
	Male	3,127	9 10 17 24 40	18.6%	81.4%
	Nonbinary	18	17 6 33 33 11	22.2%	77.8%
Special Populations	Low SES	5,786	8 10 16 24 42	17.6%	82.4%
	ELL	982	16 13 20 24 27	28.8%	71.2%
	RFEP	1,707	4 7 13 23 53	10.7%	89.3%
	EL + RFEP	2,689	8 9 16 23 44	17.3%	82.7%
	Special Ed.	801	11 12 20 26 31	23.6%	76.4%
	Spec Ed. Speech/RSP	484	14 14 23 22 27	28.3%	71.7%
	Homeless/Foster	496	13 12 18 21 34	25.6%	74.4%
	Foster	36	36 8 8 14 33	44.4%	55.6%
	Homeless	460	12 13 19 22 34	24.1%	75.9%
	GATE/Excel	1,420	2 4 9 20 65	5.9%	94.1%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
All Middle	79,185	79,185	8 9 18 23 38	17.4%
Bancroft	5,157	5,157	10 8 14 22 44	18.1%
Franklin	6,468	6,468	8 9 21 26 31	17.7%
Hamilton	4,651	4,651	8 11 20 22 32	19.7%
Hoover	3,116	3,116	3 8 21 29 37	10.8%
Hughes	7,784	7,784	9 10 16 23 39	19.4%
Jefferson	5,897	5,897	8 11 23 24 34	18.9%
Keller	3,508	3,508	6 7 13 24 50	13.1%
Lindbergh	3,190	3,190	5 12 23 27 27	16.7%
Lindsey	4,272	4,272	12 15 19 22 29	26.8%
Marshall	6,351	6,351	4 6 15 25 46	10.7%
Nelson	4,810	4,810	15 13 22 21 24	28.1%
Rogers	4,568	4,568	8 6 11 18 57	13.7%
Stanford	8,166	8,166	8 7 11 19 41	14.5%
Stephens	5,531	5,531	5 9 18 21 40	13.3%
Washington	5,674	5,674	7 12 21 26 31	18.5%
All K8	14,697	14,697	6 7 13 18 47	12.6%
Cubberley	2,896	2,896	4 8 14 19 48	11.9%
Muir	2,373	2,373	8 7 11 16 40	15.0%
Newcomb	2,031	2,031	1 6 12 74	2.3%
Powell	1,985	1,985	6 10 20 23 35	15.9%
Robinson	2,131	2,131	12 10 20 21 31	21.5%
Tincher	2,358	2,358	6 4 9 15 55	10.4%
All High	132,687	132,687	11 9 16 21 43	19.4%
Avalon	1,200	1,200	6 9 17 23 46	14.6%
		887	4 5 15 25 47	9.2%
Browning	1,893	1,893	12 11 24 28 25	22.9%
Cabrillo	11,596	11,596	19 11 18 19 31	30.0%
CAMS	4,683	4,683	1 6 15 77	2.3%
Jordan	14,905	14,905	15 13 20 22 29	27.9%
Lakewood	17,118	17,118	11 11 18 22 38	21.3%
McBride	4,625	4,625	3 4 15 23 54	7.6%
Millikan	22,019	22,019	5 6 15 22 52	11.2%
PAAL	721	721	17 16 25 16 19	32.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	79,185	82.6%
Bancroft	5,157	81.9%
Franklin	6,468	82.3%
Hamilton	4,651	80.3%
Hoover	3,116	89.2%
Hughes	7,784	80.6%
Jefferson	5,897	81.1%
Keller	3,508	86.9%
Lindbergh	3,190	83.3%
Lindsey	4,272	73.2%
Marshall	6,351	89.3%
Nelson	4,810	71.9%
Rogers	4,568	86.3%
Stanford	8,166	85.5%
Stephens	5,531	86.7%
Washington	5,674	81.5%
All K8	14,697	87.4%
Cubberley	2,896	88.1%
Muir	2,373	85.0%
Newcomb	2,031	97.7%
Powell	1,985	84.1%
Robinson	2,131	78.5%
Tincher	2,358	89.6%
All High	132,687	80.6%
Avalon	1,200	85.4%
		90.8%
Browning	1,893	77.1%
Cabrillo	11,596	70.0%
CAMS	4,683	97.7%
Jordan	14,905	72.1%
Lakewood	17,118	78.7%
McBride	4,625	92.4%
Millikan	22,019	88.8%
PAAL	721	67.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
Polytechnic	25,099	25,099	10 8 16 20 46	18.3%
Reid	680	680	7 9 11 11 31	15.9%
Renaissance	2,920	2,920	8 8 18 23 43	15.8%
Sato	3,171	3,171	2 2 11 22 63	3.7%
Wilson	22,650	22,650	15 9 16 19 41	24.0%
District	226,571	226,571	9 9 17 21 41	18.2%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	25,099	81.7%
Reid	680	84.1%
Renaissance	2,920	84.2%
Sato	3,171	96.3%
Wilson	22,650	76.0%
District	226,571	81.8%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
All Middle	77,995	77,995	10 10 18 23 35	20.0%
Bancroft	5,144	5,144	12 10 16 23 39	22.0%
Franklin	6,464	6,464	9 11 21 26 29	19.8%
Hamilton	3,115	3,115	13 14 22 21 22	27.3%
Hoover	3,119	3,119	4 11 22 29 32	14.7%
Hughes	7,835	7,835	12 11 17 23 35	22.8%
Jefferson	5,911	5,911	10 11 22 24 32	21.4%
Keller	3,529	3,529	7 8 14 24 47	14.8%
Lindbergh	3,186	3,186	7 11 23 26 25	18.5%
Lindsey	4,392	4,392	14 15 18 21 28	28.9%
Marshall	6,346	6,346	6 8 15 26 41	13.2%
Nelson	4,895	4,895	16 14 21 21 22	29.7%
Rogers	4,550	4,550	9 6 13 20 52	15.4%
Stanford	8,141	8,141	8 7 11 20 39	15.3%
Stephens	5,520	5,520	7 10 18 21 38	16.1%
Washington	5,668	5,668	9 12 19 25 30	20.9%
All K8	14,695	14,695	8 7 14 19 44	14.8%
Cubberley	2,883	2,883	5 7 14 20 47	11.7%
Muir	2,385	2,385	9 8 13 16 38	17.0%
Newcomb	2,025	2,025	2 27 14 70	3.9%
Powell	1,971	1,971	8 12 20 23 32	19.5%
Robinson	2,131	2,131	13 11 18 22 30	23.8%
Tincher	2,358	2,358	8 6 10 17 50	14.2%
All High	131,959	131,959	15 10 16 21 37	25.4%
Avalon	1,200	1,200	11 10 17 22 40	20.3%
		894	7 6 14 24 46	13.3%
Browning	1,880	1,880	16 13 24 25 20	29.3%
Cabrillo	11,367	11,367	26 12 17 18 27	37.9%
CAMS	4,639	4,639	3 3 8 19 67	6.4%
Jordan	14,735	14,735	22 14 19 20 24	36.2%
Lakewood	17,108	17,108	16 13 17 22 31	28.5%
McBride	4,620	4,620	6 6 15 22 50	11.9%
Millikan	21,994	21,994	8 8 15 22 47	15.6%
PAAL	581	581	38 13 17 12 17	51.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	77,995	80.0%
Bancroft	5,144	78.0%
Franklin	6,464	80.2%
Hamilton	3,115	72.7%
Hoover	3,119	85.3%
Hughes	7,835	77.2%
Jefferson	5,911	78.6%
Keller	3,529	85.2%
Lindbergh	3,186	81.5%
Lindsey	4,392	71.1%
Marshall	6,346	86.8%
Nelson	4,895	70.3%
Rogers	4,550	84.6%
Stanford	8,141	84.7%
Stephens	5,520	83.9%
Washington	5,668	79.1%
All K8	14,695	85.2%
Cubberley	2,883	88.3%
Muir	2,385	83.0%
Newcomb	2,025	96.1%
Powell	1,971	80.5%
Robinson	2,131	76.2%
Tincher	2,358	85.8%
All High	131,959	74.6%
Avalon	1,200	79.7%
		86.7%
Browning	1,880	70.7%
Cabrillo	11,367	62.1%
CAMS	4,639	93.6%
Jordan	14,735	63.8%
Lakewood	17,108	71.5%
McBride	4,620	88.1%
Millikan	21,994	84.4%
PAAL	581	48.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
Polytechnic	24,984	24,984	14 10 16 21 39	24.2%
Reid	764	764	5 13 11 13 33	17.5%
Renaissance	2,865	2,865	11 10 18 23 38	20.9%
Sato	3,156	3,156	4 12 25 57	6.2%
Wilson	22,596	22,596	20 10 15 20 35	29.4%
District	224,649	224,649	13 10 16 22 37	22.8%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

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Grade Distribution - All
2022-2023 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,984	75.8%
Reid	764	82.5%
Renaissance	2,865	79.1%
Sato	3,156	93.8%
Wilson	22,596	70.6%
District	224,649	77.2%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
All Middle	79,332	79,332	10 10 17 23 36	19.8%
Bancroft	4,911	4,911	13 10 16 23 38	23.1%
Franklin	6,536	6,536	10 10 20 26 30	19.5%
Hamilton	4,631	4,631	11 12 21 21 28	22.9%
Hoover	3,117	3,117	5 11 20 30 32	15.8%
Hughes	7,835	7,835	12 11 16 23 36	23.1%
Jefferson	5,892	5,892	11 12 20 24 33	22.5%
Keller	3,527	3,527	8 8 14 22 49	15.7%
Lindbergh	3,194	3,194	7 9 20 27 30	16.3%
Lindsey	4,292	4,292	14 14 16 21 32	28.1%
Marshall	6,348	6,348	6 8 14 25 43	13.8%
Nelson	4,826	4,826	15 14 20 22 25	28.8%
Rogers	4,535	4,535	9 6 11 20 53	15.3%
Stanford	8,189	8,189	8 7 11 20 40	14.6%
Stephens	5,525	5,525	6 10 17 20 40	16.4%
Washington	5,680	5,680	8 12 19 26 31	20.1%
All K8	14,707	14,707	8 7 12 19 45	14.9%
Cubberley	2,895	2,895	5 6 12 19 50	11.2%
Muir	2,406	2,406	9 7 10 15 40	16.3%
Newcomb	2,028	2,028	2 27 13 71	4.3%
Powell	1,950	1,950	8 12 19 25 32	19.2%
Robinson	2,087	2,087	14 11 17 22 29	25.5%
Tincher	2,364	2,364	8 7 10 17 49	14.3%
All High	132,956	132,956	16 10 15 20 39	25.8%
Avalon	1,180	1,180	9 11 15 24 42	19.4%
		904	8 6 13 26 46	13.2%
Browning	1,877	1,877	18 12 22 23 23	29.4%
Cabrillo	11,353	11,353	29 12 16 16 27	40.1%
CAMS	4,655	4,655	3 3 7 16 70	6.3%
Jordan	14,939	14,939	21 13 17 20 27	33.4%
Lakewood	17,151	17,151	17 12 16 21 34	28.5%
McBride	4,627	4,627	7 6 14 22 50	13.4%
Millikan	22,011	22,011	8 7 13 22 50	15.1%
PAAL	706	706	20 14 23 16 18	34.1%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	79,332	80.2%
Bancroft	4,911	76.9%
Franklin	6,536	80.5%
Hamilton	4,631	77.1%
Hoover	3,117	84.2%
Hughes	7,835	76.9%
Jefferson	5,892	77.5%
Keller	3,527	84.3%
Lindbergh	3,194	83.7%
Lindsey	4,292	71.9%
Marshall	6,348	86.2%
Nelson	4,826	71.2%
Rogers	4,535	84.7%
Stanford	8,189	85.4%
Stephens	5,525	83.6%
Washington	5,680	79.9%
All K8	14,707	85.1%
Cubberley	2,895	88.8%
Muir	2,406	83.7%
Newcomb	2,028	95.7%
Powell	1,950	80.8%
Robinson	2,087	74.5%
Tincher	2,364	85.7%
All High	132,956	74.2%
Avalon	1,180	80.6%
		86.8%
Browning	1,877	70.6%
Cabrillo	11,353	59.9%
CAMS	4,655	93.7%
Jordan	14,939	66.6%
Lakewood	17,151	71.5%
McBride	4,627	86.6%
Millikan	22,011	84.9%
PAAL	706	65.9%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

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Grade Distribution - All
2022-2023 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
Polytechnic	25,117	25,117	15 10 15 21 40	24.9%
Reid	752	752	5 13 12 12 32	17.7%
Renaissance	2,852	2,852	13 10 16 21 40	22.7%
Sato	3,157	3,157	3 5 11 25 56	7.5%
Wilson	22,578	22,578	21 10 15 19 35	30.6%
District	226,995	226,995	13 10 15 21 38	23.0%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	25,117	75.1%
Reid	752	82.3%
Renaissance	2,852	77.3%
Sato	3,157	92.5%
Wilson	22,578	69.4%
District	226,995	77.0%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
All Middle	80,043	80,043	6 9 17 24 40	14.4%
Bancroft	5,174	5,174	7 7 15 24 46	14.0%
Franklin	6,475	6,475	5 7 21 28 35	11.8%
Hamilton	4,702	4,702	6 9 19 26 33	15.5%
Hoover	3,168	3,168	2 7 19 30 38	9.3%
Hughes	7,810	7,810	7 10 17 23 42	16.2%
Jefferson	5,878	5,878	7 12 20 27 34	18.6%
Keller	3,547	3,547	4 5 12 22 57	9.2%
Lindbergh	3,189	3,189	6 8 19 26 33	14.2%
Lindsey	4,318	4,318	12 15 19 24 27	26.7%
Marshall	6,336	6,336	3 6 14 24 49	9.5%
Nelson	4,863	4,863	8 11 21 25 29	18.8%
Rogers	4,540	4,540	6 6 11 20 57	11.5%
Stanford	8,109	8,109	6 6 10 18 45	11.7%
Stephens	5,512	5,512	3 8 17 22 44	10.7%
Washington	5,639	5,639	5 10 18 29 35	14.9%
All K8	14,640	14,640	4 6 13 20 49	9.6%
Cubberley	2,861	2,861	3 6 11 21 53	8.4%
Muir	2,374	2,374	6 6 12 15 43	11.9%
Newcomb	2,025	2,025	1 5 13 75	2.1%
Powell	1,934	1,934	5 9 21 27 31	14.5%
Robinson	2,036	2,036	6 8 19 25 34	14.0%
Tincher	2,377	2,377	3 5 9 17 58	7.2%
All High	138,296	138,296	10 9 16 22 42	19.5%
Avalon	1,259	1,259	7 8 17 22 44	14.9%
		894	3 4 14 25 46	7.4%
Browning	2,125	2,125	11 12 25 25 28	22.4%
Cabrillo	12,078	12,078	16 10 19 21 31	26.2%
CAMS	4,834	4,834	1 5 15 78	1.7%
Jordan	15,329	15,329	14 14 21 23 27	28.1%
Lakewood	17,374	17,374	9 10 18 24 39	19.7%
McBride	4,707	4,707	3 4 15 24 53	7.4%
Millikan	22,267	22,267	4 6 14 22 53	10.6%
PAAL	628	628	16 20 25 18 18	35.4%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - All
2022-2023 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	80,043	85.6%
Bancroft	5,174	86.0%
Franklin	6,475	88.2%
Hamilton	4,702	84.5%
Hoover	3,168	90.7%
Hughes	7,810	83.8%
Jefferson	5,878	81.4%
Keller	3,547	90.8%
Lindbergh	3,189	85.8%
Lindsey	4,318	73.3%
Marshall	6,336	90.5%
Nelson	4,863	81.2%
Rogers	4,540	88.5%
Stanford	8,109	88.3%
Stephens	5,512	89.3%
Washington	5,639	85.1%
All K8	14,640	90.4%
Cubberley	2,861	91.6%
Muir	2,374	88.1%
Newcomb	2,025	97.9%
Powell	1,934	85.5%
Robinson	2,036	86.0%
Tincher	2,377	92.8%
All High	138,296	80.5%
Avalon	1,259	85.1%
		92.6%
Browning	2,125	77.6%
Cabrillo	12,078	73.8%
CAMS	4,834	98.3%
Jordan	15,329	71.9%
Lakewood	17,374	80.3%
McBride	4,707	92.6%
Millikan	22,267	89.4%
PAAL	628	64.6%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - All
2022-2023 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
Polytechnic	25,369	25,369	8 9 16 22 44	17.4%
Reid	618	618	5 12 13 12 26	17.5%
Renaissance	2,937	2,937	5 10 20 25 40	15.3%
Sato	3,240	3,240	3 10 26 60	3.3%
Wilson	22,893	22,893	14 9 16 19 40	23.3%
District	232,983	232,983	8 9 16 22 42	17.1%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - All
2022-2023 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	25,369	82.6%
Reid	618	82.5%
Renaissance	2,937	84.7%
Sato	3,240	96.7%
Wilson	22,893	76.7%
District	232,983	82.9%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - All
2022-2023 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
All Middle	79,174	79,174	7 9 16 24 40	16.0%
Bancroft	4,794	4,794	9 9 14 25 43	17.2%
Franklin	6,528	6,528	7 7 19 26 35	14.6%
Hamilton	4,674	4,674	6 9 18 26 33	15.9%
Hoover	2,948	2,948	4 9 17 25 40	13.6%
Hughes	7,798	7,798	8 9 16 23 41	17.7%
Jefferson	5,603	5,603	8 12 18 26 36	20.3%
Keller	3,408	3,408	5 7 13 22 53	11.4%
Lindbergh	3,165	3,165	7 10 18 28 31	16.1%
Lindsey	4,259	4,259	13 15 17 25 27	27.8%
Marshall	6,331	6,331	4 6 13 24 49	10.1%
Nelson	4,881	4,881	9 12 19 26 30	20.5%
Rogers	4,505	4,505	7 6 12 21 54	12.5%
Stanford	8,109	8,109	6 7 11 19 43	13.3%
Stephens	5,547	5,547	4 8 18 21 42	12.2%
Washington	5,638	5,638	5 10 17 29 35	15.1%
All K8	14,640	14,640	5 6 13 20 47	11.3%
Cubberley	2,866	2,866	3 6 11 21 52	9.4%
Muir	2,383	2,383	8 6 9 15 44	13.9%
Newcomb	2,033	2,033	15 14 74	2.2%
Powell	1,935	1,935	6 10 21 26 31	16.4%
Robinson	1,980	1,980	9 9 18 26 31	17.9%
Tincher	2,377	2,377	3 5 11 17 54	8.2%
All High	137,237	137,237	14 10 15 21 39	24.1%
Avalon	1,162	1,162	12 9 17 26 35	20.7%
		912	4 6 16 27 43	9.9%
Browning	1,846	1,846	19 14 22 22 22	33.5%
Cabrillo	11,471	11,471	23 12 18 20 27	34.4%
CAMS	4,630	4,630	1 2 6 17 74	3.0%
Jordan	15,137	15,137	20 14 19 21 26	34.3%
Lakewood	17,362	17,362	13 11 17 23 35	24.0%
McBride	4,674	4,674	5 6 14 24 51	11.3%
Millikan	22,224	22,224	7 7 14 23 50	13.5%
PAAL	556	556	36 13 18 14 18	49.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	79,174	84.0%
Bancroft	4,794	82.8%
Franklin	6,528	85.4%
Hamilton	4,674	84.1%
Hoover	2,948	86.4%
Hughes	7,798	82.3%
Jefferson	5,603	79.7%
Keller	3,408	88.6%
Lindbergh	3,165	83.9%
Lindsey	4,259	72.2%
Marshall	6,331	89.9%
Nelson	4,881	79.5%
Rogers	4,505	87.5%
Stanford	8,109	86.7%
Stephens	5,547	87.8%
Washington	5,638	84.9%
All K8	14,640	88.7%
Cubberley	2,866	90.6%
Muir	2,383	86.1%
Newcomb	2,033	97.8%
Powell	1,935	83.6%
Robinson	1,980	82.1%
Tincher	2,377	91.8%
All High	137,237	75.9%
Avalon	1,162	79.3%
		90.1%
Browning	1,846	66.5%
Cabrillo	11,471	65.6%
CAMS	4,630	97.0%
Jordan	15,137	65.7%
Lakewood	17,362	76.0%
McBride	4,674	88.7%
Millikan	22,224	86.5%
PAAL	556	50.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
Polytechnic	25,256	25,256	11 10 16 22 42	21.1%
Reid	593	593	10 13 12 12 26	23.3%
Renaissance	2,886	2,886	10 10 17 23 40	20.0%
Sato	3,133	3,133	1 3 12 28 56	4.3%
Wilson	23,309	23,309	18 10 15 20 37	27.8%
District	231,051	231,051	11 9 15 22 40	20.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	25,256	78.9%
Reid	593	76.7%
Renaissance	2,886	80.0%
Sato	3,133	95.7%
Wilson	23,309	72.2%
District	231,051	79.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
All Middle	79,977	79,977	7 8 14 22 44	14.7%
Bancroft	5,149	5,149	8 7 12 22 50	15.5%
Franklin	6,437	6,437	7 7 17 25 40	13.8%
Hamilton	4,699	4,699	7 9 16 24 38	15.6%
Hoover	3,173	3,173	4 9 17 24 41	12.7%
Hughes	7,781	7,781	8 8 14 22 46	15.9%
Jefferson	5,894	5,894	8 10 16 24 42	17.9%
Keller	3,539	3,539	5 6 12 20 56	11.5%
Lindbergh	3,110	3,110	7 9 16 24 38	15.1%
Lindsey	4,236	4,236	12 13 16 23 33	25.3%
Marshall	6,319	6,319	4 6 11 23 53	9.4%
Nelson	4,849	4,849	8 12 17 23 36	20.4%
Rogers	4,511	4,511	6 5 11 21 58	10.6%
Stanford	8,081	8,081	6 6 10 18 46	11.7%
Stephens	5,544	5,544	4 7 15 20 45	11.6%
Washington	5,567	5,567	5 8 16 26 42	12.9%
All K8	14,612	14,612	6 6 11 18 51	11.4%
Cubberley	2,822	2,822	3 5 10 20 56	7.7%
Muir	2,377	2,377	9 5 10 14 44	14.3%
Newcomb	2,032	2,032	1 4 10 78	2.1%
Powell	1,943	1,943	7 10 20 24 33	16.8%
Robinson	1,973	1,973	11 8 17 23 34	19.6%
Tincher	2,387	2,387	3 3 8 14 61	6.7%
All High	137,889	137,889	13 9 14 21 43	21.7%
Avalon	1,155	1,155	7 10 13 28 42	16.8%
		919	8 7 15 24 39	15.7%
Browning	1,908	1,908	17 15 20 20 29	31.2%
Cabrillo	11,612	11,612	22 11 17 19 31	33.0%
CAMS	4,709	4,709	1 2 5 14 78	3.0%
Jordan	15,280	15,280	18 13 17 22 30	30.3%
Lakewood	17,392	17,392	12 9 16 22 41	21.0%
McBride	4,688	4,688	4 6 13 23 53	9.8%
Millikan	22,266	22,266	6 6 12 21 55	11.9%
PAAL	632	632	17 14 22 23 24	30.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - All
2022-2023 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	79,977	85.3%
Bancroft	5,149	84.5%
Franklin	6,437	86.2%
Hamilton	4,699	84.4%
Hoover	3,173	87.3%
Hughes	7,781	84.1%
Jefferson	5,894	82.1%
Keller	3,539	88.5%
Lindbergh	3,110	84.9%
Lindsey	4,236	74.7%
Marshall	6,319	90.6%
Nelson	4,849	79.6%
Rogers	4,511	89.4%
Stanford	8,081	88.3%
Stephens	5,544	88.4%
Washington	5,567	87.1%
All K8	14,612	88.6%
Cubberley	2,822	92.3%
Muir	2,377	85.7%
Newcomb	2,032	97.9%
Powell	1,943	83.2%
Robinson	1,973	80.4%
Tincher	2,387	93.3%
All High	137,889	78.3%
Avalon	1,155	83.2%
		84.3%
Browning	1,908	68.8%
Cabrillo	11,612	67.0%
CAMS	4,709	97.0%
Jordan	15,280	69.7%
Lakewood	17,392	79.0%
McBride	4,688	90.2%
Millikan	22,266	88.1%
PAAL	632	69.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
Polytechnic	25,178	25,178	10 8 15 21 46	18.4%
Reid	573	573	4 16 11 10 27	19.4%
Renaissance	2,876	2,876	9 9 15 22 44	17.7%
Sato	3,146	3,146	1 3 8 24 63	4.5%
Wilson	22,991	22,991	16 9 14 20 41	25.0%
District	232,478	232,478	10 8 14 21 44	18.7%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/23/2024

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Grade Distribution - All
2022-2023 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

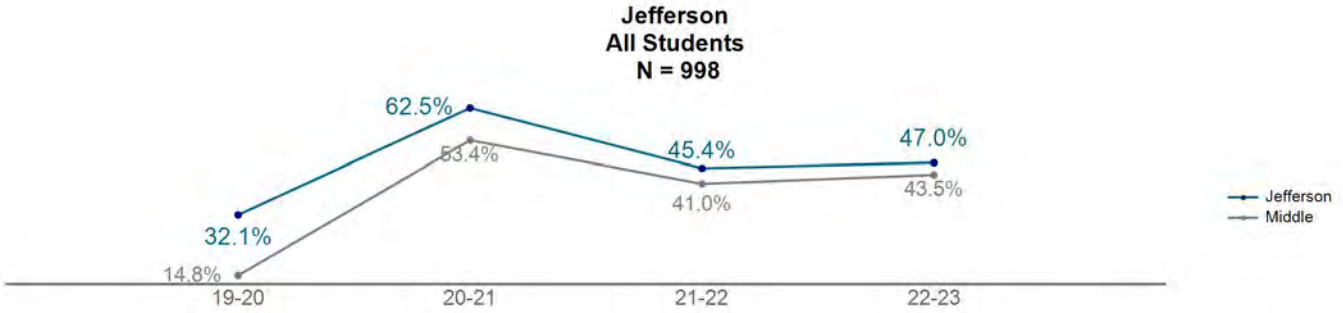
Category		A/B/C Rate
Polytechnic	25,178	81.6%
Reid	573	80.6%
Renaissance	2,876	82.3%
Sato	3,146	95.5%
Wilson	22,991	75.0%
District	232,478	81.3%

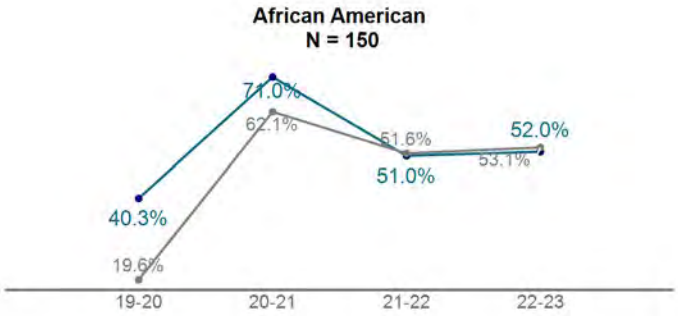
The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

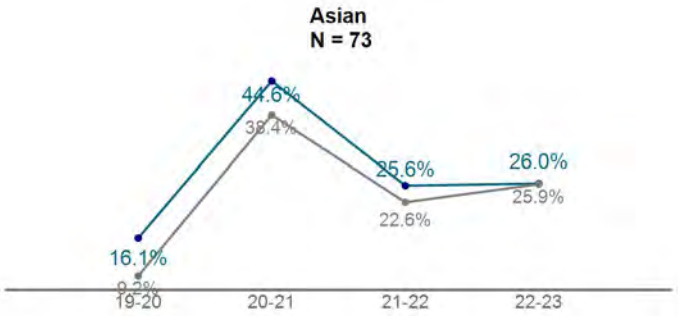
Run date: 2/23/2024

[About this report]

Semester 2 Students with One or More D/F

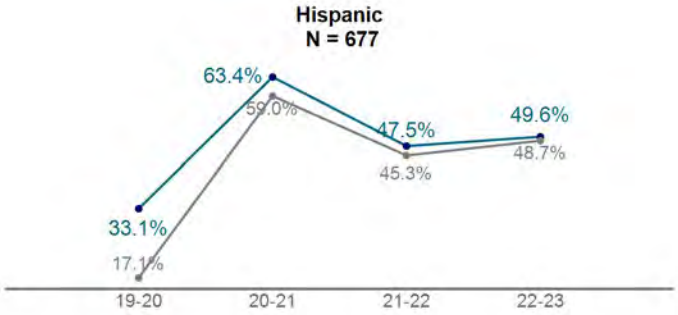






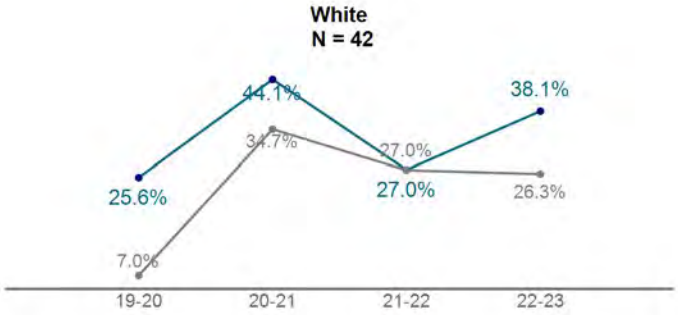
Filipino

Subgroup with fewer than 20 total grades.



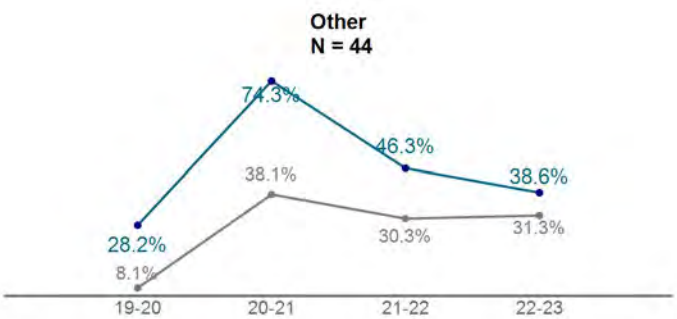
Pacific Islander

Subgroup with fewer than 20 total grades.



Native American

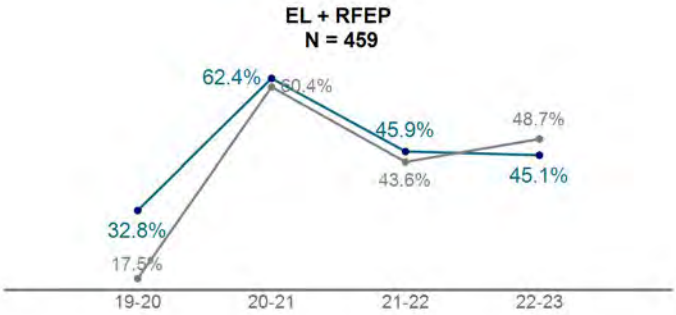
Subgroup with fewer than 20 total grades.

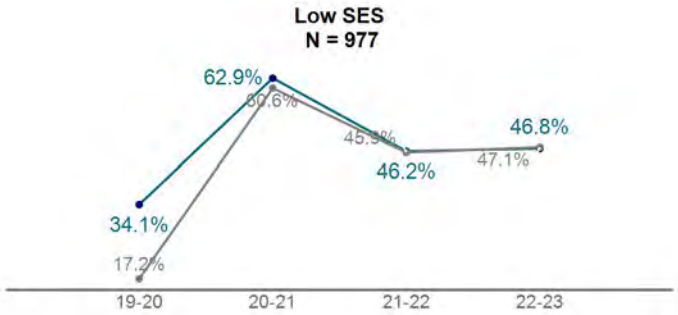


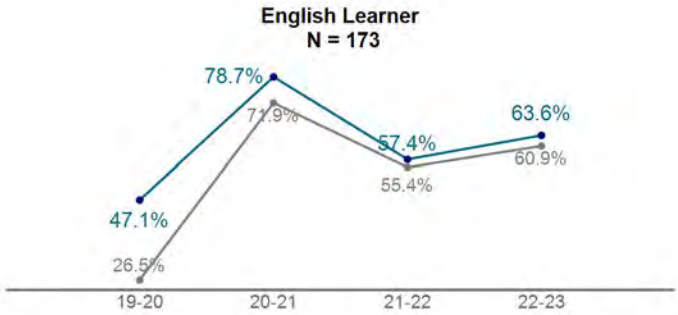
N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 students are not included

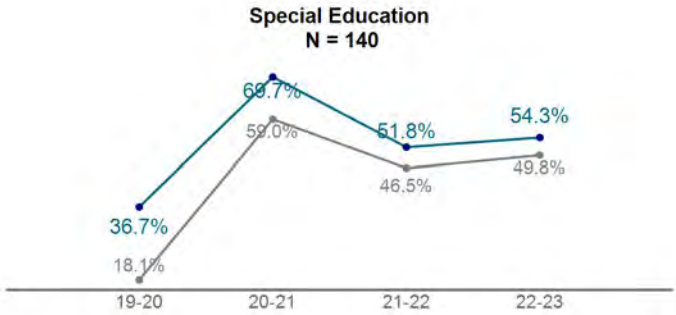
[About this report]

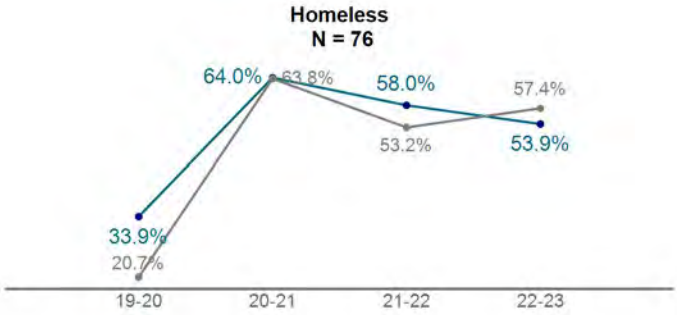
Semester 2 Students with One or More D/F





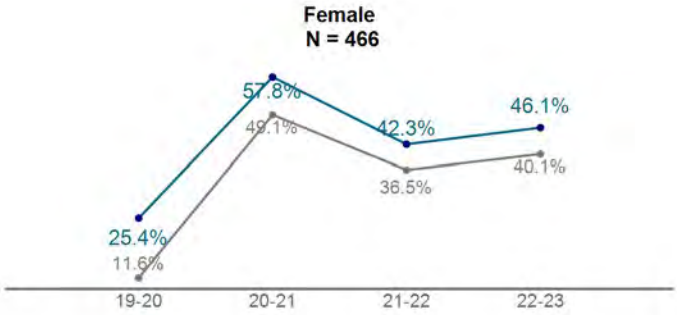


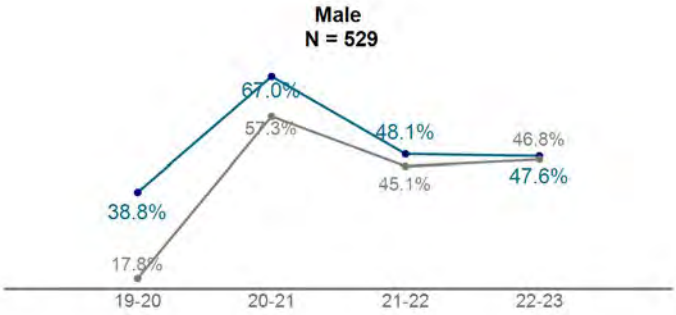




Foster Youth

Subgroup with fewer than 20 total grades.





N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 students are not included

Submit Feedback

Grade Distribution - Jefferson
2022-2023 S2

Category		Student Count	Percent by Category	1 or more D or F
All Students	998	998	11 11 9 16 53	47.0%
Grade	Gr. 06	355	8 11 12 18 52	48.5%
	Gr. 07	337	12 12 8 15 52	47.8%
	Gr. 08	306	13 10 6 15 56	44.4%
Ethnicity	African American	150	11 12 11 19 48	52.0%
	American Indian	1	100	0.0%
	Asian	73	4 7 4 11 74	26.0%
	Cambodian	55	7 5 5 11 71	29.1%
	Filipino	10	10 10 80	20.0%
	Hispanic	677	12 12 10 16 50	49.6%
	Pacific Islander	1	100	100.0%
	White	42	7 17 14 62	38.1%
	Other	44	16 7 5 11 61	38.6%
Gender	Female	466	12 11 6 17 54	46.1%
	Male	529	11 12 11 15 52	47.6%
	Nonbinary	3	33 33 33	66.7%
Special Populations	Low SES	977	11 11 8 16 53	46.8%
	ELL	173	18 15 14 17 36	63.6%
	RFEP	286	7 7 5 15 66	33.9%
	EL + RFEP	459	11 10 8 16 55	45.1%
	Special Ed.	140	14 13 10 17 46	54.3%
	Spec Ed. Speech/RSP	84	19 17 7 17 40	59.5%
	Homeless/Foster	83	14 14 13 12 46	54.2%
	Foster	7	29 29 43	57.1%
	Homeless	76	13 13 14 13 46	53.9%
	GATE/Excel	237	4 4 3 8 81	19.0%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - Jefferson
2022-2023 PS2

Category		Student Count	Percent by Category	1 or more D or F
All Students	1,000	1,000	15 14 8 15 48	52.1%
Grade	Gr. 06	357	14 16 8 15 46	54.1%
	Gr. 07	338	15 14 8 17 46	54.1%
	Gr. 08	305	17 13 6 11 52	47.5%
Ethnicity	African American	155	15 20 9 15 41	59.4%
	American Indian	1	100	100.0%
	Asian	73	10 4 4 5 77	23.3%
	Cambodian	55	15 2 7 5 71	29.1%
	Filipino	10	10 20 70	30.0%
	Hispanic	677	16 15 8 16 45	55.1%
	Pacific Islander	1	100	100.0%
	White	41	10 15 2 15 59	41.5%
	Other	42	17 7 2 14 60	40.5%
Gender	Female	467	15 14 7 15 49	51.4%
	Male	530	15 15 8 15 47	52.6%
	Nonbinary	3	33 33 33	66.7%
Special Populations	Low SES	981	15 14 8 15 48	52.2%
	ELL	175	26 15 15 15 28	72.0%
	RFEP	285	9 9 5 16 60	39.6%
	EL + RFEP	460	16 11 9 16 48	52.0%
	Special Ed.	140	16 17 14 18 36	64.3%
	Spec Ed. Speech/RSP	85	20 20 15 16 28	71.8%
	Homeless/Foster	83	22 16 8 16 39	61.4%
	Foster	7	29 29 43	57.1%
	Homeless	76	21 14 9 17 38	61.8%
	GATE/Excel	236	6 6 2 9 77	23.3%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - Jefferson
2022-2023 Q3

Category		Student Count	Percent by Category	1 or more D or F
All Students	996	996	16 15 7 14 48	51.9%
Grade	Gr. 06	355	14 17 7 14 48	52.4%
	Gr. 07	336	18 15 9 14 45	55.1%
	Gr. 08	305	16 13 6 12 52	47.9%
Ethnicity	African American	154	19 20 7 18 36	63.6%
	American Indian	1	100	100.0%
	Asian	73	12 7 7 74	26.0%
	Cambodian	55	16 5 7 71	29.1%
	Filipino	10	10 90	10.0%
	Hispanic	674	16 16 9 14 46	53.9%
	Pacific Islander	1	100	100.0%
	White	41	10 15 2 15 59	41.5%
	Other	42	14 10 2 14 60	40.5%
Gender	Female	467	16 14 7 14 49	50.7%
	Male	526	16 17 8 13 47	52.9%
	Nonbinary	3	33 33 33	66.7%
Special Populations	Low SES	978	16 15 7 13 48	51.7%
	ELL	173	25 18 12 14 29	70.5%
	RFEP	284	9 10 7 13 62	38.0%
	EL + RFEP	457	15 13 9 13 50	50.3%
	Special Ed.	140	20 18 11 16 36	64.3%
	Spec Ed. Speech/RSP	85	27 16 11 16 29	70.6%
	Homeless/Foster	82	23 21 5 12 39	61.0%
	Foster	7	43 14 14 29	71.4%
	Homeless	75	21 21 5 12 40	60.0%
	GATE/Excel	236	4 9 2 7 78	22.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - Jefferson
2022-2023 S1

Category		Student Count	Percent by Category	1 or more D or F
All Students	995	995	10 11 10 14 55	45.4%
Grade	Gr. 06	361	9 13 12 15 50	49.6%
	Gr. 07	333	9 9 13 14 56	43.8%
	Gr. 08	301	12 11 4 15 58	42.2%
Ethnicity	African American	157	10 15 13 13 48	51.6%
	American Indian	1	100	0.0%
	Asian	73	8 3 7 4 78	21.9%
	Cambodian	55	9 2 9 7 73	27.3%
	Filipino	10	10 10 80	20.0%
	Hispanic	670	11 12 10 16 52	48.4%
	Pacific Islander	1	100	100.0%
	White	42	5 10 10 7 69	31.0%
	Other	41	5 12 2 17 63	36.6%
Gender	Female	467	10 9 10 15 56	43.9%
	Male	525	10 13 10 14 53	46.7%
	Nonbinary	3	33 33 33	66.7%
Special Populations	Low SES	971	10 11 10 15 54	45.5%
	ELL	165	15 17 16 16 36	63.6%
	RFEP	283	6 6 6 16 65	35.3%
	EL + RFEP	448	10 10 10 16 54	45.8%
	Special Ed.	136	12 15 11 15 47	52.9%
	Spec Ed. Speech/RSP	83	12 19 16 16 37	62.7%
	Homeless/Foster	83	13 10 14 13 49	50.6%
	Foster	6	17 33 50	50.0%
	Homeless	77	13 8 16 14 49	50.6%
	GATE/Excel	237	3 4 3 6 84	15.6%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - Jefferson
2022-2023 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category	1 or more D or F
All Students	1,001	1,001	12 16 7 17 48	51.7%
Grade	Gr. 06	360	11 17 9 16 47	53.3%
	Gr. 07	335	11 16 8 22 42	57.6%
	Gr. 08	306	12 13 4 13 57	43.5%
Ethnicity	African American	159	9 23 8 19 40	60.4%
	American Indian	1	100	0.0%
	Asian	71	4 11 3 10 72	28.2%
	Cambodian	55	5 9 7 15 64	36.4%
	Filipino	10	10 10 10 70	30.0%
	Hispanic	675	13 15 8 17 47	53.3%
	Pacific Islander	1	100	100.0%
	White	42	10 7 2 26 55	45.2%
	Other	42	5 14 10 17 55	45.2%
Gender	Female	469	10 16 7 17 50	49.7%
	Male	529	13 16 8 17 47	53.5%
	Nonbinary	3	33 33 33	66.7%
Special Populations	Low SES	975	11 16 8 17 49	51.5%
	ELL	167	19 25 11 13 34	66.5%
	RFEP	286	7 7 6 18 61	39.2%
	EL + RFEP	453	11 14 8 16 51	49.2%
	Special Ed.	136	12 21 10 17 40	60.3%
	Spec Ed. Speech/RSP	83	13 29 11 18 29	71.1%
	Homeless/Foster	87	17 24 6 15 38	62.1%
	Foster	6	33 17 50	50.0%
	Homeless	81	16 25 6 16 37	63.0%
	GATE/Excel	238	4 5 3 8 81	19.3%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - Jefferson
2022-2023 Q1

Category		Student Count	Percent by Category	1 or more D or F
All Students	1,003	1,003	13 12 7 14 53	46.7%
Grade	Gr. 06	360	15 15 7 15 48	52.2%
	Gr. 07	334	10 13 9 13 55	44.9%
	Gr. 08	309	14 8 4 16 58	42.1%
Ethnicity	African American	163	13 15 9 21 41	58.9%
	American Indian	1	100	100.0%
	Asian	71	4 14 8 73	26.8%
	Cambodian	54	6 15 2 9 69	31.5%
	Filipino	9	11 89	11.1%
	Hispanic	676	15 12 7 14 53	47.5%
	Pacific Islander	1	100	100.0%
	White	43	5 12 2 9 72	27.9%
	Other	39	10 10 8 15 56	43.6%
Gender	Female	468	13 10 6 15 56	44.2%
	Male	532	14 14 7 14 52	48.5%
	Nonbinary	3	33 33 33	100.0%
Special Populations	Low SES	982	13 12 7 15 53	46.5%
	ELL	167	29 17 7 12 35	64.7%
	RFEP	288	6 8 6 12 68	31.6%
	EL + RFEP	455	14 11 6 12 56	43.7%
	Special Ed.	137	18 18 6 18 40	59.9%
	Spec Ed. Speech/RSP	84	20 26 5 15 33	66.7%
	Homeless/Foster	86	21 13 14 5 48	52.3%
	Foster	6	50 50	50.0%
	Homeless	80	19 14 15 5 48	52.5%
	GATE/Excel	239	3 5 3 5 83	16.7%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - All
2022-2023 S2

School Name		Student Count	Percent by Category	> 1 D or F
All Middle	12,475	12,475	13 12 8 11 56	43.5%
Bancroft	848	848	16 9 7 11 57	42.9%
Franklin	1,088	1,088	12 14 7 11 55	44.6%
Hamilton	799	799	11 16 9 15 49	51.1%
Hoover	527	527	2 10 8 11 68	32.1%
Hughes	1,290	1,290	13 12 8 10 57	43.1%
Jefferson	998	998	11 11 9 16 53	47.0%
Keller	452	452	11 11 6 9 64	36.3%
Lindbergh	404	404	8 14 16 15 47	52.7%
Lindsey	723	723	19 15 12 13 40	59.8%
Marshall	911	911	8 11 5 10 66	33.6%
Nelson	814	814	21 16 7 10 45	55.0%
Rogers	773	773	12 9 3 7 69	31.2%
Stanford	1,174	1,174	16 11 4 9 61	39.0%
Stephens	730	730	9 8 11 13 59	40.8%
Washington	944	944	10 11 10 14 56	44.4%
All K8	1,967	1,967	12 10 7 10 62	38.0%
Cubberley	384	384	7 8 10 10 64	35.9%
Muir	279	279	20 8 8 11 53	46.6%
Newcomb	293	293	1 2 2 3 92	7.5%
Powell	301	301	6 22 10 14 48	51.8%
Robinson	305	305	24 10 5 15 46	54.1%
Tincher	294	294	15 9 3 7 66	34.0%
All High	19,734	19,734	16 12 6 10 56	43.8%
Avalon	148	148	11 10 9 18 52	48.0%
		111	7 8 6 11 68	32.4%
Browning	301	301	16 16 7 11 49	50.8%
Cabrillo	1,708	1,708	29 15 6 9 40	60.1%
CAMS	668	668	2 3 3 92	8.4%
Jordan	2,151	2,151	25 14 9 12 40	60.2%
Lakewood	2,614	2,614	15 14 8 13 49	50.6%
McBride	709	709	6 6 4 7 77	22.7%
Millikan	3,243	3,243	7 10 4 10 69	31.4%
PAAL	159	159	25 13 12 16 35	65.4%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - All
2022-2023 S2

School Name		Student Count	Percent by Category	> 1 D or F
Polytechnic	3,789	3,789	15 11 6 10 58	42.1%
Reid	126	126	11 13 6 17 53	46.8%
Renaissance	420	420	12 9 8 10 61	39.0%
Sato	478	478	2 3 6 2 88	12.3%
Wilson	3,346	3,346	21 13 5 9 51	48.6%
District	34,177	34,177	15 12 7 11 57	43.4%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - All
2022-2023 PS2

Legend
- 2+ Fs
- 1 F
- 2+ Ds no Fs
- 1 D no Fs
- No Ds or Fs

School Name		Student Count	Percent by Category	> 1 D or F
All Middle	12,406	12,406	16 14 7 12 51	49.3%
Bancroft	846	846	19 13 7 11 51	49.3%
Franklin	1,087	1,087	14 15 8 15 49	51.1%
Hamilton	688	688	14 19 8 14 44	56.0%
Hoover	529	529	5 10 11 15 59	40.8%
Hughes	1,296	1,296	19 13 6 10 51	49.4%
Jefferson	1,000	1,000	15 14 8 15 48	52.1%
Keller	451	451	16 10 6 9 60	40.4%
Lindbergh	404	404	15 17 11 14 43	56.7%
Lindsey	749	749	23 16 11 16 34	66.4%
Marshall	911	911	10 15 6 10 59	41.1%
Nelson	826	826	25 17 6 13 38	62.0%
Rogers	771	771	16 10 2 8 64	35.5%
Stanford	1,176	1,176	15 14 3 9 58	41.9%
Stephens	728	728	13 11 10 13 54	46.2%
Washington	944	944	12 17 10 13 48	51.9%
All K8	1,970	1,970	15 13 6 10 55	44.7%
Cubberley	385	385	11 9 6 10 64	36.4%
Muir	282	282	22 14 6 12 46	53.9%
Newcomb	292	292	3 3 2 6 85	14.7%
Powell	300	300	11 26 11 12 40	60.3%
Robinson	304	304	26 16 7 13 38	62.2%
Tincher	295	295	18 14 4 8 56	44.1%
All High	19,756	19,756	24 15 6 11 44	55.7%
Avalon	148	148	19 24 11 9 36	63.5%
		112	13 12 4 13 60	40.2%
Browning	303	303	23 17 9 13 38	61.7%
Cabrillo	1,704	1,704	40 17 6 8 28	71.8%
CAMS	668	668	6 8 2 9 75	24.7%
Jordan	2,160	2,160	36 18 7 12 28	72.3%
Lakewood	2,616	2,616	25 19 7 12 37	62.5%
McBride	708	708	10 12 4 9 65	35.3%
Millikan	3,244	3,244	12 13 6 11 57	42.7%
PAAL	159	159	40 23 3 11 24	76.1%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/23/2024

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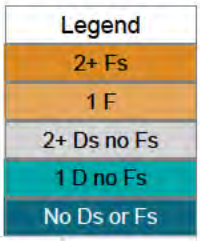
Grade Distribution - All
2022-2023 PS2



School Name		Student Count	Percent by Category	> 1 D or F
Polytechnic	3,784	3,784	22 15 6 11 45	54.7%
Reid	129	129	5 16 15 18 47	53.5%
Renaissance	421	421	20 14 7 9 51	49.4%
Sato	478	478	3 6 4 8 79	21.3%
Wilson	3,363	3,363	29 15 5 10 41	59.2%
District	34,132	34,132	20 15 6 11 47	52.7%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - All
2022-2023 Q3

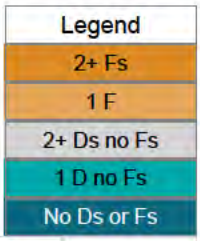
School Name		Student Count	Percent by Category	> 1 D or F
All Middle	12,515	12,515	16 15 7 12 50	49.9%
Bancroft	847	847	21 11 6 13 49	50.5%
Franklin	1,102	1,102	16 16 7 13 49	50.5%
Hamilton	803	803	16 22 9 12 41	59.0%
Hoover	528	528	5 14 10 15 55	44.9%
Hughes	1,299	1,299	19 15 7 10 49	50.7%
Jefferson	996	996	16 15 7 14 48	51.9%
Keller	451	451	16 11 7 9 57	42.6%
Lindbergh	405	405	13 21 10 14 42	58.0%
Lindsey	733	733	23 16 10 16 35	64.8%
Marshall	912	912	11 15 5 12 57	42.9%
Nelson	819	819	23 18 7 12 40	59.8%
Rogers	768	768	15 10 2 9 63	36.6%
Stanford	1,177	1,177	15 13 4 8 60	40.4%
Stephens	728	728	13 12 11 12 53	47.3%
Washington	947	947	12 15 9 15 49	51.3%
All K8	1,968	1,968	15 14 6 11 54	46.2%
Cubberley	387	387	10 9 6 11 64	35.9%
Muir	285	285	22 18 6 9 46	53.7%
Newcomb	292	292	4 4 8 83	17.1%
Powell	298	298	10 27 10 12 41	59.1%
Robinson	299	299	28 18 8 13 33	66.9%
Tincher	294	294	19 14 5 11 52	48.3%
All High	19,868	19,868	26 16 5 10 42	57.5%
Avalon	148	148	16 20 9 15 40	60.1%
		113	14 11 3 17 56	44.2%
Browning	304	304	28 19 5 12 37	63.2%
Cabrillo	1,724	1,724	46 18 5 9 22	77.6%
CAMS	670	670	6 9 2 9 76	24.5%
Jordan	2,174	2,174	36 18 7 10 29	70.7%
Lakewood	2,633	2,633	27 20 6 12 36	63.9%
McBride	709	709	12 14 3 11 61	39.5%
Millikan	3,246	3,246	13 14 4 10 58	42.5%
PAAL	162	162	29 17 10 13 30	69.8%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - All
2022-2023 Q3



School Name		Student Count	Percent by Category	> 1 D or F
Polytechnic	3,810	3,810	24 17 6 11 43	57.0%
Reid	130	130	7 10 14 16 53	46.9%
Renaissance	421	421	22 17 3 11 48	52.5%
Sato	478	478	4 9 3 11 73	27.2%
Wilson	3,389	3,389	33 16 5 10 37	63.0%
District	34,351	34,351	21 16 6 11 46	54.1%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - All
2022-2023 S1

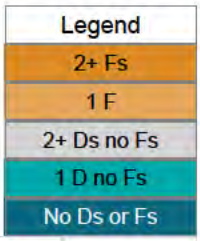
School Name		Student Count	Percent by Category	> 1 D or F
All Middle	12,582	12,582	9 11 7 12 61	39.1%
Bancroft	853	853	12 8 5 10 65	35.3%
Franklin	1,097	1,097	5 14 5 14 62	38.4%
Hamilton	824	824	9 13 9 13 56	44.3%
Hoover	536	536	2 8 7 10 72	28.2%
Hughes	1,301	1,301	11 11 7 11 60	39.8%
Jefferson	995	995	10 11 10 14 55	45.4%
Keller	454	454	7 11 4 7 71	28.6%
Lindbergh	413	413	13 12 11 12 53	47.5%
Lindsey	739	739	19 16 10 16 38	61.6%
Marshall	913	913	6 8 6 10 71	29.4%
Nelson	828	828	12 12 8 12 56	43.7%
Rogers	773	773	10 9 4 8 69	30.7%
Stanford	1,175	1,175	11 12 5 8 64	35.7%
Stephens	732	732	5 8 10 14 63	37.2%
Washington	949	949	8 10 8 14 60	39.6%
All K8	1,963	1,963	7 10 6 10 67	33.3%
Cubberley	386	386	6 7 6 9 72	27.7%
Muir	285	285	12 16 6 10 56	44.2%
Newcomb	294	294	1 2 4 92	8.2%
Powell	296	296	8 18 8 17 49	51.4%
Robinson	292	292	12 12 6 14 56	44.2%
Tincher	296	296	6 7 6 9 73	27.4%
All High	20,267	20,267	16 12 6 10 55	44.8%
Avalon	150	150	12 17 9 15 47	53.3%
		114	8 5 6 11 70	29.8%
Browning	315	315	21 16 6 12 45	54.6%
Cabrillo	1,782	1,782	29 16 6 9 40	60.0%
CAMS	672	672	1 3 3 93	7.4%
EPHS	1	1	100	0.0%
Jordan	2,225	2,225	26 16 9 12 38	62.1%
Lakewood	2,721	2,721	17 13 8 13 49	50.7%
McBride	730	730	5 8 4 6 76	24.0%
Millikan	3,300	3,300	8 10 4 11 67	32.9%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - All
2022-2023 S1



School Name		Student Count	Percent by Category	> 1 D or F
PAAL	158	158	20 19 14 16 31	69.0%
Polytechnic	3,821	3,821	14 12 6 10 58	42.4%
Reid	126	126	6 13 11 13 56	44.4%
Renaissance	433	433	11 9 9 13 58	41.8%
Sato	482	482	4 1 9 85	14.9%
Wilson	3,477	3,477	23 12 6 9 51	49.2%
District	34,813	34,813	13 12 6 11 58	42.1%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - All
2022-2023 PS1

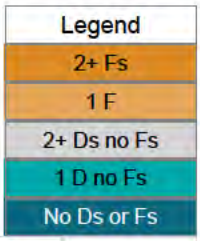
School Name		Student Count	Percent by Category	> 1 D or F
All Middle	12,602	12,602	11 14 7 13 55	44.6%
Bancroft	851	851	14 11 5 11 60	40.4%
Franklin	1,104	1,104	10 20 5 13 52	48.1%
Hamilton	818	818	10 17 9 13 52	48.0%
Hoover	537	537	4 16 7 12 61	38.5%
Hughes	1,299	1,299	14 13 5 12 55	44.6%
Jefferson	1,001	1,001	12 16 7 17 48	51.7%
Keller	454	454	8 12 4 11 64	35.7%
Lindbergh	413	413	13 16 11 18 42	57.9%
Lindsey	732	732	22 16 13 14 35	64.6%
Marshall	912	912	9 9 5 10 67	32.7%
Nelson	839	839	13 15 8 12 52	48.2%
Rogers	768	768	11 12 4 8 66	34.4%
Stanford	1,181	1,181	11 14 5 12 58	41.8%
Stephens	739	739	8 11 10 15 56	44.2%
Washington	954	954	8 10 9 13 59	40.8%
All K8	1,962	1,962	10 12 6 11 61	38.6%
Cubberley	387	387	7 7 6 10 69	31.3%
Muir	286	286	17 17 7 8 50	49.7%
Newcomb	295	295	1 3 25 90	9.8%
Powell	295	295	11 17 8 17 47	52.9%
Robinson	289	289	15 22 7 16 41	58.8%
Tincher	296	296	7 7 6 11 68	32.1%
All High	20,331	20,331	23 15 5 11 45	54.6%
Avalon	150	150	27 17 5 15 37	63.3%
		114	9 12 6 12 61	39.5%
Browning	316	316	35 16 6 14 29	70.6%
Cabrillo	1,779	1,779	39 17 5 9 30	69.6%
CAMS	672	672	1 4 2 7 86	14.0%
Jordan	2,232	2,232	36 20 6 11 26	74.1%
Lakewood	2,735	2,735	24 17 7 13 39	60.5%
McBride	724	724	9 12 4 10 65	34.5%
Millikan	3,306	3,306	12 13 5 11 60	40.4%
PAAL	156	156	43 23 4 8 21	78.8%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - All
2022-2023 PS1



School Name		Student Count	Percent by Category	> 1 D or F
Polytechnic	3,799	3,799	18 16 6 12 48	52.3%
Reid	117	117	16 19 8 17 40	59.8%
Renaissance	433	433	16 20 5 12 46	53.8%
Sato	481	481	14 3 10 82	17.9%
Wilson	3,548	3,548	31 15 5 9 40	59.7%
District	34,895	34,895	18 15 6 11 50	50.1%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - All
2022-2023 Q1

School Name		Student Count	Percent by Category	> 1 D or F
All Middle	12,576	12,576	11 14 6 13 56	43.6%
Bancroft	850	850	13 13 4 10 60	40.5%
Franklin	1,093	1,093	9 17 5 15 53	46.9%
Hamilton	823	823	11 17 7 14 51	49.2%
Hoover	539	539	4 12 9 16 59	40.8%
Hughes	1,297	1,297	12 14 5 11 58	42.0%
Jefferson	1,003	1,003	13 12 7 14 53	46.7%
Keller	454	454	11 12 5 9 63	37.4%
Lindbergh	409	409	14 17 7 19 43	57.0%
Lindsey	729	729	22 16 10 15 36	63.5%
Marshall	910	910	7 10 4 11 68	31.9%
Nelson	835	835	13 14 10 13 51	49.2%
Rogers	771	771	10 11 3 8 68	32.0%
Stanford	1,178	1,178	10 14 4 11 62	38.2%
Stephens	742	742	8 14 9 16 52	47.6%
Washington	943	943	6 13 6 13 61	38.9%
All K8	1,963	1,963	11 13 4 10 61	38.6%
Cubberley	387	387	6 8 5 8 72	27.6%
Muir	285	285	20 18 5 10 48	52.3%
Newcomb	295	295	1 36 89	10.5%
Powell	295	295	13 17 8 15 48	52.2%
Robinson	289	289	19 22 5 12 42	58.5%
Tincher	297	297	6 10 3 9 72	27.9%
All High	20,460	20,460	21 16 5 10 48	52.1%
Avalon	150	150	12 22 8 18 40	60.0%
		115	21 20 2 13 44	55.7%
Browning	326	326	29 18 8 13 33	67.5%
Cabrillo	1,789	1,789	39 17 5 8 31	68.8%
CAMS	673	673	2 5 6 86	13.8%
Jordan	2,264	2,264	33 20 6 12 29	71.1%
Lakewood	2,767	2,767	22 17 6 12 43	56.7%
McBride	728	728	8 11 5 9 67	32.6%
Millikan	3,311	3,311	10 14 4 10 62	38.4%
PAAL	160	160	21 20 8 14 36	63.8%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/23/2024

Submit Feedback

Grade Distribution - All
2022-2023 Q1

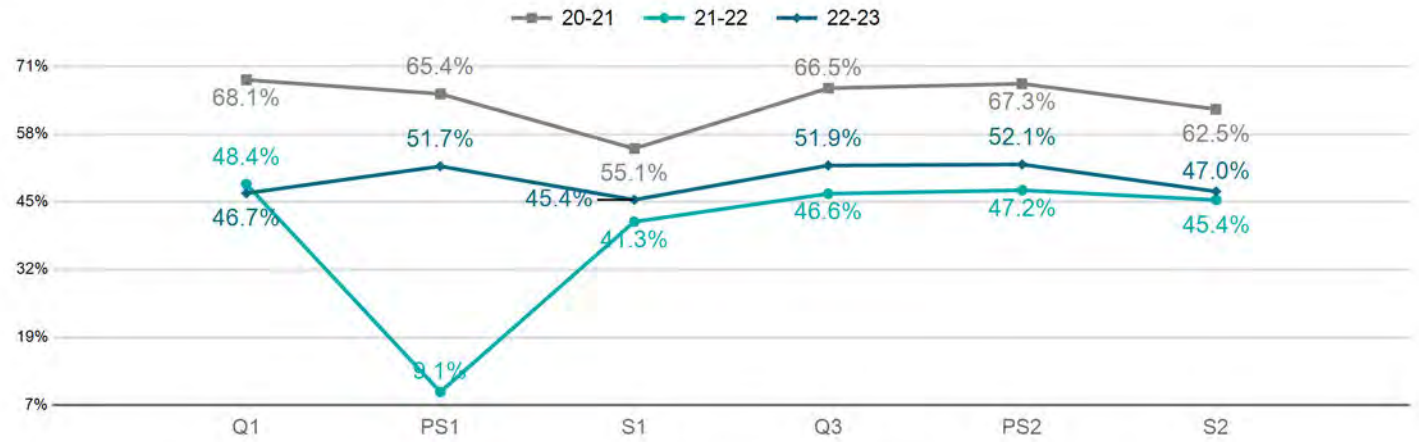
School Name		Student Count	Percent by Category	> 1 D or F
Polytechnic	3,843	3,843	17 16 5 11 51	49.1%
Reid	114	114	4 12 17 25 42	57.9%
Renaissance	436	436	18 15 6 11 50	50.0%
Sato	483	483	2 6 2 8 82	17.8%
Wilson	3,530	3,530	29 16 4 10 42	58.0%
District	34,999	34,999	17 15 5 11 52	48.3%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/23/2024

Submit Feedback

Percent of Students with 1+ D or F - 3 year Comparison
Jefferson
Category: All Students

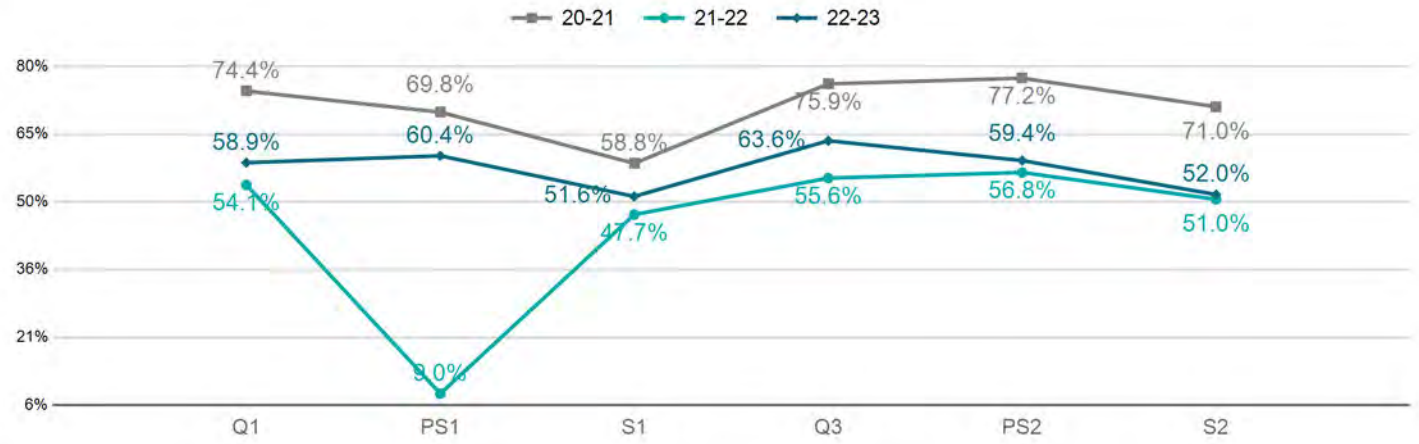


Graphs for subgroups on following pages.

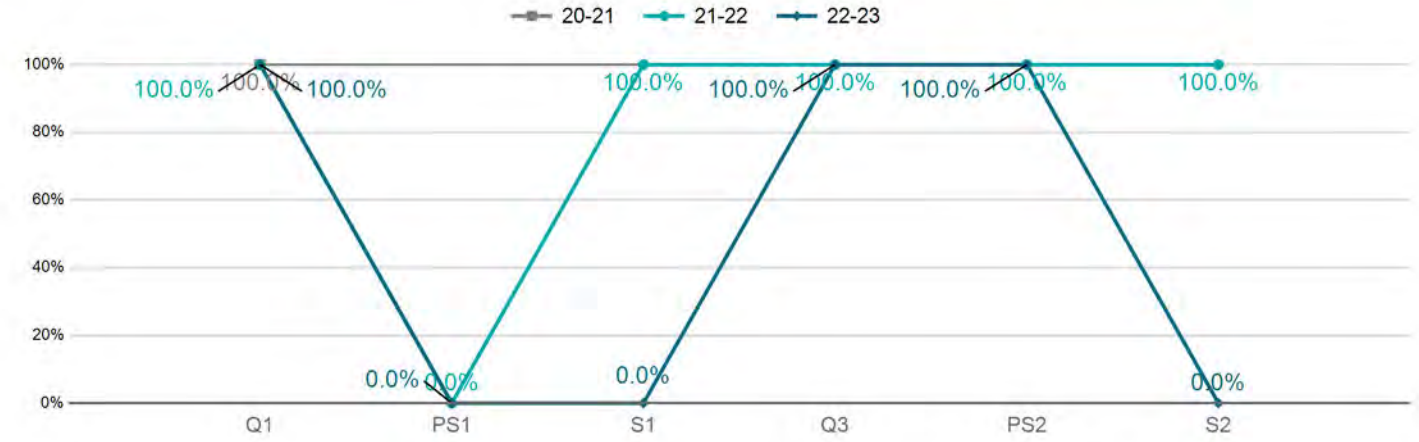
Submit Feedback

Percent of Students with 1+ D or F - 3 year Comparison
Jefferson

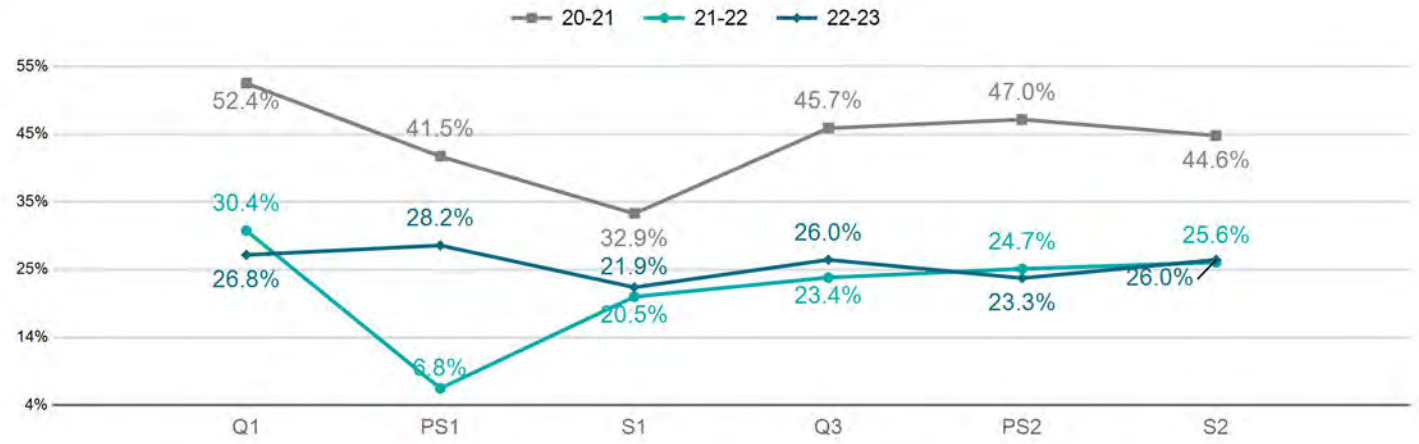
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: American Indian

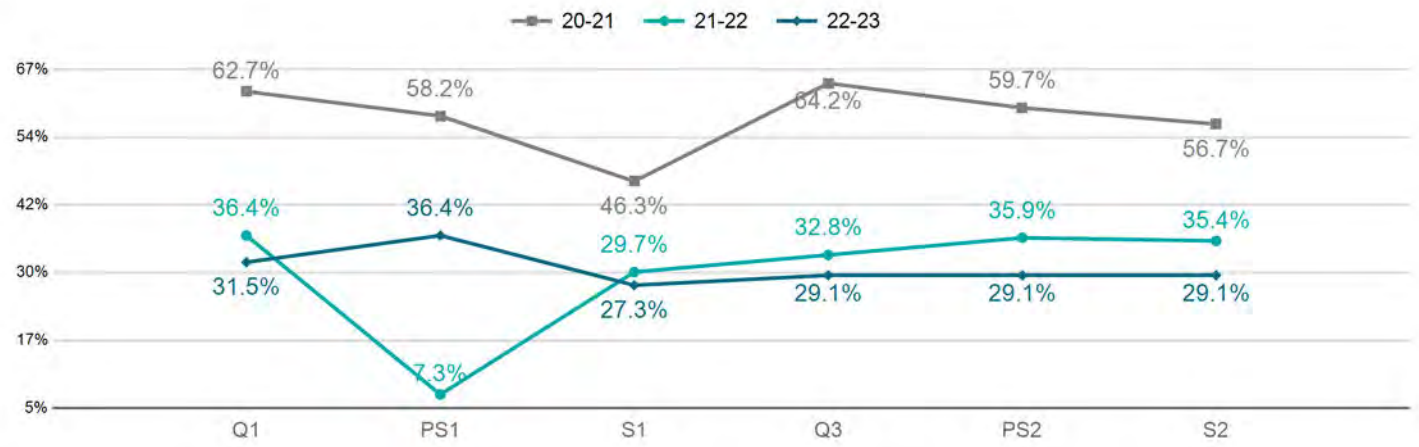


Category: Ethnicity - Subgroup: Asian



Submit Feedback

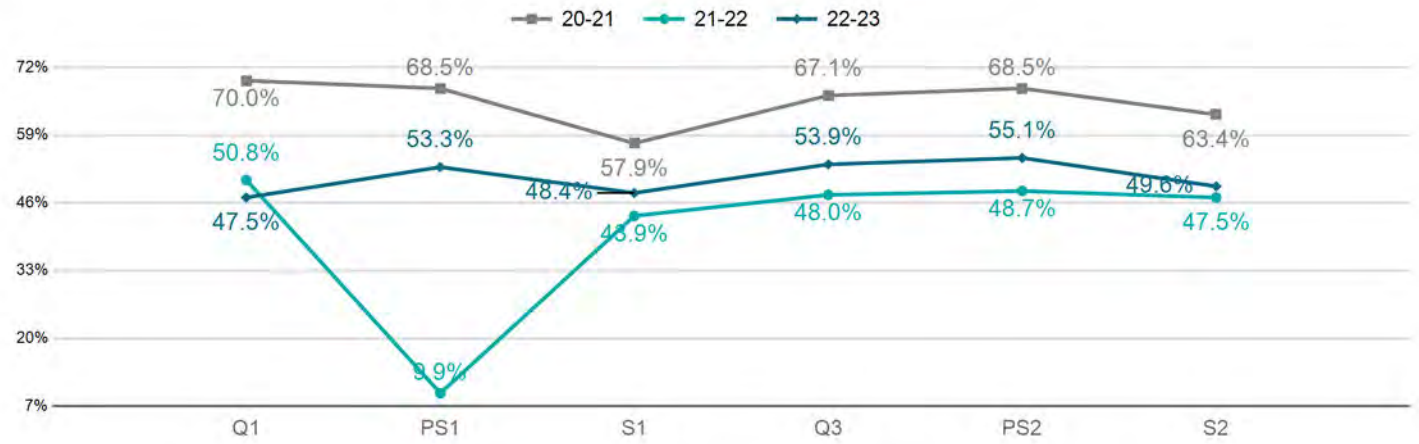
Percent of Students with 1+ D or F - 3 year Comparison
Jefferson
Category: Ethnicity - Subgroup: Cambodian



Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino

Category: Ethnicity - Subgroup: Hispanic



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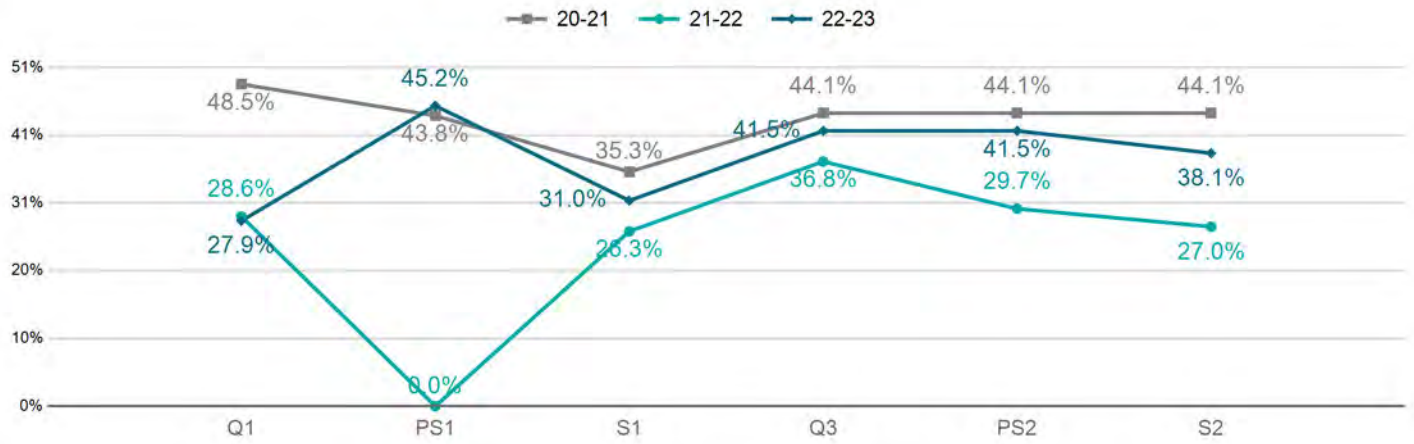
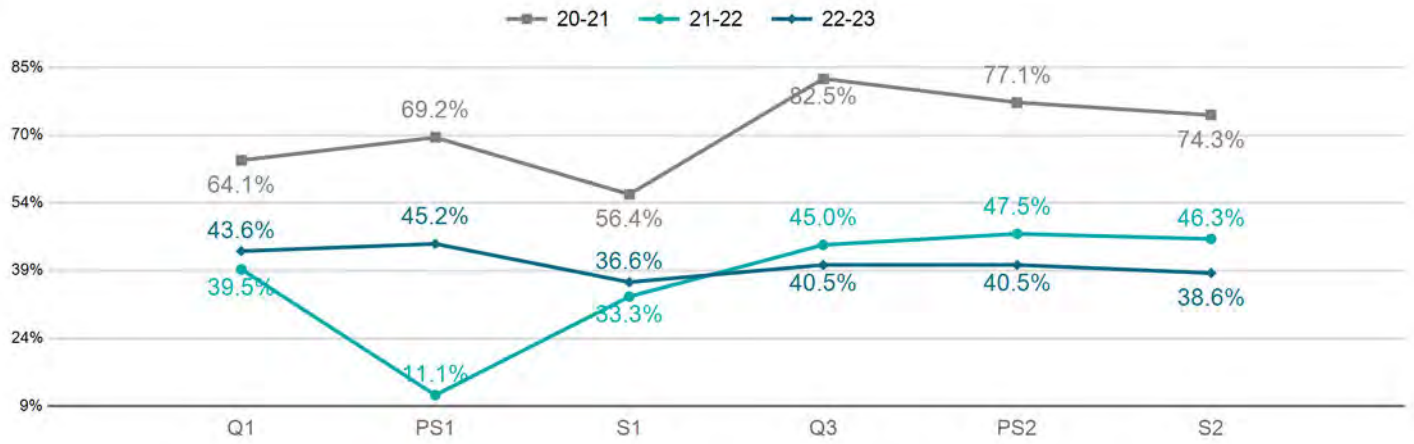
Percent of Students with 1+ D or F - 3 year Comparison
Jefferson
Category: Ethnicity - Subgroup: Pacific Islander

Category: Ethnicity - Subgroup: White



Category: Ethnicity - Subgroup: Other



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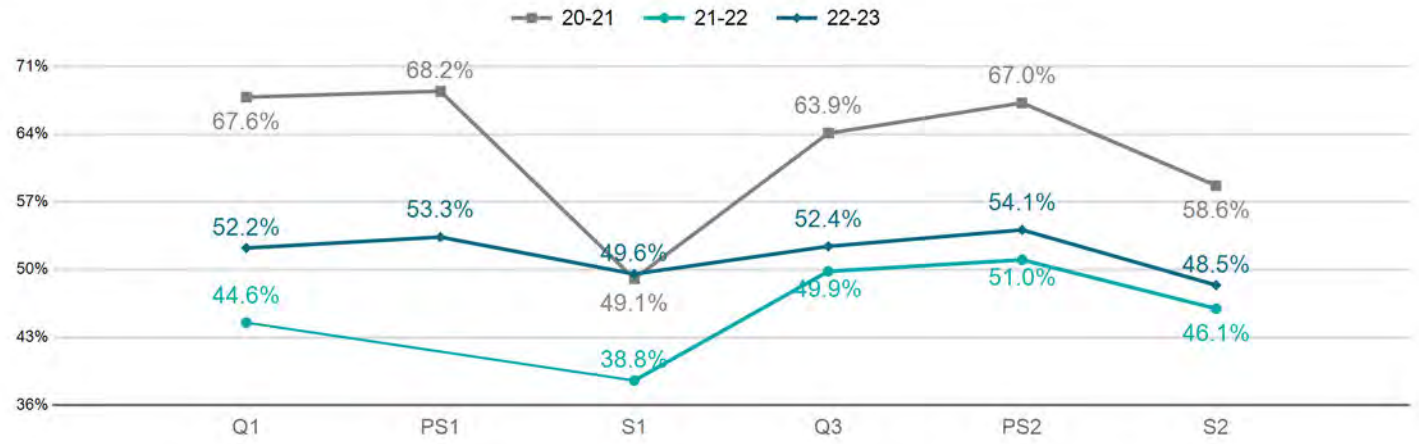
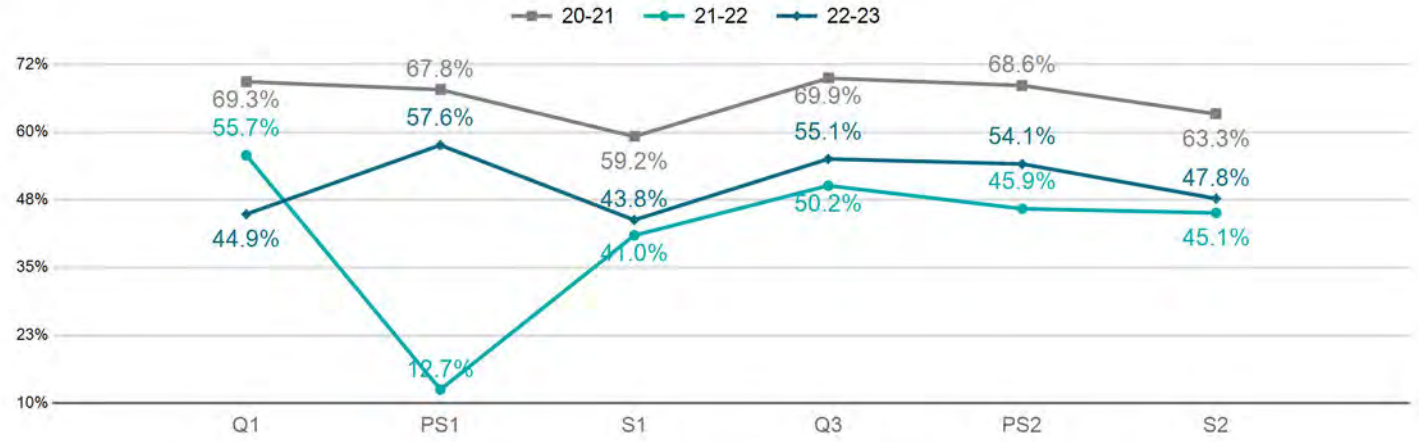
Percent of Students with 1+ D or F - 3 year Comparison
Jefferson

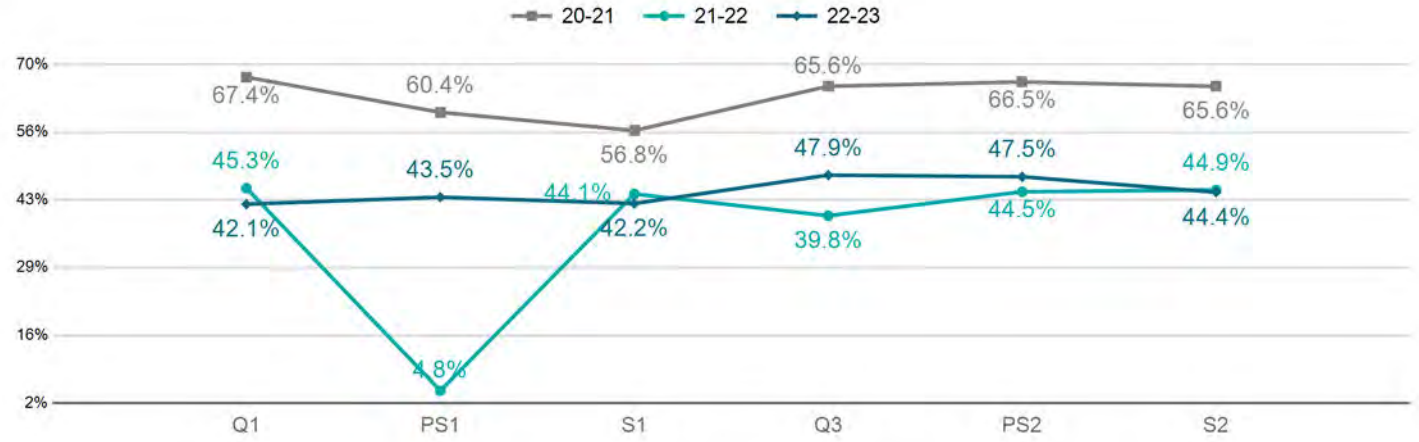
Category: Grade - Subgroup: Gr. 06



Category: Grade - Subgroup: Gr. 07



Category: Grade - Subgroup: Gr. 08



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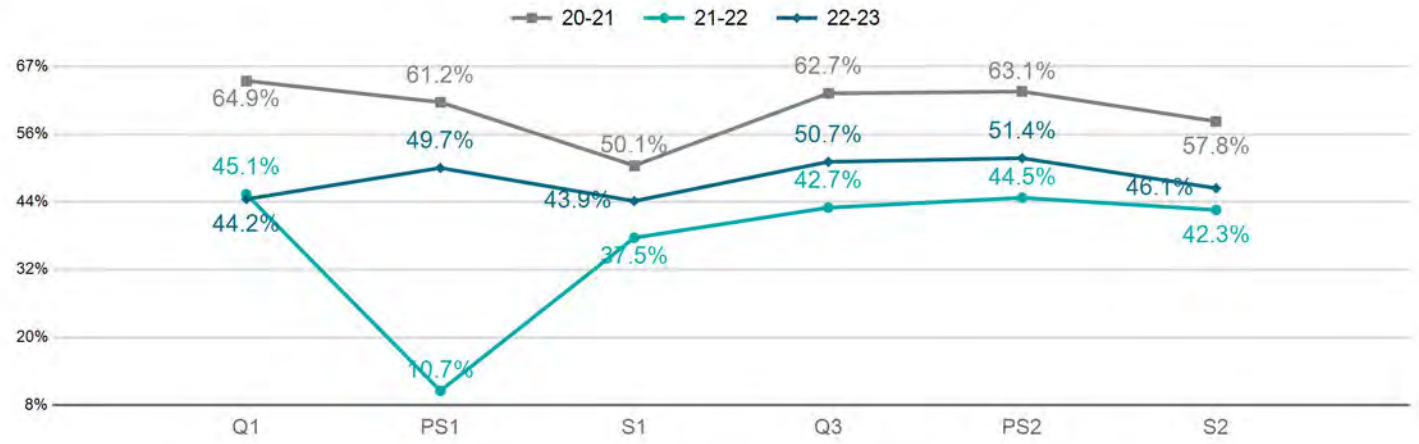
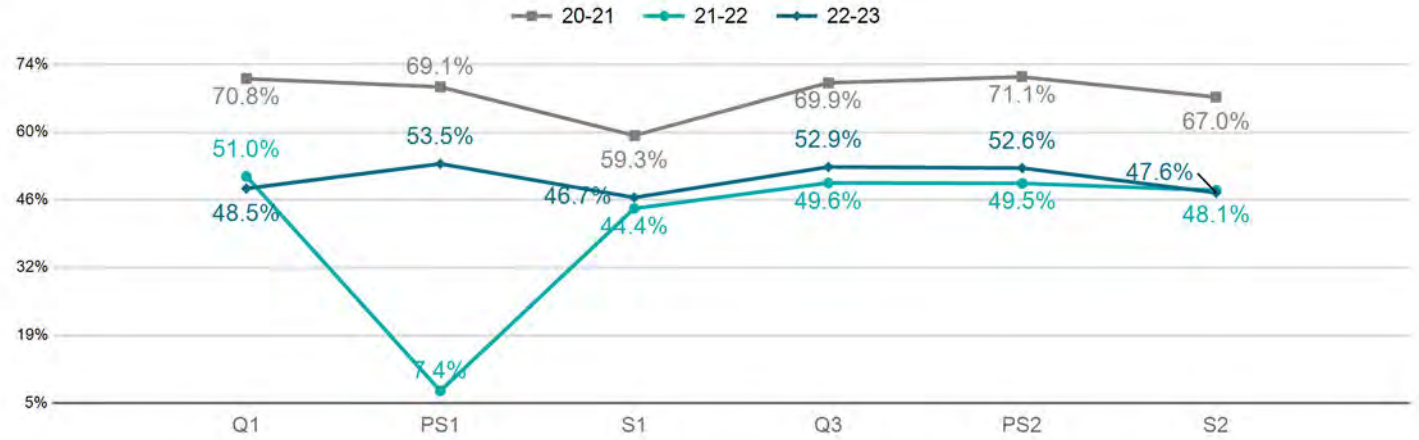
Percent of Students with 1+ D or F - 3 year Comparison
Jefferson

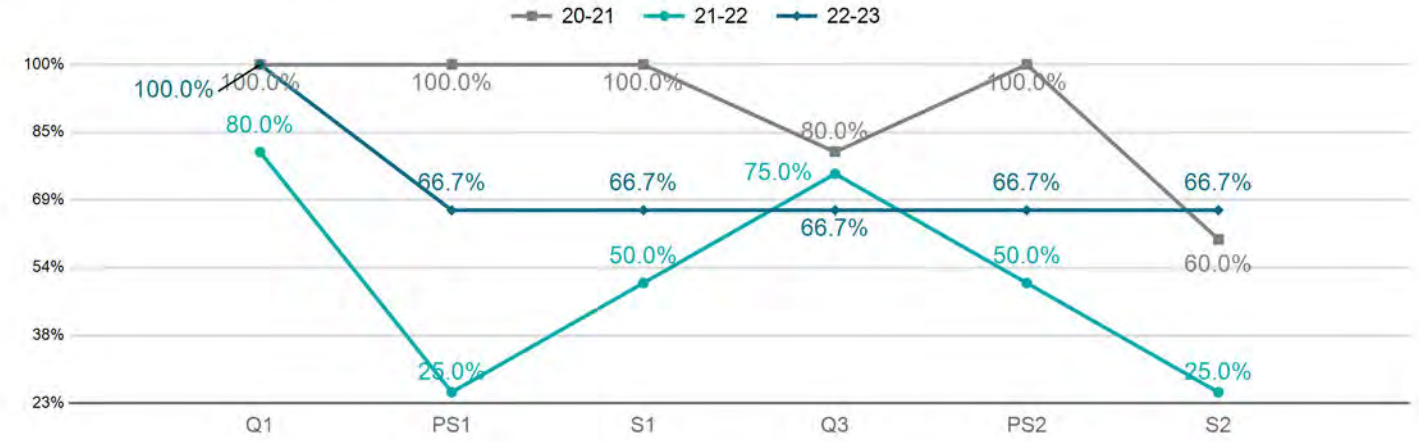
Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male



Category: Gender - Subgroup: Nonbinary



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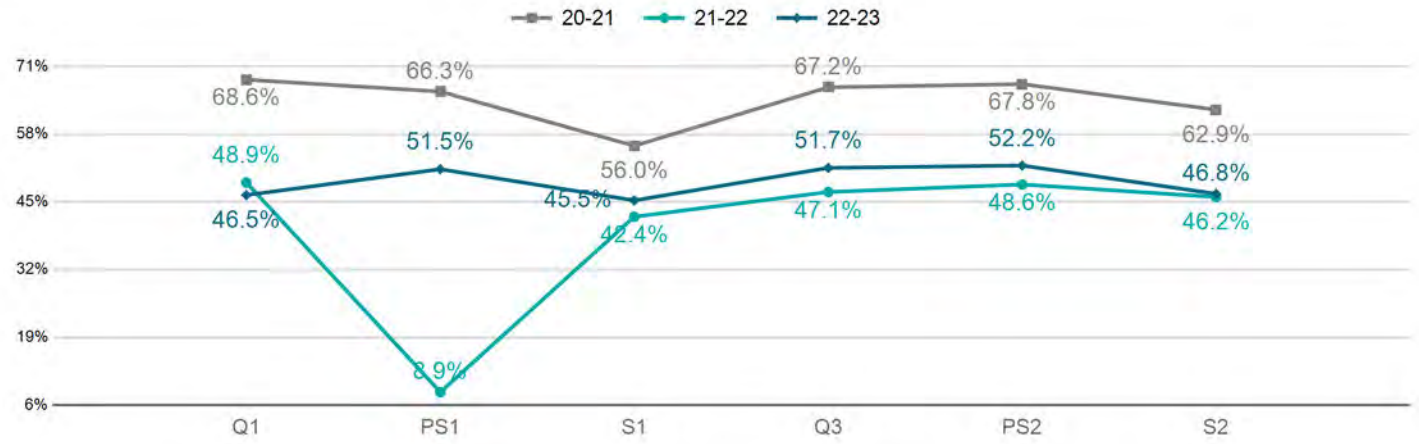
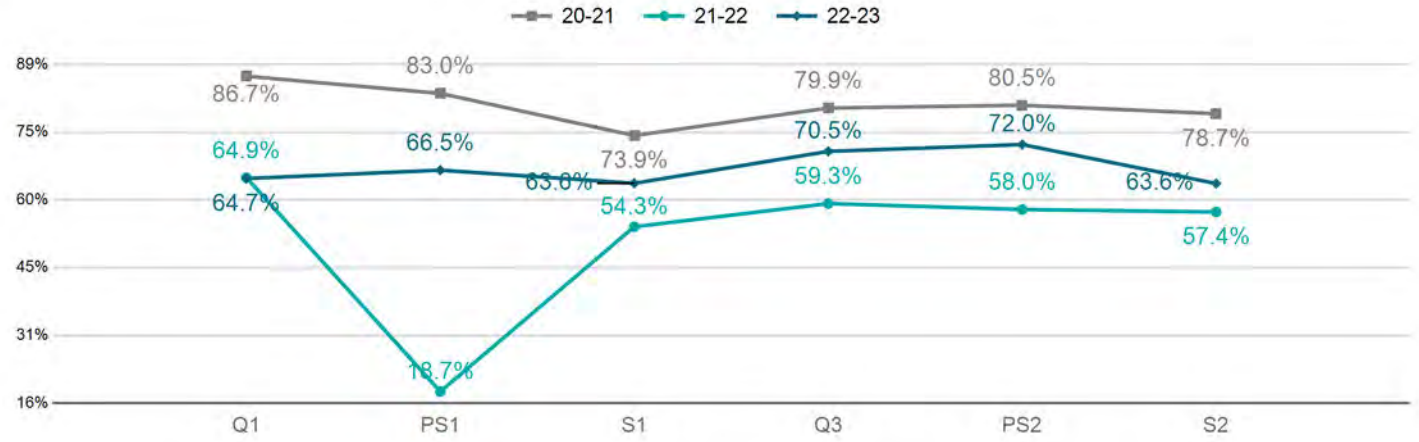
Percent of Students with 1+ D or F - 3 year Comparison
Jefferson

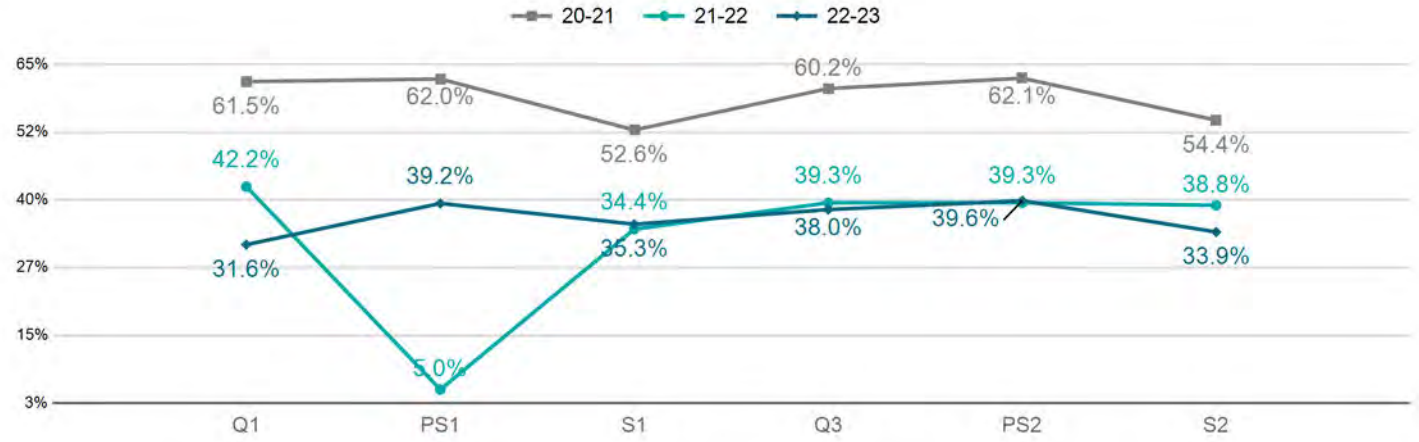
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP



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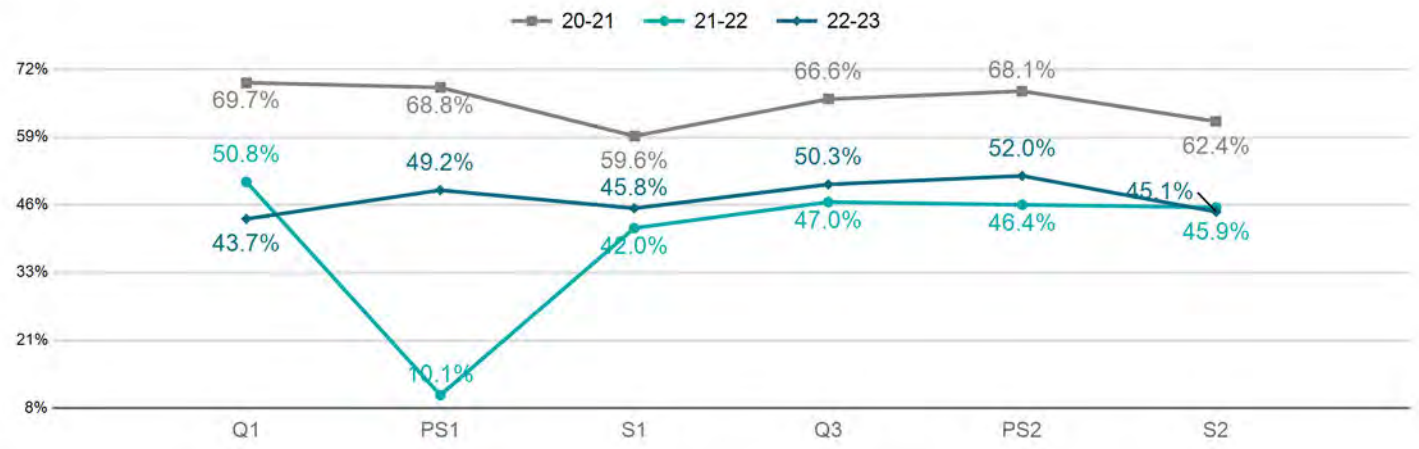
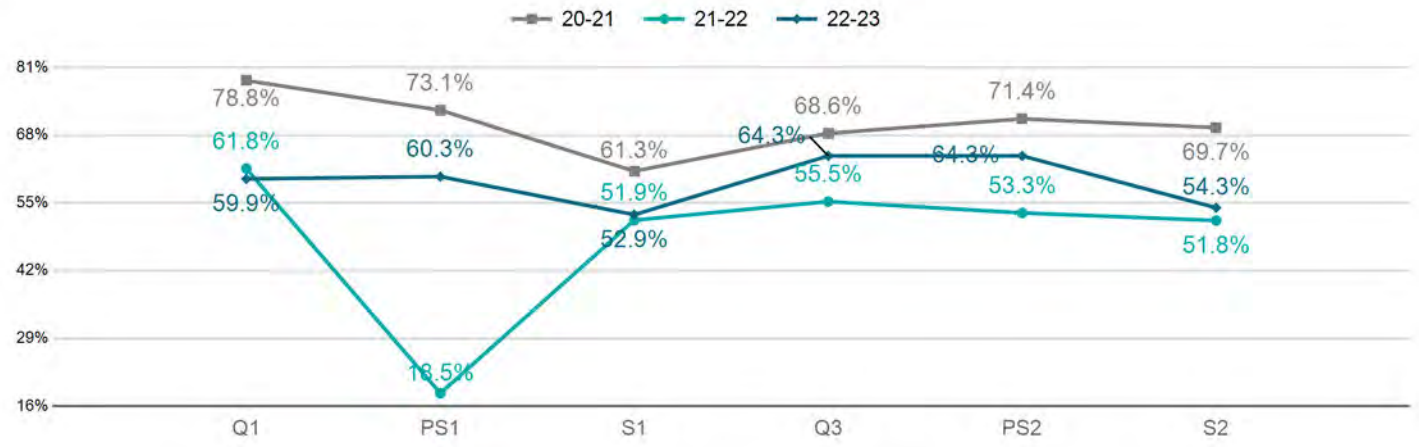
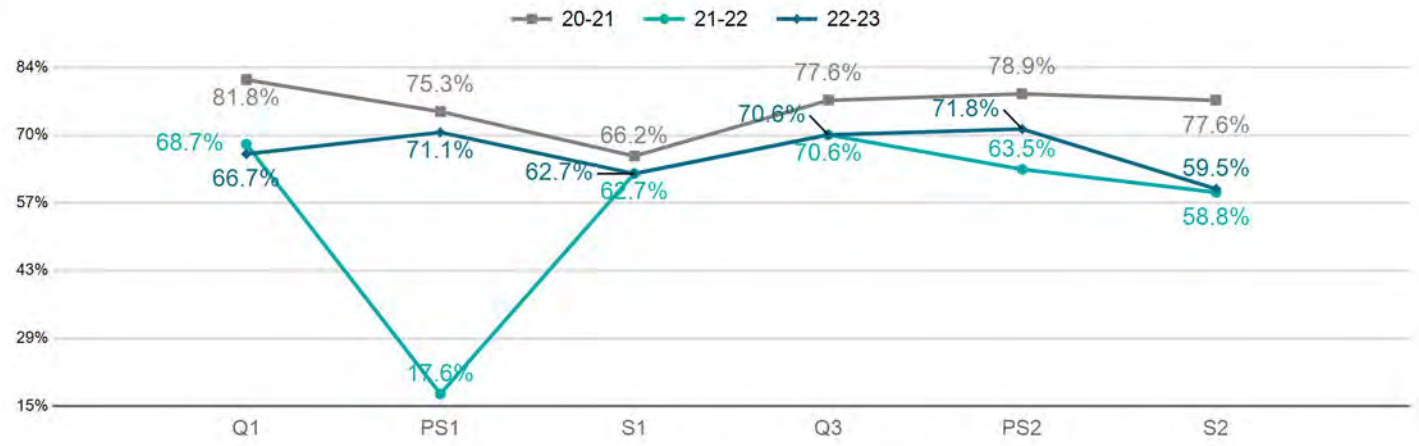
Percent of Students with 1+ D or F - 3 year Comparison
Jefferson
Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.



Category: Special Populations - Subgroup: Spec Ed. Speech/RSP



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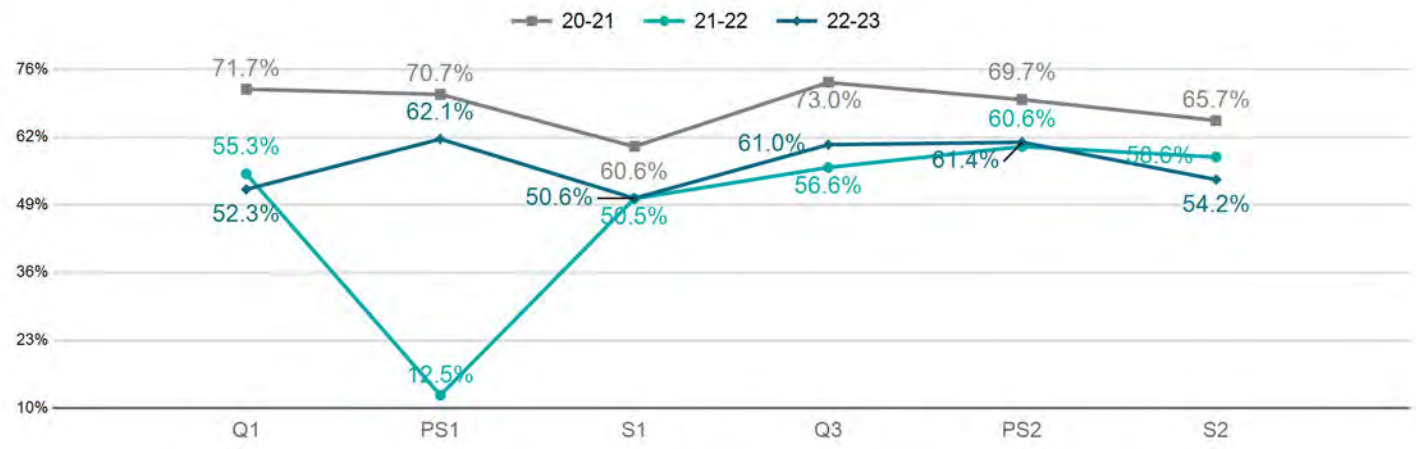
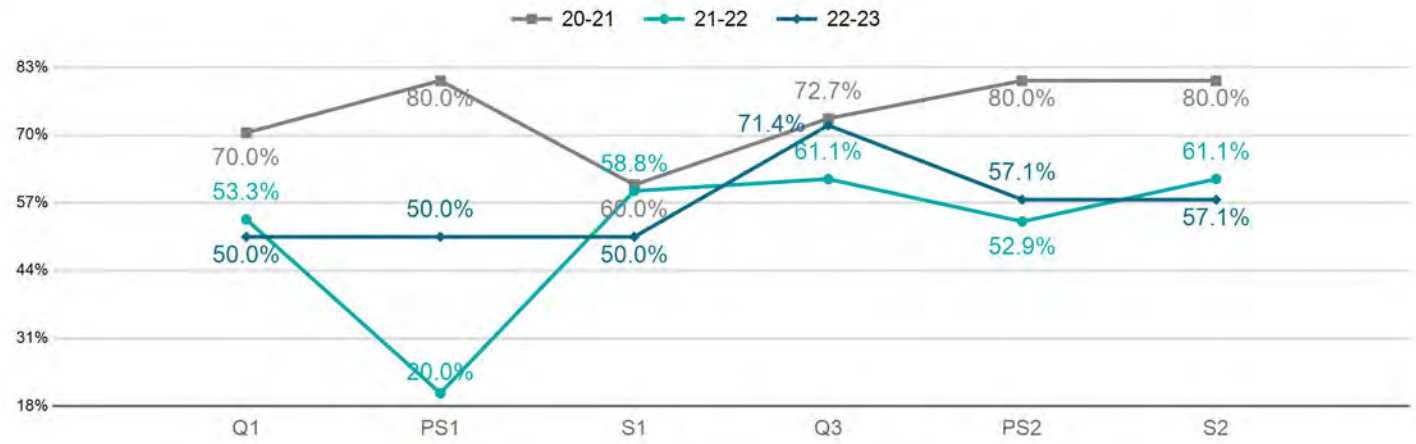
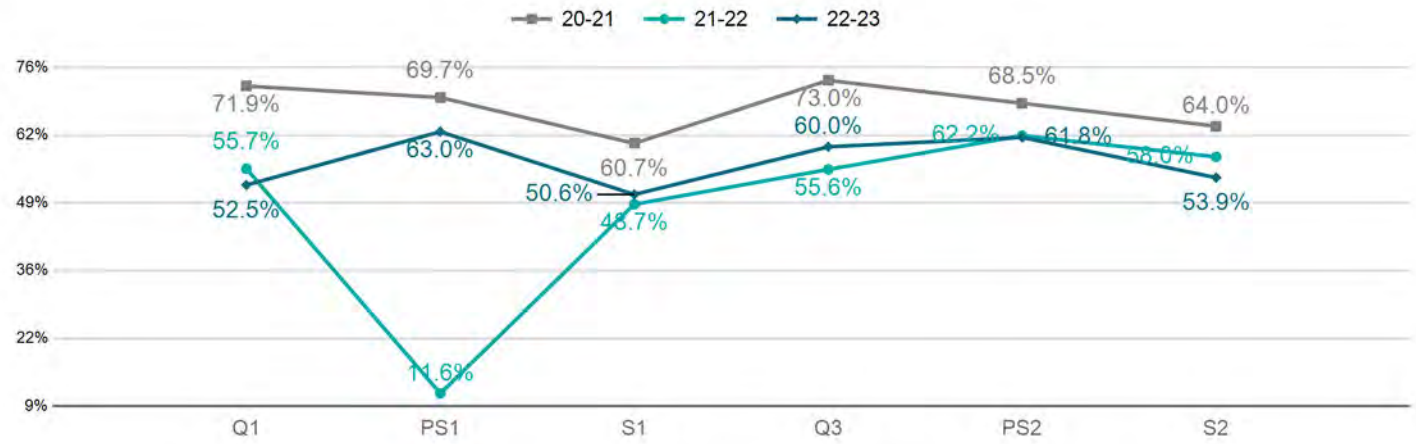
Percent of Students with 1+ D or F - 3 year Comparison
Jefferson
Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster



Category: Special Populations - Subgroup: Homeless



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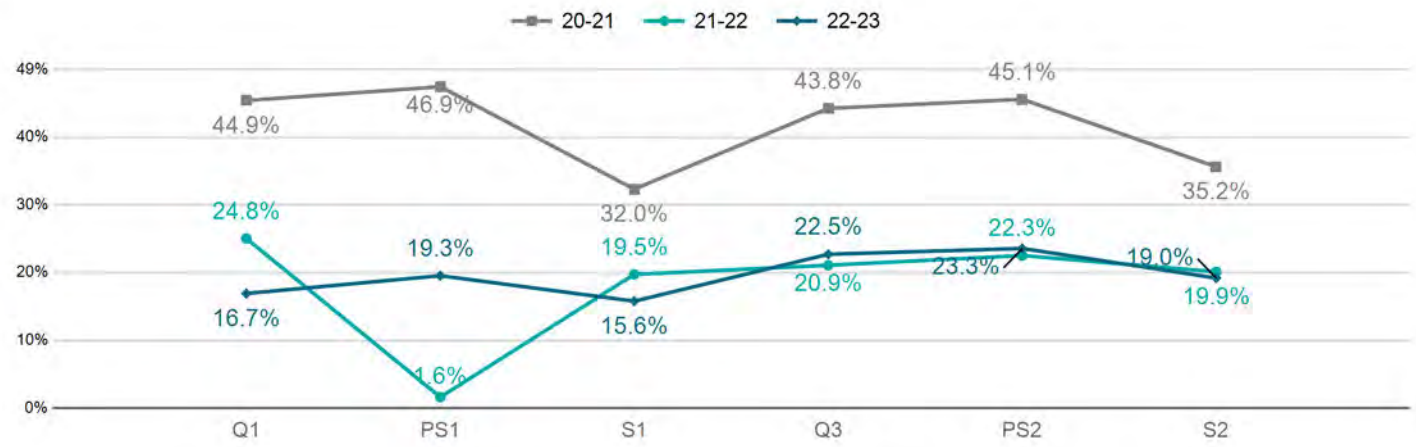
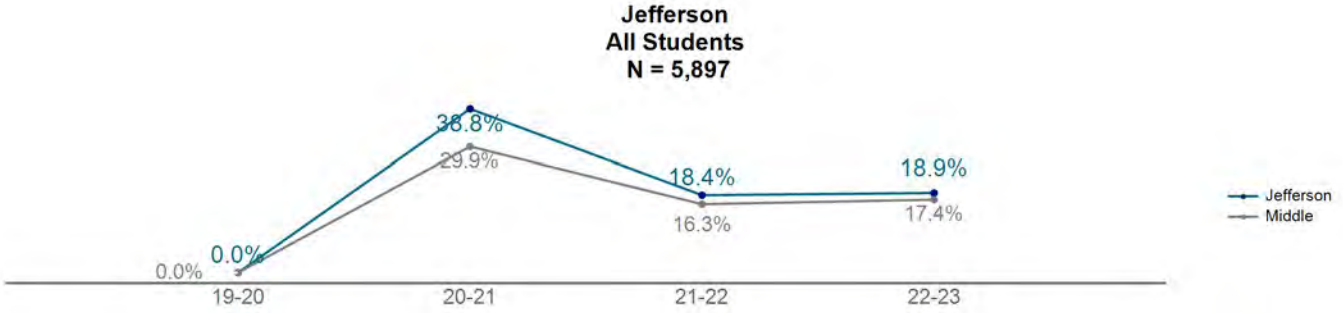
Percent of Students with 1+ D or F - 3 year Comparison
Jefferson
Category: Special Populations - Subgroup: GATE/Excel

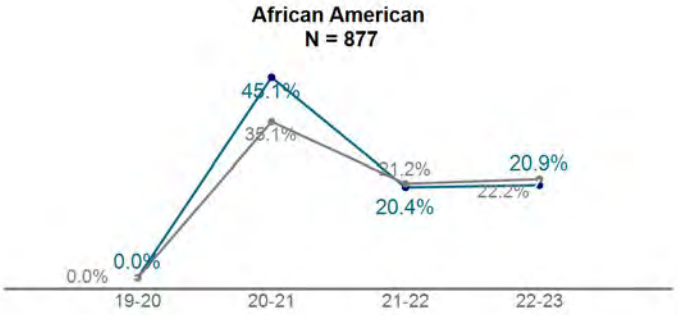


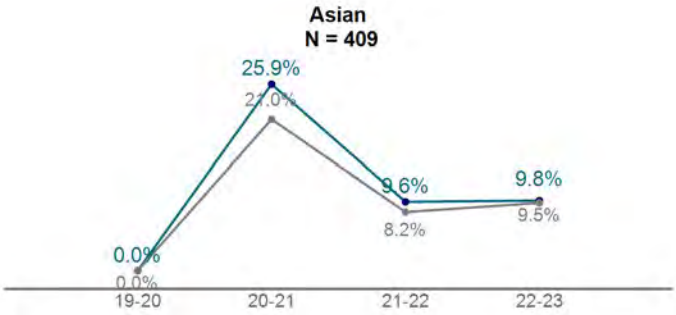
[About this report]

Semester 2 - D/F Rate

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

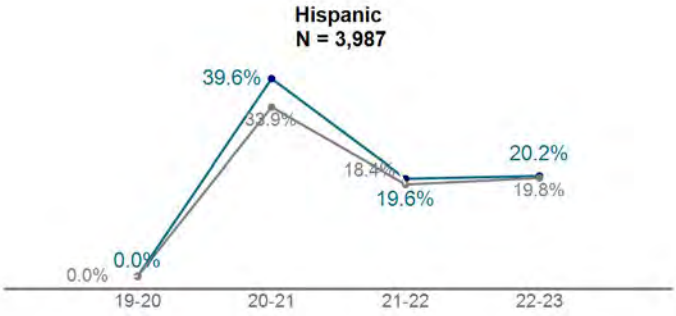






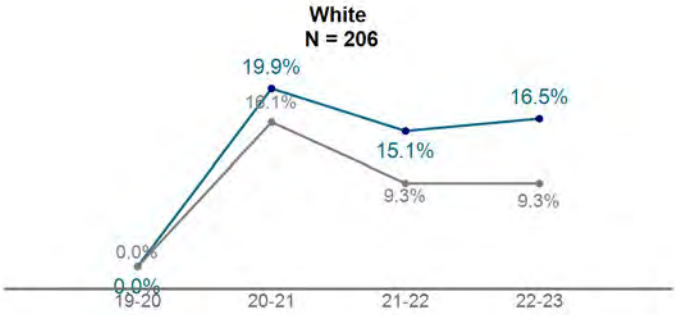
Filipino

Subgroup with fewer than 20 total grades.



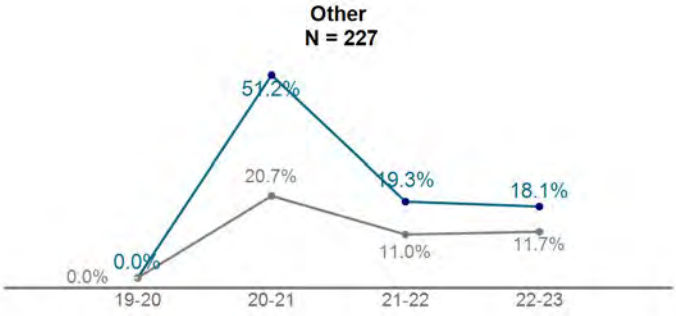
Pacific Islander

Subgroup with fewer than 20 total grades.



Native American

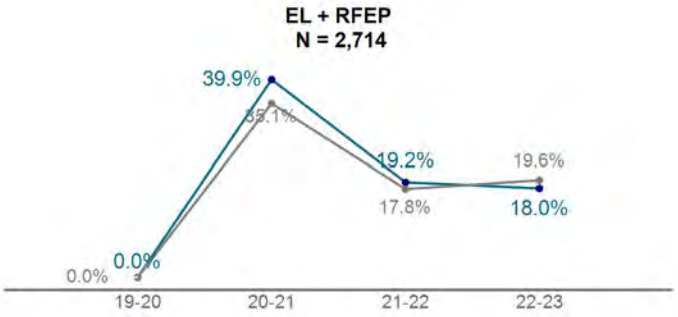
Subgroup with fewer than 20 total grades.

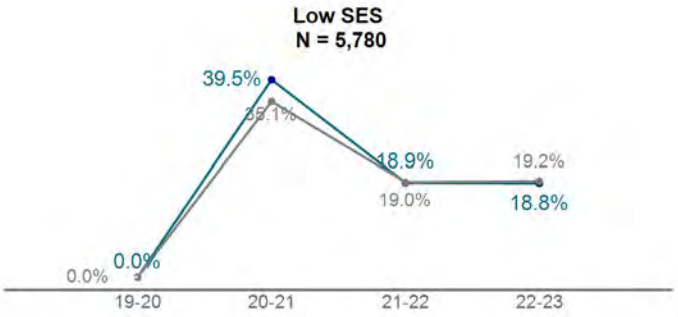


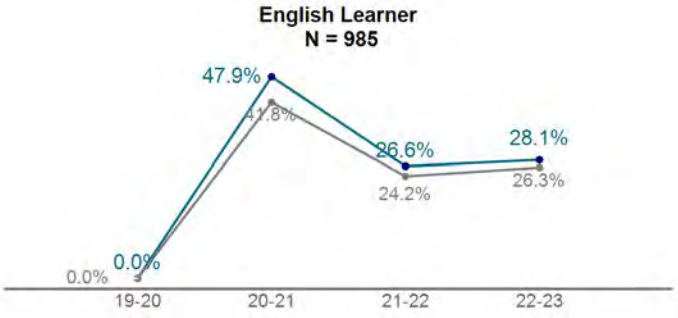
N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included

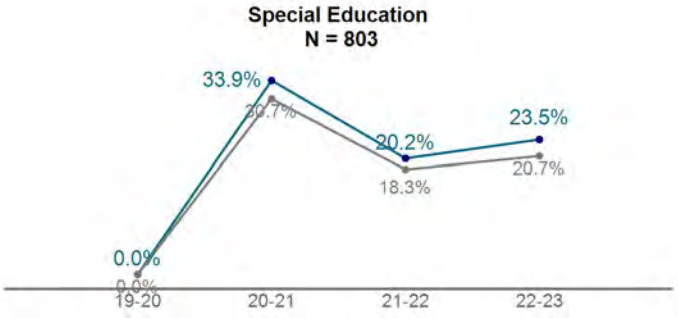
[About this report]

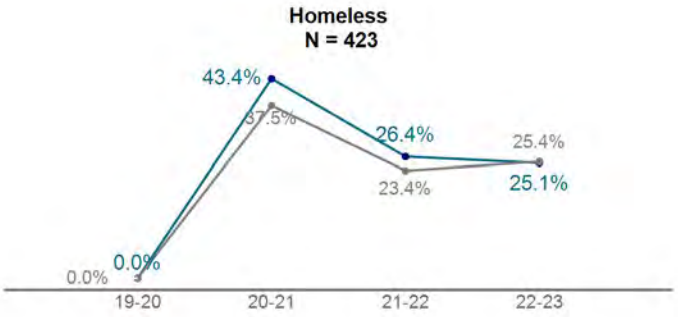
Semester 2 - D/F Rate





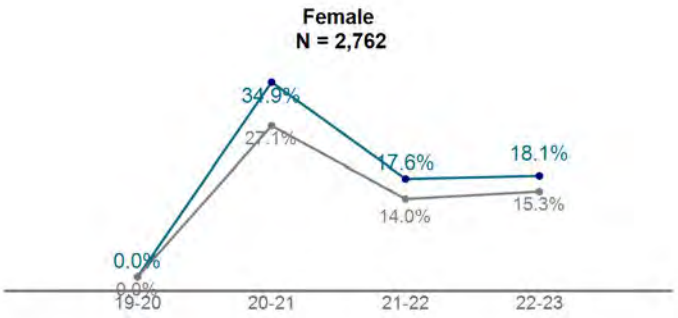


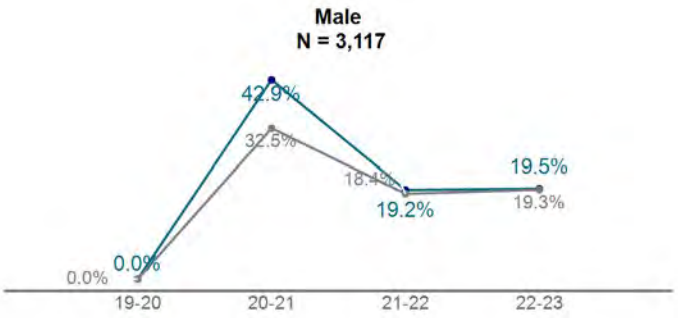




Foster Youth

Subgroup with fewer than 20 total grades.





N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included

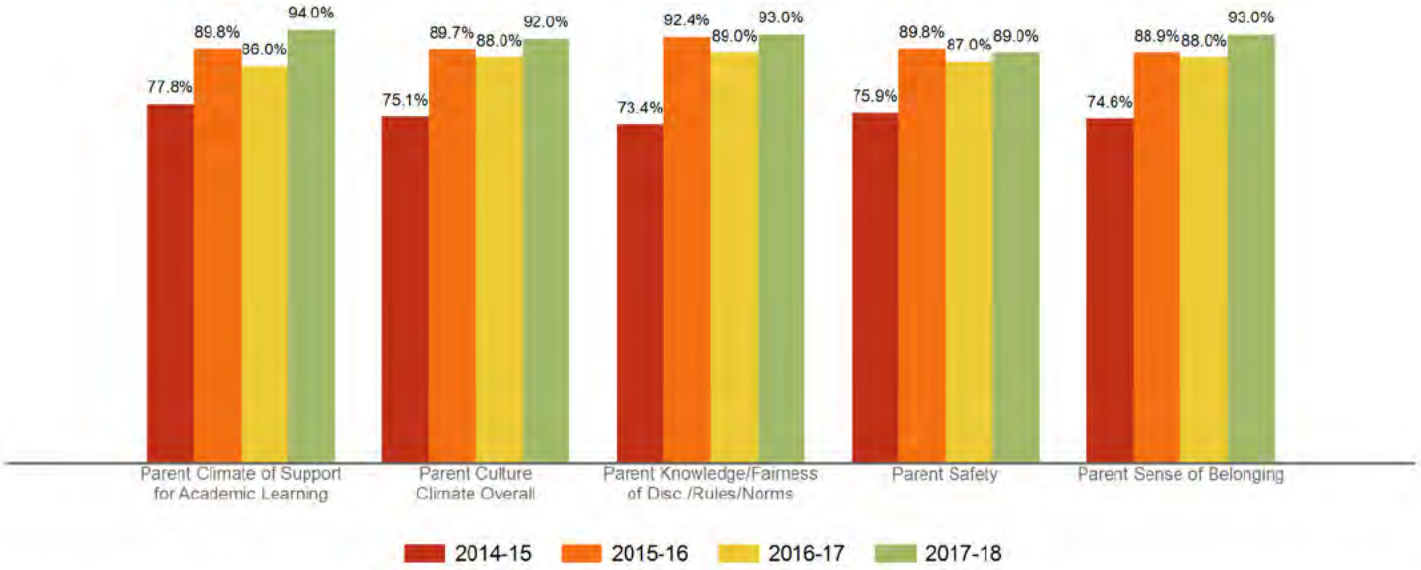
School Demographics			
	School	District	State
African American	16.2%	13.2%	
Am. Indian	0%	.2%	
Asian	8%	6.4%	
Filipino	1%	2.6%	
Hispanic/Latino	66.3%	60.2%	
Multiple	4.6%	6.3%	
Pacific Islander	.1%	1%	
White	3.9%	10.2%	
English Learner	19.3%	15%	
Reclassified Fluent English Proficient	22.9%	18.1%	
Students w/Disabilities	13.2%	14.7%	
Free/Reduced Lunch	#Error	#Error	

Culture-Climate Survey (Parent)

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	Sense of Agency- By June 2023, All students will report 85% positive sense of Agency. Black students will report 85%.By June 2023, 80% of students respect each other.Sense of Belonging- By June 2023, All students will report 80% positive sense of Belonging. Black students will report 80%. Sense of Identity- By June 2023, All students will report 85% positive sense of Belonging. Black students will report 85%.



Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Teachers will teach parenting classes at orientation to help prepare students for success. Classes to include: Canvas, ParentVue, Being an Observer, How to support your child in Middle School. Parents are also requesting support from our mental health resources. Parent survey will determine next round of support meetings.		Hourly - Intermediate Office Assistant, Hourly - School Community Worker, Materials, Teacher Hourly Extra Comp
2	Basic Responsibilities (20%) Supervise students in class and out-of-classroom activities, including before and after school supervision and evening events for the purpose of student management. Assist the Principal in developing and setting annual school/performance goals, based on data and input from educational partners. Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning. Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies. Maintain, coordinate, and oversee systems of designated school operations. Investigate, follow-through, and respond appropriately to incidents and issues that disrupt school safety and operations. Lead or facilitate designated meetings as part of the schoolâ€™s leadership team. Attend and participate in meetings as assigned: administration, leadership, staff, and IEPs. Comply and operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements. Support and contribute to the mission and vision of the school and district. Supplemental Duties (80%) Facilitate professional development on Intervention, Attendance, and Support for students. Collect and monitor data on signature practices of Attendance. Lead the Attendance Team Collect suspension data and facilitate the shift towards more restorative practices. Facilitate proactive intervention meetings to support student achievement and attendance. Collaborate with teachers, school community liaison, and admin to conduct parent involvement meetings to proactively support student achievement. Conduct home visits to students with poor attendance. Coordinate services with district counseling programs, outside service providers, and school teams to provide social-emotional support, counseling, and other mental health services. Conduct parent-teacher-student conferences to resolve conflicts with alternative to suspension strategies. Communicate effectively with the various educational partners to facilitate systems for intervention, enrichment, and support for EL and unduplicated students. Partner with EL TOSA and Counselor to plan, implement, and progress monitor school-wide interventions. Attend conferences and professional development with other district staff and job-alike administrators to improve student achievement and social-emotional learning.		Asst. Principal Middle
	Materials and supplies for student incentives for Positive Behavior Support Plan. Certificate paper, award pins, lanyards, masks, hand sanitizer, art supplies, banners, and other items voted on by leadership team. VIP lunch activities weekly, monthly awards for scholars and character, semester honor roll awards.		Materials

Culture-Climate Survey (Parent)

School Year: 22-23

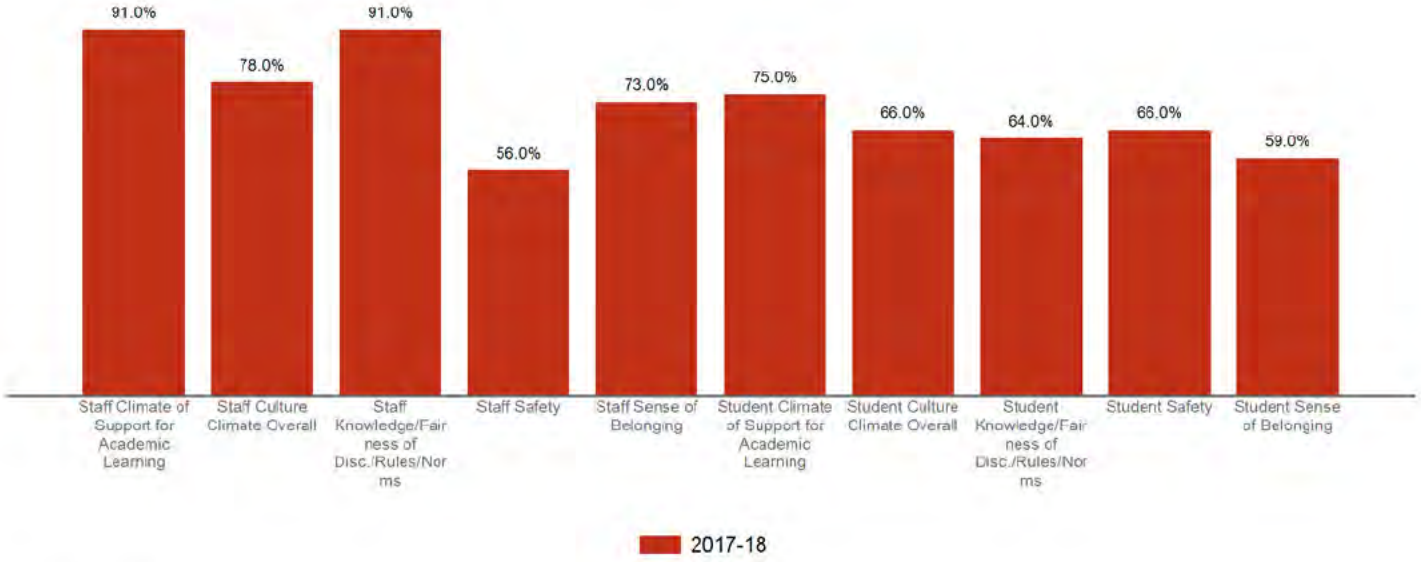
Budgeted Items			
Line Number	**Description**	**Cost**	**Personnel Summary**
2	On-going WEB training for staff and students. Funding for materials and supplies to support the program and any field trips that get scheduled. Funding to support sub coverage for WEB lead teachers to attend training and plan release days.		Materials, Substitute teacher full day
4	Recreation Aides to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will assist with COVID protocols at entrances and exits and help screen students and visitors. 3 Rec Aides each .125 FTE or 3.75 hours per week.		Hourly - Recreation Aide
	Field trips and bussing for all students to attend field trips to support classroom instuction. Trips to include The Getty, The Museum of Tolerance, Museum of Science and Industry, and the Aquarium of the Pacific. Each grade level will attend a different trip this year.		Services
6	Additional bi-lingual Community Worker will assist in conducting parent workshops and informational meetings; communicate with parents the dates, time, and locations of parent workshops/meetings; duplicate materials for parent workshops/meetings; coordinate the school VIPS program; assist in monitoring attendance of chronically absent/tardy students; assist with the preparation of School Site Council (SSC) and ELAC Meetings; support families in their understanding of required Title I documents; provide oral translation of these documents as necessary.		School Community Worker
7	Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollemt, technology, transportation, and CANVAS.		Intermediate Office Assistant
Total			

Culture-Climate Survey (Student-Staff)

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	Sense of Agency- By June 2023, All students will report 85% positive sense of Agency. Black students will report 85%.By June 2023, 80% of students respect each other.Sense of Belonging- By June 2023, All students will report 80% positive sense of Belonging. Black students will report 80%. Sense of Identity- By June 2023, All students will report 85% positive sense of Belonging. Black students will report 85%.



Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Materials and supplies, determined by the individual departments as needed to address standards for all students. Departments include: ELA, Math, Science, Health, PE, Sped, Electives, History.		Materials
	Weekly collaborative lesson planning time so teachers can plan how to integrate strategies from the new Understandings and Expectations 22-23. Teachers work together to plan lessons and share ideas, solve technical issues, and support each other through the implementation with a focus on trying new student engagement strategies.		Teacher Hourly Extra Comp
2	Basic Responsibilities (20%) Supervise students in class and out-of-classroom activities, including before and after school supervision and evening events for the purpose of student management. Assist the Principal in developing and setting annual school/performance goals, based on data and input from educational partners. Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning. Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies. Maintain, coordinate, and oversee systems of designated school operations. Investigate, follow-through, and respond appropriately to incidents and issues that disrupt school safety and operations. Lead or facilitate designated meetings as part of the schoolâ€™s leadership team. Attend and participate in meetings as assigned: administration, leadership, staff, and IEPs. Comply and operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements. Support and contribute to the mission and vision of the school and district. Supplemental Duties (80%) Facilitate professional development on Intervention, Attendance, and Support for students. Collect and monitor data on signature practices of Attendance. Lead the Attendance Team Collect suspension data and facilitate the shift towards more restorative practices. Facilitate proactive intervention meetings to support student achievement and attendance. Collaborate with teachers, school community liaison, and admin to conduct parent involvement meetings to proactively support student achievement. Conduct home visits to students with poor attendance. Coordinate services with district counseling programs, outside service providers, and school teams to provide social-emotional support, counseling, and other mental health services. Conduct parent-teacher-student conferences to resolve conflicts with alternative to suspension strategies. Communicate effectively with the various educational partners to facilitate systems for intervention, enrichment, and support for EL and unduplicated students. Partner with EL TOSA and Counselor to plan, implement, and progress monitor school-wide interventions. Attend conferences and professional development with other district staff and job-alike administrators to improve student achievement and social-emotional learning.		Asst. Principal Middle

Culture-Climate Survey (Student-Staff)

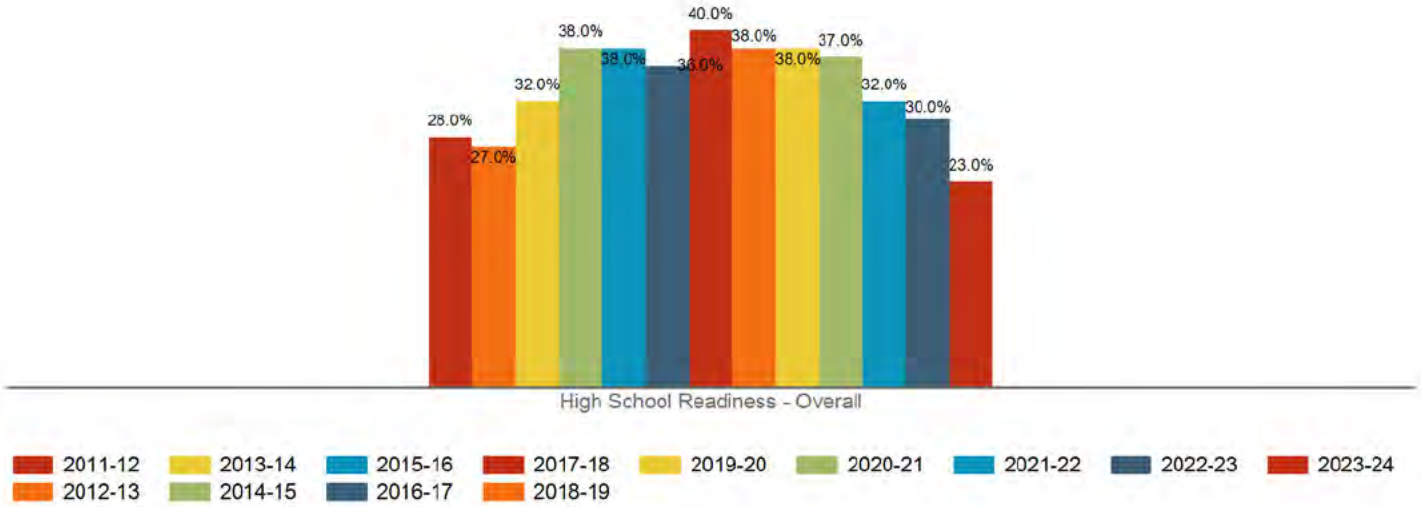
School Year: 22-23

Budgeted Items

Line Number	Description	Cost	Personnel Summary
2	Materials and supplies for student incentives for Positive Behavior Support Plan. Certificate paper, award pins, lanyards, masks, hand sanitizer, art supplies, banners, and other items voted on by leadership team. VIP lunch activities weekly, monthly awards for scholars and character, semester honor roll awards.		Materials
	On-going WEB training for staff and students. Funding for materials and supplies to support the program and any field trips that get scheduled. Funding to support sub coverage for WEB lead teachers to attend training and plan release days.		Materials, Substitute teacher full day
3	Technology support to fix broken laptops and trouble shoot issues.		Services
4	Recreation Aides to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will assist with COVID protocols at entrances and exits and help screen students and visitors. 3 Rec Aides each .125 FTE or 3.75 hours per week.		Hourly - Recreation Aide
	Field trips and bussing for all students to attend field trips to support classroom instuction. Trips to include The Getty, The Museum of Tolerance, Museum of Science and Industry, and the Aquarium of the Pacific. Each grade level will attend a different trip this year.		Services
5	Additional CSA to improve school safety, school culture and climate.The Campus Staff Assistant supports the educational process within the secondary schools of LBUSD by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. â€¢ Build rapport with students and assist in promoting a positive, productive and safe campus climate. â€¢ Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. â€¢ Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. â€¢ Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. â€¢ Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. â€¢ Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. â€¢ Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms.		Campus Staff Assistant
6	Additional bi-lingual Community Worker will assist in conducting parent workshops and informational meetings; communicate with parents the dates, time, and locations of parent workshops/meetings; duplicate materials for parent workshops/meetings; coordinate the school VIPS program; assist in monitoring attendance of chronically absent/tardy students; assist with the preparation of School Site Council (SSC) and ELAC Meetings; support families in their understanding of required Title I documents; provide oral translation of these documents as necessary.		School Community Worker
Total			

High School Readiness

School Year: 22-23



Budgeted Items

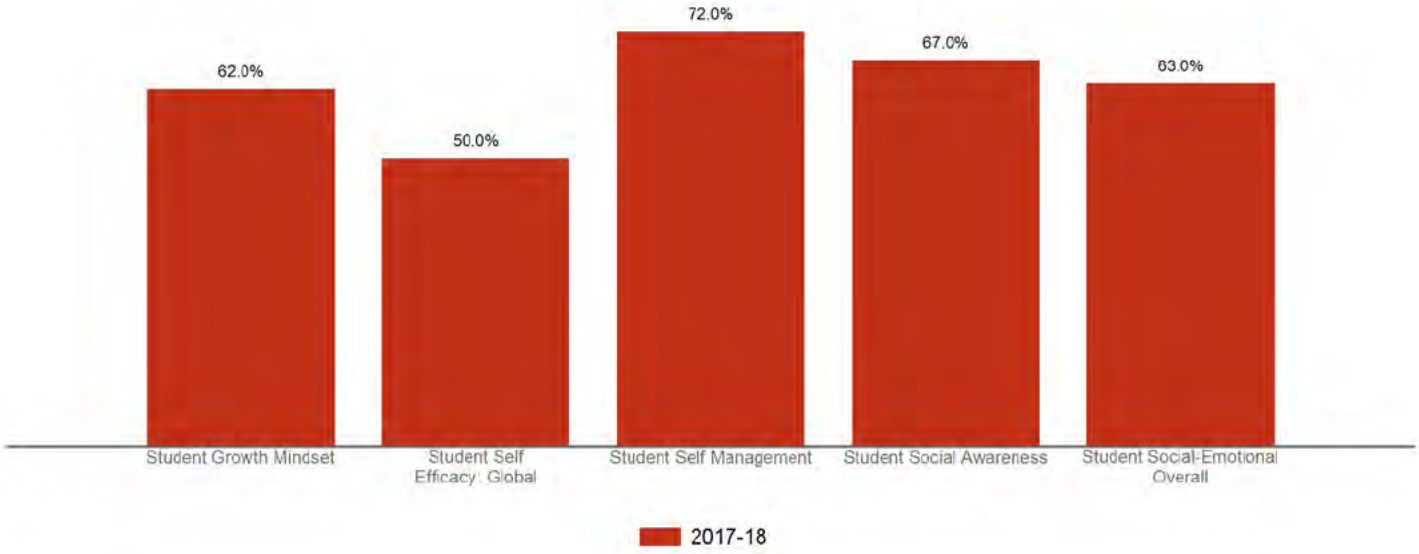
Line Number	Description	Cost	Personnel Summary
5	Additional CSA to improve school safety, school culture and climate.The Campus Staff Assistant supports the educational process within the secondary schools of LBUSD by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. â€¢ Build rapport with students and assist in promoting a positive, productive and safe campus climate. â€¢ Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. â€¢ Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. â€¢ Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. â€¢ Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. â€¢ Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. â€¢ Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms.		Campus Staff Assistant
Total			

SEL Survey

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	Sense of Agency- By June 2023, All students will report 85% positive sense of Agency. Black students will report 85%.By June 2023, 80% of students respect each other.Sense of Belonging- By June 2023, All students will report 80% positive sense of Belonging. Black students will report 80%. Sense of Identity- By June 2023, All students will report 85% positive sense of Belonging. Black students will report 85%.



Budgeted Items

Line Number	Description	Cost	Personnel Summary
5	Additional CSA to improve school safety, school culture and climate.The Campus Staff Assistant supports the educational process within the secondary schools of LBUSD by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. â€¢ Build rapport with students and assist in promoting a positive, productive and safe campus climate. â€¢ Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. â€¢ Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. â€¢ Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. â€¢ Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. â€¢ Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. â€¢ Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms.		Campus Staff Assistant
Total			

All Parents

School Year: 22-23

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Materials and supplies, determined by the individual departments as needed to address standards for all students. Departments include: ELA, Math, Science, Health, PE, Sped, Electives, History.	$10,000	
	Teachers will teach parenting classes at orientation to help prepare students for success. Classes to include: Canvas, ParentVue, Being an Observer, How to support your child in Middle School. Parents are also requesting support from our mental health resources. Parent survey will determine next round of support meetings.	$10,085	
	Weekly collaborative lesson planning time so teachers can plan how to integrate strategies from the new Understandings and Expectations 22-23. Teachers work together to plan lessons and share ideas, solve technical issues, and support each other through the implementation with a focus on trying new student engagement strategies.	$19,353	
2	Basic Responsibilities (20%) Supervise students in class and out-of-classroom activities, including before and after school supervision and evening events for the purpose of student management. Assist the Principal in developing and setting annual school/performance goals, based on data and input from educational partners. Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning. Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies. Maintain, coordinate, and oversee systems of designated school operations. Investigate, follow-through, and respond appropriately to incidents and issues that disrupt school safety and operations. Lead or facilitate designated meetings as part of the schoolâ€™s leadership team. Attend and participate in meetings as assigned: administration, leadership, staff, and IEPs. Comply and operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements. Support and contribute to the mission and vision of the school and district. Supplemental Duties (80%) Facilitate professional development on Intervention, Attendance, and Support for students. Collect and monitor data on signature practices of Attendance. Lead the Attendance Team Collect suspension data and facilitate the shift towards more restorative practices. Facilitate proactive intervention meetings to support student achievement and attendance. Collaborate with teachers, school community liaison, and admin to conduct parent involvement meetings to proactively support student achievement. Conduct home visits to students with poor attendance. Coordinate services with district counseling programs, outside service providers, and school teams to provide social-emotional support, counseling, and other mental health services. Conduct parent-teacher-student conferences to resolve conflicts with alternative to suspension strategies. Communicate effectively with the various educational partners to facilitate systems for intervention, enrichment, and support for EL and unduplicated students. Partner with EL TOSA and Counselor to plan, implement, and progress monitor school-wide interventions. Attend conferences and professional development with other district staff and job-alike administrators to improve student achievement and social-emotional learning.	$175,088	
	Materials and supplies for student incentives for Positive Behavior Support Plan. Certificate paper, award pins, lanyards, masks, hand sanitizer, art supplies, banners, and other items voted on by leadership team. VIP lunch activities weekly, monthly awards for scholars and character, semester honor roll awards.	$9,000	
	On-going WEB training for staff and students. Funding for materials and supplies to support the program and any field trips that get scheduled. Funding to support sub coverage for WEB lead teachers to attend training and plan release days.	$4,411	
3	Technology support to fix broken laptops and trouble shoot issues.	$5,000	
4	Recreation Aides to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will assist with COVID protocols at entrances and exits and help screen students and visitors. 3 Rec Aides each .125 FTE or 3.75 hours per week.	$40,335	
	Field trips and bussing for all students to attend field trips to support classroom instuction. Trips to include The Getty, The Museum of Tolerance, Museum of Science and Industry, and the Aquarium of the Pacific. Each grade level will attend a different trip this year.	$10,000	

All Parents

School Year: 22-23

Budgeted Items			
Line Number	**Description**	**Cost**	**Personnel Summary**
5	Additional CSA to improve school safety, school culture and climate.The Campus Staff Assistant supports the educational process within the secondary schools of LBUSD by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. â€¢ Build rapport with students and assist in promoting a positive, productive and safe campus climate. â€¢ Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. â€¢ Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. â€¢ Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. â€¢ Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. â€¢ Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. â€¢ Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms.	$89,037	
6	Additional bi-lingual Community Worker will assist in conducting parent workshops and informational meetings; communicate with parents the dates, time, and locations of parent workshops/meetings; duplicate materials for parent workshops/meetings; coordinate the school VIPS program; assist in monitoring attendance of chronically absent/tardy students; assist with the preparation of School Site Council (SSC) and ELAC Meetings; support families in their understanding of required Title I documents; provide oral translation of these documents as necessary.	$83,749	
7	Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollemt, technology, transportation, and CANVAS.	$83,277	
Total		**$539,335**	

All Staff

School Year: 22-23

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Materials and supplies, determined by the individual departments as needed to address standards for all students. Departments include: ELA, Math, Science, Health, PE, Sped, Electives, History.	$10,000	
	Teachers will teach parenting classes at orientation to help prepare students for success. Classes to include: Canvas, ParentVue, Being an Observer, How to support your child in Middle School. Parents are also requesting support from our mental health resources. Parent survey will determine next round of support meetings.	$10,085	
	Weekly collaborative lesson planning time so teachers can plan how to integrate strategies from the new Understandings and Expectations 22-23. Teachers work together to plan lessons and share ideas, solve technical issues, and support each other through the implementation with a focus on trying new student engagement strategies.	$19,353	
2	Basic Responsibilities (20%) Supervise students in class and out-of-classroom activities, including before and after school supervision and evening events for the purpose of student management. Assist the Principal in developing and setting annual school/performance goals, based on data and input from educational partners. Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning. Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies. Maintain, coordinate, and oversee systems of designated school operations. Investigate, follow-through, and respond appropriately to incidents and issues that disrupt school safety and operations. Lead or facilitate designated meetings as part of the schoolâ€™s leadership team. Attend and participate in meetings as assigned: administration, leadership, staff, and IEPs. Comply and operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements. Support and contribute to the mission and vision of the school and district. Supplemental Duties (80%) Facilitate professional development on Intervention, Attendance, and Support for students. Collect and monitor data on signature practices of Attendance. Lead the Attendance Team Collect suspension data and facilitate the shift towards more restorative practices. Facilitate proactive intervention meetings to support student achievement and attendance. Collaborate with teachers, school community liaison, and admin to conduct parent involvement meetings to proactively support student achievement. Conduct home visits to students with poor attendance. Coordinate services with district counseling programs, outside service providers, and school teams to provide social-emotional support, counseling, and other mental health services. Conduct parent-teacher-student conferences to resolve conflicts with alternative to suspension strategies. Communicate effectively with the various educational partners to facilitate systems for intervention, enrichment, and support for EL and unduplicated students. Partner with EL TOSA and Counselor to plan, implement, and progress monitor school-wide interventions. Attend conferences and professional development with other district staff and job-alike administrators to improve student achievement and social-emotional learning.	$175,088	
	Materials and supplies for student incentives for Positive Behavior Support Plan. Certificate paper, award pins, lanyards, masks, hand sanitizer, art supplies, banners, and other items voted on by leadership team. VIP lunch activities weekly, monthly awards for scholars and character, semester honor roll awards.	$9,000	
	On-going WEB training for staff and students. Funding for materials and supplies to support the program and any field trips that get scheduled. Funding to support sub coverage for WEB lead teachers to attend training and plan release days.	$4,411	
3	Technology support to fix broken laptops and trouble shoot issues.	$5,000	
4	Recreation Aides to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will assist with COVID protocols at entrances and exits and help screen students and visitors. 3 Rec Aides each .125 FTE or 3.75 hours per week.	$40,335	
	Field trips and bussing for all students to attend field trips to support classroom instuction. Trips to include The Getty, The Museum of Tolerance, Museum of Science and Industry, and the Aquarium of the Pacific. Each grade level will attend a different trip this year.	$10,000	

All Staff

School Year: 22-23

Budgeted Items			
Line Number	**Description**	**Cost**	**Personnel Summary**
5	Additional CSA to improve school safety, school culture and climate.The Campus Staff Assistant supports the educational process within the secondary schools of LBUSD by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. â€¢ Build rapport with students and assist in promoting a positive, productive and safe campus climate. â€¢ Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. â€¢ Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. â€¢ Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. â€¢ Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. â€¢ Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. â€¢ Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms.	$89,037	
6	Additional bi-lingual Community Worker will assist in conducting parent workshops and informational meetings; communicate with parents the dates, time, and locations of parent workshops/meetings; duplicate materials for parent workshops/meetings; coordinate the school VIPS program; assist in monitoring attendance of chronically absent/tardy students; assist with the preparation of School Site Council (SSC) and ELAC Meetings; support families in their understanding of required Title I documents; provide oral translation of these documents as necessary.	$83,749	
7	Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollemt, technology, transportation, and CANVAS.	$83,277	
Total		**$539,335**	

All Students

School Year: 22-23

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Materials and supplies, determined by the individual departments as needed to address standards for all students. Departments include: ELA, Math, Science, Health, PE, Sped, Electives, History.	$10,000	
	Teachers will teach parenting classes at orientation to help prepare students for success. Classes to include: Canvas, ParentVue, Being an Observer, How to support your child in Middle School. Parents are also requesting support from our mental health resources. Parent survey will determine next round of support meetings.	$10,085	
	Weekly collaborative lesson planning time so teachers can plan how to integrate strategies from the new Understandings and Expectations 22-23. Teachers work together to plan lessons and share ideas, solve technical issues, and support each other through the implementation with a focus on trying new student engagement strategies.	$19,353	
2	Basic Responsibilities (20%) Supervise students in class and out-of-classroom activities, including before and after school supervision and evening events for the purpose of student management. Assist the Principal in developing and setting annual school/performance goals, based on data and input from educational partners. Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning. Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies. Maintain, coordinate, and oversee systems of designated school operations. Investigate, follow-through, and respond appropriately to incidents and issues that disrupt school safety and operations. Lead or facilitate designated meetings as part of the schoolâ€™s leadership team. Attend and participate in meetings as assigned: administration, leadership, staff, and IEPs. Comply and operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements. Support and contribute to the mission and vision of the school and district. Supplemental Duties (80%) Facilitate professional development on Intervention, Attendance, and Support for students. Collect and monitor data on signature practices of Attendance. Lead the Attendance Team Collect suspension data and facilitate the shift towards more restorative practices. Facilitate proactive intervention meetings to support student achievement and attendance. Collaborate with teachers, school community liaison, and admin to conduct parent involvement meetings to proactively support student achievement. Conduct home visits to students with poor attendance. Coordinate services with district counseling programs, outside service providers, and school teams to provide social-emotional support, counseling, and other mental health services. Conduct parent-teacher-student conferences to resolve conflicts with alternative to suspension strategies. Communicate effectively with the various educational partners to facilitate systems for intervention, enrichment, and support for EL and unduplicated students. Partner with EL TOSA and Counselor to plan, implement, and progress monitor school-wide interventions. Attend conferences and professional development with other district staff and job-alike administrators to improve student achievement and social-emotional learning.	$175,088	
	Materials and supplies for student incentives for Positive Behavior Support Plan. Certificate paper, award pins, lanyards, masks, hand sanitizer, art supplies, banners, and other items voted on by leadership team. VIP lunch activities weekly, monthly awards for scholars and character, semester honor roll awards.	$9,000	
	On-going WEB training for staff and students. Funding for materials and supplies to support the program and any field trips that get scheduled. Funding to support sub coverage for WEB lead teachers to attend training and plan release days.	$4,411	
3	Technology support to fix broken laptops and trouble shoot issues.	$5,000	
4	Recreation Aides to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will assist with COVID protocols at entrances and exits and help screen students and visitors. 3 Rec Aides each .125 FTE or 3.75 hours per week.	$40,335	
	Field trips and bussing for all students to attend field trips to support classroom instuction. Trips to include The Getty, The Museum of Tolerance, Museum of Science and Industry, and the Aquarium of the Pacific. Each grade level will attend a different trip this year.	$10,000	

All Students

School Year: 22-23

Budgeted Items			
Line Number	**Description**	**Cost**	**Personnel Summary**
5	Additional CSA to improve school safety, school culture and climate.The Campus Staff Assistant supports the educational process within the secondary schools of LBUSD by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. â€¢ Build rapport with students and assist in promoting a positive, productive and safe campus climate. â€¢ Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. â€¢ Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. â€¢ Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. â€¢ Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. â€¢ Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. â€¢ Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms.	$89,037	
6	Additional bi-lingual Community Worker will assist in conducting parent workshops and informational meetings; communicate with parents the dates, time, and locations of parent workshops/meetings; duplicate materials for parent workshops/meetings; coordinate the school VIPS program; assist in monitoring attendance of chronically absent/tardy students; assist with the preparation of School Site Council (SSC) and ELAC Meetings; support families in their understanding of required Title I documents; provide oral translation of these documents as necessary.	$83,749	
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Total		**$539,335**	

English Learners

School Year: 22-23

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Materials and supplies, determined by the individual departments as needed to address standards for all students. Departments include: ELA, Math, Science, Health, PE, Sped, Electives, History.	$10,000	
	Teachers will teach parenting classes at orientation to help prepare students for success. Classes to include: Canvas, ParentVue, Being an Observer, How to support your child in Middle School. Parents are also requesting support from our mental health resources. Parent survey will determine next round of support meetings.	$10,085	
	Weekly collaborative lesson planning time so teachers can plan how to integrate strategies from the new Understandings and Expectations 22-23. Teachers work together to plan lessons and share ideas, solve technical issues, and support each other through the implementation with a focus on trying new student engagement strategies.	$19,353	
2	Basic Responsibilities (20%) Supervise students in class and out-of-classroom activities, including before and after school supervision and evening events for the purpose of student management. Assist the Principal in developing and setting annual school/performance goals, based on data and input from educational partners. Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning. Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies. Maintain, coordinate, and oversee systems of designated school operations. Investigate, follow-through, and respond appropriately to incidents and issues that disrupt school safety and operations. Lead or facilitate designated meetings as part of the schoolâ€™s leadership team. Attend and participate in meetings as assigned: administration, leadership, staff, and IEPs. Comply and operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements. Support and contribute to the mission and vision of the school and district. Supplemental Duties (80%) Facilitate professional development on Intervention, Attendance, and Support for students. Collect and monitor data on signature practices of Attendance. Lead the Attendance Team Collect suspension data and facilitate the shift towards more restorative practices. Facilitate proactive intervention meetings to support student achievement and attendance. Collaborate with teachers, school community liaison, and admin to conduct parent involvement meetings to proactively support student achievement. Conduct home visits to students with poor attendance. Coordinate services with district counseling programs, outside service providers, and school teams to provide social-emotional support, counseling, and other mental health services. Conduct parent-teacher-student conferences to resolve conflicts with alternative to suspension strategies. Communicate effectively with the various educational partners to facilitate systems for intervention, enrichment, and support for EL and unduplicated students. Partner with EL TOSA and Counselor to plan, implement, and progress monitor school-wide interventions. Attend conferences and professional development with other district staff and job-alike administrators to improve student achievement and social-emotional learning.	$175,088	
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	On-going WEB training for staff and students. Funding for materials and supplies to support the program and any field trips that get scheduled. Funding to support sub coverage for WEB lead teachers to attend training and plan release days.	$4,411	
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English Learners

School Year: 22-23

Budgeted Items			
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Total		**$539,335**	

School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI)

Jefferson Leadership Academy

[illegible]

- [x] African-American
- [ ] American Indian
- [ ] Asian-American
- [ ] English Learner
- [ ] Filipino
- [ ] Foster Youth
- [ ] Hispanic
- [ ] Homeless
- [ ] Pacific Islander
- [ ] Socioeconomically Disadvantaged
- [x] Students with Disabilities
- [x] Two or More Races
- [ ] White

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC 1/31/24

X Signature of Principal [redacted]

Signature of SSC Chair [redacted]

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

☑ **There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.

☐ **There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementarion.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing**: The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits**: School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing**: School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing**: Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

Plan Escolar para el Logro Estudiantil Anexo 2023-2024

Apoyo y Mejora Específica Adicional (ATSI)(ATSI)

Jefferson Leadership Academy

- [x] Afroamericanos
- [ ] Indio americanos
- [ ] Asiático-americanos
- [ ] Estudiante que está aprendiendo inglés
- [ ] Filipinos
- [ ] Jóvenes en hogares de crianza
- [ ] Hispanos
- [ ] Sin hogar
- [ ] Isleños del pacífico
- [ ] Desfavorecidos socioeconómicamente
- [x] Estudiantes con discapacidades
- [x] Dos o más razas
- [ ] Blancos

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI , por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el SSC 1/31/24

X Firma del director [redacted]

Firma del presidente del SSC [redacted]

Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

☑ **No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

☐ **Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

☐ **Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

☐ **Hay alguna evidencia de inequidades de recursos en el SPSA actual.** Sin embargo, nuestro SSC ha determinado que los estudiantes a los que CSI / ATSI está dirigido están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

***Comentarios sobre la inequidad de recursos** (opcional)*

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas
El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear "listas de vigilancia", es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación. A la luz de la pandemia de COVID-19, también se exploraron la pérdida del aprendizaje y otros problemas similares.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa, particularmente en un entorno de aprendizaje a distancia.
- Con base en la investigación y los análisis de "brechas" descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD promovió en este proceso de

toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el "rastreador de intervención" del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo**: El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases**: Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo**: Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director**: Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán "Listas de Vigilancia" que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función "escuelas a observar" permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están "en riesgo", "severamente en riesgo", "de alto riesgo" y "cautelosamente en riesgo" a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.

Jefferson Leadership Academy

Home-School Compact

Amended 10/18/2023

The staff and parents/guardians atJefferson Leadership Academy have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians ofJefferson Leadership Acedemy agree to implement the following activities:

THE SCHOOL

- School will provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.
- School staff will be positive role models for students.
- School will provide after school tutoring when resources are available.
- School will involve parents/guardians in the governance of the school.
- School will keep parents informed of their child's progress.

THE HOME

- Parents/Guardians will send their children to school well-rested, having an opportunity to have breakfast or having had breakfast and on time every day.
- Parents/Guardians will provide a quiet place for their children to study and check his/her work.
- Parents/Guardians will communicate with their children at least 20 minutes each night.
- Parents/Guardians will attend all teacher-requested conferences to discuss the academic progress of their children.

THE STUDENT

- Students will come to school prepared to learn by being on time and coming well-rested.
- Students will be responsible learners by paying attention in class, reading every day, and doing their best in school.
- Students will strive to believe in their abilities, hold a positive attitude, and be a cooperative and engaged learner.
- Students will interact with teachers, staff and peers in a positive manner.

Jefferson Leadership Academy

Modificada 10/18/23

El personal y los padres de familia/tutores en **Jefferson Leadership Academy** tienen altas expectativas para los estudiantes en la escuela y para ellos mismos. En un esfuerzo por brindar el programa educativo de la más alta calidad para los estudiantes, el personal y los padres de familia/tutores en **Jefferson Leadership Academy** están de acuerdo en implementar las siguientes actividades:

LA ESCUELA

- La escuela proporcionará un programa de instrucción riguroso y desafiante basado en los Estándares Estatales de California para cada nivel de grado.
- El personal escolar será un modelo positivo a seguir para los estudiantes.
- La escuela proporcionará ayuda académica después del horario escolar cuando haya recursos disponibles.
- La escuela tendrá en cuenta a los padres/tutores en la gobernación de la escuela.
- La escuela mantendrá a los padres de familia informados sobre el progreso de sus niños.

EL HOGAR

- Los padres de familia/tutores enviarán a sus niños a la escuela bien descansados, teniendo la oportunidad de desayunar o haber desayunado y de llegar tiempo todos los días.
- Los padres de familia/tutores ofrecerán un lugar tranquilo para que sus niños estudien y revisen su trabajo.
- Los padres de familia/tutores pasarán por lo menos veinte minutos cada noche comunicandose con sus niños.
- Los padres de familia/tutores asistirán a todas las conferencias solicitadas por los maestros para hablar acerca del progreso académico de sus niños.

EL ESTUDIANTE

- Los estudiantes vendrán a la escuela preparados para aprender al llegar a tiempo y estar bien descansados.
- Los estudiantes serán aprendices responsables al prestar atención en la clase, leer todos los días y dar su mayor esfuerzo en la escuela.
- Los estudiantes se esforzarán por creer en sus habilidades, mantener una actitud positiva y ser un aprendiz cooperativo y comprometido.
- Los estudiantes convivirán con maestros, personal de la escuela y compañeros de una manera positiva.

Jefferson Leadership Academy Parental Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Jefferson has developed jointly with the members of School Site Council and distributed to parents of participating children, a School Parental Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA) The Guidelines establishes Jefferson's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home-School Compact is incorporated into the School Parental Involvement Guidelines.

PART I

Jefferson agrees to implement the following requirements:

- Jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Guidelines that the school and parents of participating children agree on.
- Notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to parents in a language the parents can understand.
- Make the School Parental Involvement Guidelines available to the local community.
- Periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- Adopt the school's family-school compact as a component of its School Parental Involvement Guidelines.
- Agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this document.

PART II - DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

1. Jefferson will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

    - Attendance at one of the district trainings or school site training.
    - Topics include:
        - Responsibilities & Roles of SSC and its members
        - Composition of SSCs
        - Budgetary considerations
        - Single Plan for Student Achievement
        - Role of ELAC and other advisory committees
        - Plan meeting with SSC & ELAC parents to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
            - Invite other parents and stakeholders to attend the meeting

- Advertise in Title 1 Newsletter, at Back-to-School night, through School Messenger, etc.

- At Meeting
  - Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
  - Write or update the Parent Involvement Guidelines & Family-School Compacts
  - Oral and written translations be made available for Spanish parents to allow for discussions

2. Jefferson will take the following actions to distribute to parents and the local community, the school's Parental Involvement Guidelines:
   - At a SSC & ELAC meeting
   - Section of Newsletter
   - Annual Title I Meeting
   - School Entry/Foyer
   - Back to School Night
   - Post on school website

3. Jefferson will update periodically its school's Parental Involvement Guidelines to meet the changing needs of parents and the school at:
   - SSC and ELAC meetings (SSC must vote to approve the guidelines)
   - Parent informational meetings

4. Jefferson will convene an Annual Title 1 Public Meeting to inform parents of the following:
   - The requirements of Title I, how Title 1 funds are used at this school, and parents' right to be involved
   - Meetings offered hold a flexible number of meetings at varying times
   - Notifications/fliers sent home in a language parents understand
   - Announcement made on school marquee, through Synergy and School Messenger, and school Website

5. School will provide updated information to parents about Title I programs throughout the school year in the:
   - Section of Newsletter
   - On Main Office Counter
   - At SSC, ELAC meetings and other parent meetings (PTO/CAAP, etc.)
   - Annual information packet from the district regarding program improvement status, school choice and supplemental educational services.
   - School Messenger

6. Jefferson will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

- Parent workshops; parent surveys
- In school newsletters
- Back-to-School night
- At SSC & ELAC meetings
- Canvas
- Parent Education Nights

7. Jefferson will coordinate and integrate parental involvement programs and activities that encourage and support parents in participating more in early education of their children by:

    - Promotion/advertisement of the District's Kindergarten festivals

8. Jefferson will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parents of participating children:

    - At School site council meetings

PART III - SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Jefferson will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

    - District trainings offered for parents and staff
    - Parent education workshops on site planned by the school
    - Parent-Teacher Conferences as arranged by parents, teachers, or administrators
    - Parent Workshops, Parent Educational Walk (parents schedule dates to come and observe student's in class) and Family Night dates posted on the school website
    - DCAC, DELAC and other district parent forums/meetings
    - District website resources: Parent University

2. Jefferson will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines:

    - Outlines shared responsibility of home, school and student in academic achievement
    - Developed, discussed and reviewed at first SSC and ELAC meetings
    - School site council must vote to approve compact
    - The Family-School Compact is included in the JLA planner. Teachers and students review the compact during Safe and Civil 1st week lessons. Parents are asked to review the Compact with their students.

3. Jefferson will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following

    - The Common Core State Standards
    - Smarter Balanced Assessment Consortium (SBAC) and local academic assessments including alternate assessments

4. School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Parent Workshops such as—Understanding the Common Core State Standards, Understanding Standardized Testing and the SBAC, Supporting Students with Homework, and Reading at Home, other topics to be decided through parent survey.

5. Jefferson will, with the assistance of its district and parents, educate its teachers and other staff, on how to reach out to, communicate with, and work with parents as equal partners, on the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools, via:

- Teacher/Staff In-services—Utilization of School Messenger, Canvas and Synergy

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The District Translation Department who will translate (for teachers) written materials/notifications that are sent to parents including on-line newsletters

PART IV - DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

NOTE: The School Parental Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents; in order to maximize parental involvement and participation in their student's education, arranging school meetings at a variety of times, or conducting Zoom or virtual, or phone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

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PART V - ADOPTION

This **Jefferson Leadership Academy** Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 1-31-24 and will be in effect for a period of 1 year. The school will electronically distribute the Guidelines to all parents. Jefferson, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

X [redacted]

Signature of Principal

1-31-24

Date

Guías de Participación de los Padres de Familia de la Academia de Liderazgo Jefferson

Como una escuela que recibe fondos de Título I, Parte A (Título I), Jefferson y los miembros del Concilio del Plantel Escolar han desarrollado conjuntamente y distribuido a los padres de familia de los niños participantes, las Guías de Participación de los Padres de Familia de la Escuela, que contienen información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA, por sus siglas en inglés). Las Guías establecen las expectativas de Jefferson para la participación de los padres de familia y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres de familia. El Acuerdo entre el Hogar y la Escuela está incorporado en las Guías de Participación de los Padres de Familia de la Escuela.

PARTE I
Jefferson está de acuerdo con implementar los siguientes requisitos:

- Desarrollar junto con los padres de familia y distribuir a los padres de familia de los niños participantes, unas Guías de Participación de los Padres de Familia de la Escuela en las que la escuela y los padres de familia de los niños participantes estén de acuerdo.
- Notificar a los padres de familia sobre las Guías de Participación de los Padres de Familia en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Guías a los padres de familia en un idioma que ellos entiendan.
- Hacer que las Guías de Participación de los Padres de Familia de la Escuela estén disponibles para la comunidad local.
- Actualizar periódicamente las Guías de Participación de los Padres de Familia de la Escuela para atender las necesidades cambiantes de los padres de familia y la escuela.
- Adoptar el acuerdo entre la familia y la escuela como un componente de las Guías de Participación de los Padres de Familia de la Escuela.
- Acepta regirse por la siguiente definición legal de participación de los padres de familia, y llevará a cabo programas, actividades y procedimientos de acuerdo con este documento.

PARTE II - DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS GUÍAS DE PARTICIPACIÓN DE LOS PADRES DE FAMILIA DE LA ESCUELA

1. Jefferson tomará las siguientes medidas para involucrar a los padres de familia en el desarrollo conjunto y el acuerdo conjunto de las Guías de Participación de los Padres de Familia de la Escuela y su plan escolar, si corresponde, de manera organizada, continua y oportuna bajo la sección 1118(b) de la ESEA:

    - Asistencia a una de las capacitaciones del distrito o capacitación en el plantel escolar.
    - Los temas incluyen:
        - ○ Responsabilidades y funciones del Concilio del Plantel Escolar (SSC, por sus siglas en inglés) y sus miembros
        - ○ Composición de los SSC

- ○ Consideraciones presupuestarias
- ○ Plan Único para el Logro Estudiantil
- ○ Papel del comité asesor del estudiantado que están aprendiendo inglés (ELAC, por sus siglas en inglés) y otros comités asesores
- ○ Planear reunirse con los padres de familia del SSC y del ELAC para revisar las guías del año anterior y las actividades de participación de los padres de familia descritas en el Plan Único para el Logro Estudiantil
  - ■ Invitar a otros padres de familia y partes interesadas a asistir a la reunión
  - ■ Hacer publicidad en el Boletín de Título 1, en la noche de regreso a clases, por medio de *School Messenger*, etc.

- ○ En la reunión
  - ■ Repasar el Plan Único para el Logro Estudiantil y, en grupo, anotar cambios y realizar ajustes (eliminaciones o adiciones) según sea necesario
  - ■ Redactar o actualizar las Guías de Participación de los Padres de Familia y los Acuerdos entre la Familia y la Escuela
  - ■ Hacer disponible interpretación oral y traducción escrita para los padres de familia que hablan español para permitir conversaciones

2. Jefferson tomará las siguientes acciones para distribuir a los padres y a la comunidad local, las Guías de Participación de los Padres de Familia de la Escuela:

- ● En una reunión de SSC y ELAC
- ● Sección del boletín de noticias
- ● Reunión anual de Título I
- ● En la entrada de la escuela
- ● En la Noche de Regreso a la Escuela
- ● Publicar en *School Website*

3. Jefferson actualizará periódicamente sus Guías de Participación de los Padres de Familia de la Escuela para atender las necesidades cambiantes de los padres de familia y la escuela:

- ● En las reuniones de SSC y ELAC (SSC tiene que aprobar los guías)
- ● Reuniones de información para padres de familia

4. Jefferson convocará una reunión pública anual de Título 1 para informar a los padres de familia de lo siguiente:

- ● Los requisitos de Título I, cómo se utilizan los fondos de Título 1 en esta escuela, y el derecho de los padres de familia a participar
- ● Las reuniones ofrecidas contienen una cantidad flexible de reuniones en diferentes momentos

- Las notificaciones / volantes enviados a casa en el idioma que los padres de familia entienden
- El anuncio realizado en la marquesina escolar, por *School Messenger, Synergy, y el sitio web de la escuela*

5. La escuela proporcionará información actualizada a los padres de familia sobre los programas de Título I durante todo el año escolar:

- Sección en el boletín
- En el mostrador de la oficina principal
- En SSC, reuniones del ELAC y otras reuniones de padres de familia (Organización de Padres y Maestros (PTO, por sus siglas en inglés) / Coalición de Padres de Familia Afroamericanos (CAAP, por sus siglas en inglés), etc.)
- Paquete anual de información del distrito sobre el estatus de mejora de los programas, elección de escuela y los servicios educativos suplementarios.
- *School Messenger*

6. Jefferson proporcionará a los padres de familia una descripción y explicación del plan de estudios que se usa en la escuela, las formas de evaluación académica que se utilizan para medir el progreso de los estudiantes, y los niveles de competencia que se espera que los estudiantes cumplan. La escuela también proporcionará oportunidades para reuniones regulares para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos:

- Talleres para padres de familia; encuestas para padres de familia
- En los boletines escolares
- Noche de regreso a la escuela
- En las reuniones de SSC y ELAC
- *Canvas*
- Noches de Educación para Padres de Familia

7. Jefferson coordinará e integrará programas y actividades de participación de los padres de familia que animen y apoyen a los padres de familia a participar más plenamente en la educación inicial de sus hijos mediante:

- Promoción/publicidad de los festivales de kínder del Distrito

8. Jefferson presentará ante el distrito cualquier comentario de los padres de familia si el plan escolar bajo la sección (1114) (b) (2) no satisface a los padres de familia de los niños participantes:

- En las reuniones del concilio del plantel escolar

PARTE III - RESPONSABILIDADES COMPARTIDAS PARA UN ALTO NIVEL DE LOGRO ACADÉMICO DE LOS ESTUDIANTES

1. Jefferson desarrollará la capacidad de las escuelas y los padres de familia para una participación sólida de los padres familia, con el fin de asegurar la participación efectiva de los padres y para apoyar una asociación entre la escuela involucrada, los padres de familia y la comunidad para mejorar el logro académico de los estudiantes, por medio de las siguientes actividades descritas específicamente a continuación:

- Se ofrecerán capacitaciones del distrito para los padres de familia y el personal
- Talleres de educación para padres de familia en el plantel escolar planeados por la escuela
- Conferencias de padres de familia y maestros según lo dispuesto por los padres de familia, maestros o administradores
- Talleres para Padres de Familia y de la Noche Familiar publicadas en el sitio web de la escuela, y Caminada de padres de educación (padres vienen y observan a sus hijos en la clase)
- Comité Asesor Comunitario del Distrito (DCAC, por sus siglas en inglés, Comité Asesor del Distrito para el Estudiantado que Está Aprendiendo Inglés (DELAC, por sus siglas en inglés) y otros foros/reuniones del distrito para padres de familia.
- Recursos del sitio web del Distrito: Universidad para Padres (P)

2. Jefferson incorporará el Acuerdo entre el Hogar y la Escuela como un componente de las Guías de Participación de los Padres de Familia de la Escuela:

- Describe la responsabilidad compartida entre el hogar, la escuela y el estudiante en el logro académico
- Desarrollado, tratado y repasado en las primeras reuniones del SSC y ELAC
- El concilio del plantel escolar debe votar para aprobar el acuerdo
- El Acuerdo entre la Familia y la Escuela está incluido en la agenda de JLA. Los maestros y estudiantes repasan el acuerdo durante las lecciones Seguro y Civil en la 1ra semana. Se les pide a los padres de familia que repasen el Acuerdo con sus hijos.

3. Jefferson, con la ayuda del distrito, brindará apoyo a los padres de familia de los niños que la escuela atiende para entender temas como los siguientes

- Los Estándares Estatales Básicos Comunes
- *Smarter Balanced Assessment Consortium* (SBAC) y evaluaciones académicas locales, incluidas evaluaciones alternativas

4. La escuela, con la ayuda del distrito, proporcionará materiales y capacitación para ayudar a los padres de familia a trabajar con sus hijos para mejorar su logro académico, tal como capacitación en lectoescritura y el uso de la tecnología, según corresponda, para fomentar la participación de los padres, mediante:

- Talleres para padres de familia tales como: Comprensión de los Estándares Estatales Básicos Comunes, entender las pruebas estandarizadas y el SBAC, apoyo a los estudiantes con la tarea, y lectura en el hogar, otros temas que se decidirán por medio de una encuesta de padres de familia.

5. Jefferson, con la ayuda del distrito y los padres de familia, educará a los maestros y demás personal, sobre cómo comunicarse con los padres de familia, y trabajar con ellos como socios iguales, en el valor y la

utilidad de las contribuciones de los padres de familia, y en cómo implementar y coordinar programas para padres de familia y entablar lazos entre padres familia y escuelas, mediante:

- Capacitaciones para maestros/personal —Utilización de *Canvas, Synergy, y School Messenger*

6. La escuela, en la medida de lo posible y apropiado, tomará las siguientes acciones para asegurar que la información relacionada con la escuela y los programas de padres de familia, reuniones y otras actividades, se envíe a los padres de familia de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos a petición, y, en la medida de lo posible, en un idioma que los padres de familia puedan entender mediante:

- El departamento de traducción del distrito traducirá materiales/notificaciones por escrito que se envíen a los padres de familia, incluyendo boletines en línea.

PARTE IV - COMPONENTES DISCRECIONALES DE LAS GUÍAS DE PARTICIPACIÓN DE LOS PADRES DE FAMILIA DE LA ESCUELA

NOTA: Las Guías de Participación de los Padres de Familia de la Escuela pueden incluir párrafos adicionales que enumeran y describen otras actividades discrecionales que la escuela, en consulta con los padres de familia, elige emprender para desarrollar la capacidad de los padres de familia para involucrarse en la escuela y así apoyar el logro académico de sus hijos, tales como las siguientes actividades discrecionales enumeradas en la sección 1118(e) de la ESEA:

- Proporcionar la capacitación de lectoescritura necesaria para los padres de familia de los fondos de Título I, Parte A, si el distrito escolar ha agotado todas las otras fuentes de fondos disponibles razonablemente para esa capacitación;
- Pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres de familia, incluidos los costos de transporte y cuidado infantil, para permitirles a los padres de familia participar en reuniones y sesiones de capacitación relacionadas con la escuela;
- Capacitar a los padres de familia para mejorar la participación de otros padres de familia; con el fin de maximizar la participación de los padres de familia y la participación en la educación de sus hijos, organizar reuniones escolares en horarios variados, o llevar a cabo conferencias mediante zoom or virtualmente o por teléfono entre maestros u otros educadores, que trabajan directamente con los niños participantes en el hogar de los padres de familia que no pueden asistir a esas conferencias en la escuela;
- Adoptar e implementar métodos modelo para mejorar la participación de los padres de familia;
- Establecer un concilio asesor de padres de familia del distrito (DCAC) para proporcionar asesoramiento sobre todos los asuntos relacionados con la participación de los padres de familia en los programas de Título I, Parte A;
- Desarrollar funciones adecuadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres de familia; y
- Proporcionar otro apoyo razonable para las actividades de participación de los padres de familia bajo la sección 1118 según los padres de familia puedan solicitar.

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PARTE V - ADOPCIÓN

Estas **Guías de Participación de los Padres de Familia de la Academia de Liderazgo Jefferson** han sido desarrolladas conjuntamente con, y acordadas por los padres de familia de niños que participan en los programas de Título I, Parte A. Las Guías fueron adoptadas por los miembros del Concilio del Plantel Escolar el **31/enero/24** y estarán en vigor por el período de 1 año. La escuela distribuirá electrónicamente las Guías a todos los padres de familia. Jefferson, cuando sea posible, proporcionará una copia de estas Guías a los padres de familia en un idioma que los padres de familia puedan entender.

[redacted]

Firma del director

1/31/24

Fecha