School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Melville S. Jacobson Elementary School	39-75499-6107973		

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Melville S. Jacobson Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

  JES qualifies for ATSI due to chronic absenteeism for students of two or more races.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Melville S. Jacobson Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

JES qualifies for ATSI due to chronic absenteeism for students of two or more races.

Jacobson Elementary School's SPSA has been created with input from educational partners including the JES School Site Council (representatives of JES school community and JES staff), JES Guiding Coalition (school leadership team), JES school staff and JES school community.

Educational Partner Involvement

How, when, and with whom did Melville S. Jacobson Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Opportunities for educational partner input occurred at school site council meetings, JES Guiding Coalition meetings, and staff meetings throughout the school year. Jacobson Elementary School's SPSA has been created with input from all appropriate educational partners, including the JES School Site Council on 11-21-2024, 12-18-2024, 2-28-2025, 3-26-2025, 5-9-2025 (representatives of JES school community and JES staff), the JES Guiding Coalition on 11-20-2024, 1-30-2025 and 2-27-2025 (school leadership team), and the JES certificated school staff (needs assessment survey/feedback on 2-3-2025).

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

JES has been identified as an ATSI school due to chronic absenteeism for students of two or more races. Strategies to improve this concern are listed in Goal 2 in the SPSA.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Suspension Rate--Orange
English Learner Progress--Red
English Language Arts--Red

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

N/A

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Melville S. Jacobson Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.35%	0.69%	1.32%	2	4	8
African American	5.49%	4.8%	6.27%	31	28	38
Asian	13.63%	15.27%	15.51%	77	89	94
Filipino	4.78%	3.6%	4.13%	27	21	25
Hispanic/Latino	56.11%	54.37%	50.33%	317	317	305
Pacific Islander	2.30%	2.74%	2.64%	13	16	16
White	11.86%	13.21%	13.86%	67	77	84
Two or More Races	5.49%	5.32%	5.94%	31	31	36
Not Reported	%	0%	%	0	0	
			Total Enrollment	565	583	606

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	108	109	95
Grade 1	90	94	95
Grade 2	84	90	98
Grade3	98	96	98
Grade 4	87	101	102
Grade 5	98	93	93
Total Enrollment	565	583	606

Conclusions based on this data:

1. Jacobson Elementary School's student enrollment continues to increase.
2. As of December 9, 2024 there are 644 students enrolled at Jacobson Elementary School. This is the fourth consecutive school year of student enrollment growth.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	184	202	215	31.3%	32.6%	35.5%
Fluent English Proficient (FEP)	50	41	33	8.2%	8.8%	5.4%
Reclassified Fluent English Proficient (RFEP)	26	20	13	3.9%	4.6%	5.7%

Conclusions based on this data:

1. Jacobson Elementary School's English Learner (EL) enrollment is increasing (31.3%, 32.6%, 35.5%).
2. Twenty-six students were reclassified Fluent English Proficient in 2021-2022. Twenty students were reclassified in 2022-2023. Thirteen students were reclassified in 2023-2024.
3. The percentage of Fluent English Proficient (FEP) students was 8.2% in 2021-2022, 8.8% in 2022-2023, and 5.4% in 2023-2024.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	101	93	95	99	93	93	99	93	93	98.0	100.0	97.9
Grade 4	85	97	104	83	96	101	83	96	101	97.6	99.0	97.1
Grade 5	102	92	92	99	90	91	99	90	91	97.1	97.8	98.9
All Grades	288	282	291	281	279	285	281	279	285	97.6	98.9	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2380.	2372.	2373.	9.09	5.38	6.45	14.14	19.35	12.90	30.30	31.18	36.56	46.46	44.09	44.09
Grade 4	2403.	2415.	2377.	8.43	7.29	4.95	9.64	22.92	11.88	28.92	22.92	17.82	53.01	46.88	65.35
Grade 5	2438.	2421.	2448.	7.07	6.67	6.59	14.14	13.33	24.18	32.32	23.33	25.27	46.46	56.67	43.96
All Grades	N/A	N/A	N/A	8.19	6.45	5.96	12.81	18.64	16.14	30.60	25.81	26.32	48.40	49.10	51.58

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.06	7.53	3.23	60.61	61.29	65.59	33.33	31.18	31.18
Grade 4	9.64	7.29	7.92	62.65	65.63	56.44	27.71	27.08	35.64
Grade 5	6.06	4.44	6.59	57.58	56.67	62.64	36.36	38.89	30.77
All Grades	7.12	6.45	5.96	60.14	61.29	61.40	32.74	32.26	32.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.07	4.30	5.38	49.49	50.54	54.84	43.43	45.16	39.78
Grade 4	8.43	3.13	0.00	49.40	56.25	40.59	42.17	40.63	59.41
Grade 5	8.08	4.44	4.40	44.44	36.67	58.24	47.47	58.89	37.36
All Grades	7.83	3.94	3.16	47.69	48.03	50.88	44.48	48.03	45.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.04	4.30	7.53	74.75	70.97	73.12	21.21	24.73	19.35
Grade 4	2.41	5.21	6.93	74.70	71.88	57.43	22.89	22.92	35.64
Grade 5	4.04	13.33	8.79	64.65	51.11	70.33	31.31	35.56	20.88
All Grades	3.56	7.53	7.72	71.17	64.87	66.67	25.27	27.60	25.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.11	6.45	10.75	62.63	66.67	55.91	26.26	26.88	33.33
Grade 4	7.23	7.29	3.96	65.06	57.29	58.42	27.71	35.42	37.62
Grade 5	5.05	7.78	3.30	62.63	56.67	64.84	32.32	35.56	31.87
All Grades	7.83	7.17	5.96	63.35	60.22	59.65	28.83	32.62	34.39

Conclusions based on this data:

1. Overall achievement for all students--Mean Scale Score:

In 3rd Grade, the mean scale score increased 0.9 points from 2372.3 in 2022-2023 to 2373.2 in 2023-2024.
In 4th Grade, the mean scale score decreased 38.2 points from 2415.6 in 2022-2023 to 2377.4 in 2023-2024.
In 5th Grade, the mean scale score increased 26.6 points from 2421.7 in 2022-2023 to 2448.3 in 2023-2024.

Overall achievement for all students--Percentages of students exceeding standard:

In 3rd Grade, the percentage of students exceeding the standard increased 1.07% from 5.38% in 2022-2023 to 6.45% in 2023-2024.
In 4th Grade, the percentage of students exceeding the standard decreased 2.34% from 7.29% in 2022-2023 to 4.95% in 2023-2024.
In 5th Grade, the percentage of students exceeding the standard decreased 0.08% from 6.67% in 2022-2023 to 6.59% in 2023-2024.

Overall achievement for all students--Percentages of students meeting standard:

In 3rd Grade, the percentage of students meeting the standard decreased 6.45% from 19.35% in 2022-2023 to 12.90% in 2023-2024.
In 4th Grade, the percentage of students meeting the standard decreased 11.04% from 22.92% in 2022-2023 to 11.88% in 2023-2024.
In 5th Grade, the percentage of students meeting the standard increased 10.85% from 13.33% in 2022-2023 to 24.18% in 2023-2024.

Overall achievement for all students--Percentages of students nearly meeting standard:

In 3rd Grade, the percentage of students nearly meeting the standard increased 5.38% from 31.18% in 2022-2023 to 36.56% in 2023-2024.
In 4th Grade, the percentage of students nearly meeting the standard decreased 5.1% from 22.92% in 2022-2023 to 17.82% in 2023-2024.
In 5th Grade, the percentage of students nearly meeting the standard increased 1.94% from 23.33% in 2022-2023 to 25.27% in 2023-2024.

Overall achievement for all students--Percentage of students not meeting standard:

In 3rd Grade, the percentage of students not meeting the standard remained the same: 44.09% in 2022-2023 and 44.09% in 2023-2024.
In 4th Grade, the percentage of students not meeting the standard increased 18.47% from 46.88% in 2022-2023 to 65.35% in 2023-2024.
In 5th Grade, the percentage of students not meeting the standard decreased 12.71% from 56.67% in 2022-2023 to 43.96% in 2023-2024.

2. Reading-Demonstrating understanding of literary and non-fiction texts--Percentage of students above standard:

In 3rd Grade, the percentage of students above standard decreased 4.3% from 7.53% in 2022-2023 to 3.23% in 2023-2024.
In 4th Grade, the percentage of students above standard increased 0.63% from 7.29% in 2022-2023 to 7.92% in 2023-2024.
In 5th Grade, the percentage of students above standard increased 2.15% from 4.44% in 2022-2023 to 6.59% in 2023-2024.

Reading-Demonstrating understanding of literary and non-fiction texts--Percentage of students at or near standard:

In 3rd Grade, the percentage of students at or near standard increased 4.3% from 61.29% in 2022-2023 to 65.59% in 2023-2024.
In 4th Grade, the percentage of students at or near standard decreased 9.19% from 65.63% in 2022-2023 to 56.44% in 2023-2024.
In 5th Grade, the percentage of students at or near standard increased 5.97% from 56.67% in 2022-2023 to 62.64% in 2023-2024.

Reading-Demonstrating understanding of literary and non-fiction texts--Percentage of students below standard:

In 3rd Grade, the percentage of students below standard remained the same: 31.18% in 2022-2023 and 31.18% in 2023-2024.
In 4th Grade, the percentage of students below standard increased 8.56% from 27.08% in 2022-2023 to 35.64% in 2023-2024.
In 5th Grade, the percentage of students below standard decreased 8.12% from 38.89% in 2022-2023 to 30.77% in 2023-2024.

Writing-Producing clear and purposeful writing--Percentage of students above standard:

In 3rd Grade, the percentage of students above standard increased 1.08% from 4.30% in 2022-2023 to 5.38% in 2023-2024.
In 4th Grade, the percentage of students above standard decreased 3.13% from 3.13% in 2022-2023 to 0% in 2023-2024.
In 5th Grade, the percentage of students above standard decreased 0.04% from 4.44% in 2022-2023 to 4.40% in 2023-2024.

Writing-Producing clear and purposeful writing--Percentage of students at or near standard:

In 3rd Grade, the percentage of students at or near standard increased 4.3% from 50.54% in 2022-2023 to 54.84% in 2023-2024.
In 4th Grade, the percentage of students at or near standard decreased 15.66% from 56.25% in 2022-2023 to 40.59% in 2023-2024.

In 5th Grade, the percentage of students at or near standard increased 21.57% from 36.67% in 2022-2023 to 58.24% in 2023-2024.

Writing-Producing clear and purposeful writing--Percentage of students below standard:

In 3rd Grade, the percentage of students below standard decreased 5.38% from 45.16% in 2022-2023 to 39.78% in 2023-2024.
In 4th Grade, the percentage of students below standard increased 18.78% from 40.63% in 2022-2023 to 59.41% in 2023-2024.
In 5th Grade, the percentage of students below standard decreased 21.53% from 58.89% in 2022-2023 to 37.36% in 2023-2024.

3.

Listening-Demonstrating effective communication skills--Percentage of students above standard:

In 3rd Grade, the percentage of students above standard increased 3.23% from 4.30% in 2022-2023 to 7.53% in 2023-2024.
In 4th Grade, the percentage of students above standard increased 1.72% from 5.21% in 2022-2023 to 6.93% in 2023-2024.
In 5th Grade, the percentage of students above standard decreased 4.54% from 13.33% in 2022-2023 to 8.79% in 2023-2024.

Listening-Demonstrating effective communication skills--Percentage of students at or near standard:

In 3rd Grade, the percentage of students at or near standard increased 2.15% from 70.97% in 2022-2023 to 73.12% in 2023-2024.
In 4th Grade, the percentage of students at or near standard decreased 14.45% from 71.88% in 2022-2023 to 57.43% in 2023-2024.
In 5th Grade, the percentage of students at or near standard increased 19.22% from 51.11% in 2022-2023 to 70.33% in 2023-2024.

Listening-Demonstrating effective communication skills--Percentage of students below standard:

In 3rd Grade, the percentage of students below standard decreased 5.38% from 24.73% in 2022-2023 to 19.35% in 2023-2024.
In 4th Grade, the percentage of students below standard increased 12.72% from 22.92% in 2022-2023 to 35.64% in 2023-2024.
In 5th Grade, the percentage of students below standard decreased 14.68% from 35.56% in 2022-2023 to 20.88% in 2023-2024.

Research/Inquiry-Investigating, analyzing, and presenting information--Percentage of students above standard:

In 3rd Grade, the percentage of students above standard increased 4.30% from 6.45% in 2022-2023 to 10.75% in 2023-2024.
In 4th Grade, the percentage of students above standard decreased 3.33% from 7.29% in 2022-2023 to 3.96% in 2023-2024.
In 5th Grade, the percentage of students above standard decreased 4.48% from 7.78% in 2022-2023 to 3.30% in 2023-2024.

Research/Inquiry-Investigating, analyzing, and presenting information--Percentage of students at or near standard:

In 3rd Grade, the percentage of students at or near standard decreased 10.76% from 66.67% in 2022-2023 to 55.91% in 2023-2024.
In 4th Grade, the percentage of students at or near standard increased 1.13% from 57.29% in 2022-2023 to 58.42% in 2023-2024.
In 5th Grade, the percentage of students at or near standard increased 8.17% from 56.67% in 2022-2023 to 64.84% in 2023-2024.

Research/Inquiry-Investigating, analyzing, and presenting information--Percentage of students below standard:

In 3rd Grade, the percentage of students below standard increased 6.45% from 26.88% in 2022-2023 to 33.33% in 2023-2024.

In 4th Grade, the percentage of students below standard increased 2.20% from 35.42% in 2022-2023 to 37.62% in 2023-2024.
In 5th Grade, the percentage of students below standard decreased 3.69% from 35.56% in 2022-2023 to 31.87% in 2023-2024.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	101	94	95	100	94	94	100	94	94	99.0	100.0	98.9
Grade 4	85	97	104	84	97	103	84	97	103	98.8	100.0	99
Grade 5	102	92	92	101	91	91	101	91	91	99.0	98.9	98.9
All Grades	288	283	291	285	282	288	285	282	288	99.0	99.6	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2403.	2383.	2404.	7.00	4.26	9.57	32.00	24.47	31.91	23.00	24.47	23.40	38.00	46.81	35.11
Grade 4	2416.	2435.	2415.	1.19	11.34	7.77	17.86	18.56	15.53	29.76	32.99	26.21	51.19	37.11	50.49
Grade 5	2437.	2419.	2448.	4.95	1.10	4.40	4.95	7.69	10.99	28.71	27.47	32.97	61.39	63.74	51.65
Grade 11															
All Grades	N/A	N/A	N/A	4.56	5.67	7.29	18.25	17.02	19.44	27.02	28.37	27.43	50.18	48.94	45.83

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.00	14.89	22.34	47.00	40.43	48.94	39.00	44.68	28.72
Grade 4	8.33	12.37	9.71	39.29	39.18	40.78	52.38	48.45	49.51
Grade 5	3.96	1.10	5.49	39.60	39.56	41.76	56.44	59.34	52.75
Grade 11									
All Grades	8.77	9.57	12.50	42.11	39.72	43.75	49.12	50.71	43.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.00	6.38	10.64	55.00	47.87	53.19	31.00	45.74	36.17
Grade 4	4.76	7.22	5.83	39.29	51.55	39.81	55.95	41.24	54.37
Grade 5	2.97	1.10	2.20	55.45	41.76	58.24	41.58	57.14	39.56
All Grades	7.37	4.96	6.25	50.53	47.16	50.00	42.11	47.87	43.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.00	10.64	10.64	67.00	48.94	65.96	21.00	40.43	23.40
Grade 4	1.19	12.37	7.77	58.33	57.73	57.28	40.48	29.90	34.95
Grade 5	2.97	0.00	5.49	46.53	51.65	62.64	50.50	48.35	31.87
All Grades	5.61	7.80	7.99	57.19	52.84	61.81	37.19	39.36	30.21

Conclusions based on this data:

1. Overall achievement for all students--Mean Scale Score:

In 3rd Grade, the mean scale score increased 22.6 points from 2383.2 in 2022-2023 to 2404.8 in 2023-2024.
In 4th Grade, the mean scale score decreased 20.2 points from 2435.7 in 2022-2023 to 2415.5 in 2023-2024.
In 5th Grade, the mean scale score increased 29.6 points from 2419.0 in 2022-2023 to 2448.6 in 2023-2024.

Overall achievement for all students--Percentages of students exceeding standard:

In 3rd Grade, the percentage of students exceeding the standard increased 5.31% from 4.26% in 2022-2023 to 9.57% in 2023-2024.
In 4th Grade, the percentage of students exceeding the standard decreased 3.57% from 11.34% in 2022-2023 to 7.77% in 2023-2024.
In 5th Grade, the percentage of students exceeding the standard increased 3.30% from 1.10% in 2022-2023 to 4.40% in 2023-2024.

Overall achievement for all students--Percentages of students meeting standard:

In 3rd Grade, the percentage of students meeting the standard increased 7.44% from 24.47% in 2022-2023 to 31.91% in 2023-2024.
In 4th Grade, the percentage of students meeting the standard decreased 3.03% from 18.56% in 2022-2023 to 15.53% in 2023-2024.

In 5th Grade, the percentage of students meeting the standard increased 3.30% from 7.69% in 2022-2023 to 10.99% in 2023-2024.

Overall achievement for all students--Percentages of students nearly meeting standard:

In 3rd Grade, the percentage of students nearly meeting the standard decreased 1.07% from 24.47% in 2022-2023 to 23.40% in 2023-2024.
In 4th Grade, the percentage of students nearly meeting the standard decreased 6.78% from 32.99% in 2022-2023 to 26.21% in 2023-2024.
In 5th Grade, the percentage of students nearly meeting the standard increased 5.50% from 27.47% in 2022-2023 to 32.97% in 2023-2024.

Overall achievement for all students--Percentage of students not meeting standard:

In 3rd Grade, the percentage of students not meeting the standard decreased 11.70% from 46.81% in 2022-2023 to 35.11% in 2023-2024.
In 4th Grade, the percentage of students not meeting the standard increased 13.38% from 37.11% in 2022-2023 to 50.49% in 2023-2024.
In 5th Grade, the percentage of students not meeting the standard decreased 12.09% from 63.74% in 2022-2023 to 51.65% in 2023-2024.

2. Concepts & Procedures- Applying mathematical concepts and procedures--Percentage of students above standard:

In 3rd Grade, the percentage of students above standard increased 7.45% from 14.89% in 2022-2023 to 22.34% in 2023-2024.
In 4th Grade, the percentage of students above standard decreased 2.66% from 12.37% in 2022-2023 to 9.71% in 2023-2024.
In 5th Grade, the percentage of students above standard increased 4.39% from 1.10% in 2022-2023 to 5.49% in 2023-2024.

Concepts & Procedures- Applying mathematical concepts and procedures--Percentage of students at or near standard:

In 3rd Grade, the percentage of students at or near standard increased 8.51% from 40.43% in 2022-2023 to 48.94% in 2023-2024.
In 4th Grade, the percentage of students at or near standard increased 1.60% from 39.18% in 2022-2023 to 40.78% in 2023-2024.
In 5th Grade, the percentage of students at or near standard increased 2.20% from 39.56% in 2022-2023 to 41.76% in 2023-2024.

Concepts & Procedures- Applying mathematical concepts and procedures--Percentage of students below standard:

In 3rd Grade, the percentage of students below standard decreased 15.96% from 44.68% in 2022-2023 to 28.72% in 2023-2024.
In 4th Grade, the percentage of students below standard increased 1.06% from 48.45% in 2022-2023 to 49.51% in 2023-2024.
In 5th Grade, the percentage of students below standard decreased 6.59% from 59.34% in 2022-2023 to 52.75% in 2023-2024.

Problem Solving & Modeling/Data Analysis- Using appropriate tools and strategies to solve real world and mathematical problems--Percentage of students above standard:

In 3rd Grade, the percentage of students above standard increased 4.26% from 6.38% in 2022-2023 to 10.64% in 2023-2024.
In 4th Grade, the percentage of students above standard decreased 1.39% from 7.22% in 2022-2023 to 5.83% in 2023-2024.
In 5th Grade, the percentage of students above standard increased 1.10% from 1.10% in 2022-2023 to 2.20% in 2023-2024.

Problem Solving & Modeling/Data Analysis- Using appropriate tools and strategies to solve real world and mathematical problems--Percentage of students at or near standard:

In 3rd Grade, the percentage of students at or near standard increased 5.32% from 47.87% in 2022-2023 to 53.19% in 2023-2024.
In 4th Grade, the percentage of students at or near standard decreased 11.74% from 51.55% in 2022-2023 to 39.81% in 2023-2024.
In 5th Grade, the percentage of students at or near standard increased 16.48% from 41.76% in 2022-2023 to 58.24% in 2023-2024.

Problem Solving & Modeling/Data Analysis- Using appropriate tools and strategies to solve real world and mathematical problems--Percentage of students below standard:

In 3rd Grade, the percentage of students below standard decreased 9.57% from 45.74% in 2022-2023 to 36.17% in 2023-2024.
In 4th Grade, the percentage of students below standard increased 13.13% from 41.24% in 2022-2023 to 54.37% in 2023-2024.
In 5th Grade, the percentage of students below standard decreased 17.58% from 57.14% in 2022-2023 to 39.56% in 2023-2024.

3. Communicating Reasoning- Demonstrating ability to support mathematical conclusions--Percentage of students above standard:

In 3rd Grade, the percentage of students above standard remained the same,10.64% in 2022-2023 to 10.64% in 2023-2024.
In 4th Grade, the percentage of students above standard decreased 4.60% from 12.37% in 2022-2023 to 7.77% in 2023-2024.
In 5th Grade, the percentage of students above standard increased 5.49% from 0% in 2022-2023 to 5.49% in 2023-2024.

Communicating Reasoning- Demonstrating ability to support mathematical conclusions--Percentage of students at or near standard:

In 3rd Grade, the percentage of students at or near standard increased 17.02% from 48.94% in 2022-2023 to 65.96% in 2023-2024.
In 4th Grade, the percentage of students at or near standard decreased 0.45% from 57.73% in 2022-2023 to 57.28% in 2023-2024.
In 5th Grade, the percentage of students at or near standard increased 10.99% from 51.65% in 2022-2023 to 62.64% in 2023-2024.

Communicating Reasoning- Demonstrating ability to support mathematical conclusions--Percentage of students below standard:

In 3rd Grade, the percentage of students below standard decreased 17.03% from 40.43% in 2022-2023 to 23.40% in 2023-2024.
In 4th Grade, the percentage of students below standard increased 5.05% from 29.90% in 2022-2023 to 34.95% in 2023-2024.
In 5th Grade, the percentage of students below standard decreased 16.48% from 48.35% in 2022-2023 to 31.87% in 2023-2024.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1381.6	1407.1	1379.8	1394.1	1414.0	1392.5	1352.1	1390.5	1350.1	34	45	43
1	1420.7	1407.5	1416.8	1439.6	1424.0	1417.6	1401.2	1390.6	1415.5	30	34	41
2	1456.5	1457.3	1452.5	1451.5	1460.1	1460.5	1461.1	1454.0	1444.0	31	35	33
3	1464.4	1482.8	1471.5	1461.8	1487.6	1473.8	1466.6	1477.4	1468.8	25	29	37
4	1497.9	1488.7	1475.4	1511.6	1486.5	1479.8	1483.6	1490.5	1470.7	30	23	32
5	1519.5	1506.2	1516.2	1528.9	1510.6	1522.2	1509.4	1501.2	1509.8	35	31	19
All Grades										185	197	205

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	4.44	2.33	17.65	31.11	34.88	52.94	44.44	25.58	29.41	20.00	37.21	34	45	43
1	3.45	0.00	7.32	17.24	32.35	19.51	37.93	38.24	31.71	41.38	29.41	41.46	29	34	41
2	6.45	0.00	3.03	35.48	34.29	48.48	48.39	45.71	33.33	9.68	20.00	15.15	31	35	33
3	4.00	13.79	10.81	24.00	27.59	27.03	48.00	41.38	32.43	24.00	17.24	29.73	25	29	37
4	10.00	8.70	6.25	43.33	47.83	18.75	30.00	4.35	37.50	16.67	39.13	37.50	30	23	32
5	8.57	12.90	10.53	42.86	38.71	36.84	40.00	29.03	31.58	8.57	19.35	21.05	35	31	19
All Grades	5.43	6.09	6.34	30.43	34.52	30.24	42.93	36.04	31.71	21.20	23.35	31.71	184	197	205

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.94	6.67	6.98	20.59	28.89	32.56	50.00	42.22	27.91	26.47	22.22	32.56	34	45	43
1	17.24	11.76	4.88	20.69	29.41	36.59	41.38	41.18	17.07	20.69	17.65	41.46	29	34	41
2	12.90	14.29	24.24	38.71	28.57	45.45	35.48	42.86	15.15	12.90	14.29	15.15	31	35	33
3	12.00	27.59	35.14	32.00	37.93	24.32	32.00	20.69	21.62	24.00	13.79	18.92	25	29	37
4	40.00	39.13	18.75	43.33	17.39	40.63	10.00	26.09	18.75	6.67	17.39	21.88	30	23	32
5	40.00	35.48	47.37	51.43	38.71	31.58	0.00	12.90	15.79	8.57	12.90	5.26	35	31	19
All Grades	21.20	20.30	20.00	34.78	30.46	35.12	27.72	32.49	20.00	16.30	16.75	24.88	184	197	205

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.71	4.44	0.00	11.43	24.44	16.28	42.86	53.33	46.51	40.00	17.78	37.21	35	45	43
1	0.00	0.00	4.88	20.00	17.65	17.07	36.00	26.47	26.83	44.00	55.88	51.22	25	34	41
2	0.00	0.00	0.00	37.04	25.71	30.30	48.15	37.14	48.48	14.81	37.14	21.21	27	35	33
3	6.06	3.45	0.00	9.09	20.69	21.62	54.55	41.38	37.84	30.30	34.48	40.54	33	29	37
4	2.86	0.00	6.25	20.00	21.74	9.38	42.86	21.74	15.63	34.29	56.52	68.75	35	23	32
5	12.00	3.23	5.26	12.00	6.45	5.26	52.00	51.61	57.89	24.00	38.71	31.58	25	31	19
All Grades	2.17	2.03	2.44	11.41	19.80	17.56	46.74	40.10	37.56	39.67	38.07	42.44	184	197	205

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	13.33	6.98	67.65	62.22	53.49	32.35	24.44	39.53	34	45	43
1	20.69	26.47	29.27	55.17	55.88	29.27	24.14	17.65	41.46	29	34	41
2	12.90	14.29	15.15	67.74	74.29	69.70	19.35	11.43	15.15	31	35	33
3	20.00	27.59	29.73	60.00	51.72	51.35	20.00	20.69	18.92	25	29	37
4	40.00	17.39	18.75	50.00	56.52	53.13	10.00	26.09	28.13	30	23	32
5	17.14	16.13	26.32	65.71	61.29	63.16	17.14	22.58	10.53	35	31	19
All Grades	17.93	18.78	20.49	61.41	60.91	51.71	20.65	20.30	27.80	184	197	205

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.88	11.11	20.93	64.71	62.22	44.19	29.41	26.67	34.88	34	45	43
1	10.34	14.71	2.44	58.62	58.82	80.49	31.03	26.47	17.07	29	34	41
2	22.58	22.86	42.42	67.74	60.00	42.42	9.68	17.14	15.15	31	35	33
3	24.00	48.28	32.43	44.00	31.03	43.24	32.00	20.69	24.32	25	29	37
4	50.00	39.13	25.00	40.00	34.78	56.25	10.00	26.09	18.75	30	23	32
5	85.71	73.33	57.89	5.71	13.33	31.58	8.57	13.33	10.53	35	30	19
All Grades	34.24	32.14	26.83	46.20	45.92	51.71	19.57	21.94	21.46	184	196	205

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	6.67	0.00	67.65	66.67	62.79	32.35	26.67	37.21	34	45	43
1	10.34	2.94	12.20	13.79	32.35	24.39	75.86	64.71	63.41	29	34	41
2	3.23	0.00	0.00	64.52	51.43	69.70	32.26	48.57	30.30	31	35	33
3	0.00	10.34	2.70	24.00	41.38	40.54	76.00	48.28	56.76	25	29	37
4	0.00	4.35	3.13	46.67	39.13	28.13	53.33	56.52	68.75	30	23	32
5	2.86	3.23	5.26	62.86	54.84	52.63	34.29	41.94	42.11	35	31	19
All Grades	2.72	4.57	3.90	48.37	49.24	45.85	48.91	46.19	50.24	184	197	205

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.82	35.56	20.93	55.88	46.67	41.86	35.29	17.78	37.21	34	45	43
1	0.00	0.00	7.32	75.86	73.53	75.61	24.14	26.47	17.07	29	34	41
2	22.58	8.57	18.18	70.97	68.57	66.67	6.45	22.86	15.15	31	35	33
3	16.00	0.00	0.00	72.00	82.76	70.27	12.00	17.24	29.73	25	29	37
4	10.00	8.70	3.13	63.33	69.57	53.13	26.67	21.74	43.75	30	23	32
5	17.14	9.68	10.53	68.57	70.97	73.68	14.29	19.35	15.79	35	31	19
All Grades	12.50	12.18	10.24	67.39	67.01	62.44	20.11	20.81	27.32	184	197	205

Conclusions based on this data:

1. ELPAC Summative Assessment Data--Overall

   In Kindergarten, the overall mean scale score decreased 27.3 points from 1407.1 in 2022-2023 to 1379.8 in 2023-2024.
   In First Grade, the overall mean scale score increased 9.3 points from 1407.5 in 2022-2023 to 1416.8 in 2023-2024.

In Second Grade, the overall mean scale score decreased 4.8 points from 1457.3 in 2022-2023 to 1452.5 in 2023-2024.
In Third Grade, the overall mean scale score decreased 11.3 points from 1482.8 in 2022-2023 to 1471.5 in 2023-2024.
In Fourth Grade, the overall mean scale score decreased 13.3 points from 1488.7 in 2022-2023 to 1475.4 in 2023-2024.
In Fifth Grade, the overall mean scale score increased 10.0 points from 1506.2 in 2022-2023 to 1516.2 in 2023-2024.

ELPAC Summative Assessment Data--Oral Language

In Kindergarten, the oral language mean scale score decreased 21.5 points from 1414.0 in 2022-2023 to 1392.5 in 2023-2024.
In First Grade, the oral language mean scale score decreased 6.4 points from 1424.0 in 2022-2023 to 1417.6 in 2023-2024.
In Second Grade, the oral language mean scale score increased 0.4 points from 1460.1 in 2022-2023 to 1460.5 in 2023-2024.
In Third Grade, the oral language mean scale score decreased 13.8 points from 1487.6 in 2022-2023 to 1473.8 in 2023-2024.
In Fourth Grade, the oral language mean scale score decreased 6.7 points from 1486.5 in 2022-2023 to 1479.8 in 2023-2024.
In Fifth Grade, the oral language mean scale score increased 11.6 points from 1510.6 in 2022-2023 to 1522.2 in 2023-2024.

ELPAC Summative Assessment Data--Written Language

In Kindergarten, the written language mean scale score decreased 40.4 points from 1390.5 in 2022-2023 to 1350.1 in 2023-2024.
In First Grade, the written language mean scale score increased 24.9 points from 1390.6 in 2022-2023 to 1415.5 in 2023-2024.
In Second Grade, the written language mean scale score decreased 10.0 points from 1454 in 2022-2023 to 1444 in 2023-2024.
In Third Grade, the written language mean scale score decreased 8.6 points from 1477.4 in 2022-2023 to 1468.8 in 2023-2024.
In Fourth Grade, the written language mean scale score decreased 19.8 points from 1490.5 in 2022-2023 to 1470.7 in 2023-2024.
In Fifth Grade, the written language mean scale score increased 8.6 points from 1501.2 in 2022-2023 to 1509.8 in 2023-2024.

ELPAC Overall Language--Percentage of students at each performance level

In Kindergarten, the percentage of students at level 4 decreased 2.11% from 4.44% in 2022-2023 to 2.33% in 2023-2024. The percentage of students at level 3 increased 3.77% from 31.11% in 2022-2023 to 34.88% in 2023-2024. The percentage of students at level 2 decreased 18.86% from 44.44% in 2022-2023 to 25.58% in 2023-2024. The percentage of students at level 1 increased 17.21% from 20.00% in 2022-2023 to 37.21% in 2023-2024.

In First Grade, the percentage of students at level 4 increased 7.32% from 0% in 2022-2023 to 7.32% in 2023-2024. The percentage of students at level 3 decreased 12.84% from 32.35% in 2022-2023 to 19.51% in 2023-2024. The percentage of students at level 2 decreased 6.53% from 38.24% in 2022-2023 to 31.71% in 2023-2024. The percentage of students at level 1 increased 12.05% from 29.41% in 2022-2023 to 41.46% in 2023-2024.

In Second Grade, the percentage of students at level 4 increased 3.03% from 0% in 2022-2023 to 3.03% in 2023-2024. The percentage of students at level 3 increased 14.19% from 34.29% in 2022-2023 to 48.48% in 2023-2024. The percentage of students at level 2 decreased 12.38% from 45.71% in 2022-2023 to 33.33% in 2023-2024. The percentage of students at level 1 decreased 4.85% from 20.00% in 2022-2023 to 15.15% in 2023-2024.

In Third Grade, the percentage of students at level 4 decreased 2.98% from 13.79% in 2022-2023 to 10.81% in 2023-2024. The percentage of students at level 3 decreased 0.56% from 27.59% in 2022-2023 to 27.03% in 2023-2024. The percentage of students at level 2 decreased 8.95% from 41.38% in 2022-2023 to 32.43% in 2023-2024. The percentage of students at level 1 increased 12.49% from 17.24% in 2022-2023 to 29.73% in 2023-2024.

In Fourth Grade, the percentage of students at level 4 decreased 2.45% from 8.70% in 2022-2023 to 6.25% in 2023-2024. The percentage of students at level 3 decreased 29.08% from 47.83% in 2022-2023 to 18.75% in 2023-2024. The percentage of students at level 2 increased 33.15% from 4.35% in 2022-2023 to 37.50% in 2023-2024. The percentage of students at level 1 decreased 1.63% from 39.13% in 2022-2023 to 37.50% in 2023-2024.

In Fifth Grade, the percentage of students at level 4 decreased 2.37% from 12.90% in 2022-2023 to 10.53% in 2023-2024. The percentage of students at level 3 decreased 1.87% from 38.71% in 2022-2023 to 36.84% in 2023-2024. The percentage of students at level 2 increased 2.55% from 29.03% in 2022-2023 to 31.58% in 2023-2024. The percentage of students at level 1 increased 1.70% from 19.35% in 2022-2023 to 21.05% in 2023-2024.

ELPAC Oral Language--Percentage of students at each performance level

In Kindergarten, the percentage of students at level 4 increased 0.31% from 6.67% in 2022-2023 to 6.98% in 2023-2024. The percentage of students at level 3 increased 3.67% from 28.89% in 2022-2023 to 32.56% in 2023-2024. The percentage of students at level 2 decreased 14.31% from 42.22% in 2022-2023 to 27.91% in 2023-2024. The percentage of students at level 1 increased 10.34% from 22.22% in 2022-2023 to 32.56% in 2023-2024.

In First Grade, the percentage of students at level 4 decreased 6.88% from 11.76% in 2022-2023 to 4.88% in 2023-2024. The percentage of students at level 3 increased 7.18% from 29.41% in 2022-2023 to 36.59% in 2023-2024. The percentage of students at level 2 decreased 24.11% from 41.18% in 2022-2023 to 17.07% in 2023-2024. The percentage of students at level 1 increased 23.81% from 17.65% in 2022-2023 to 41.46% in 2023-2024.

In Second Grade, the percentage of students at level 4 increased 9.95% from 14.29% in 2022-2023 to 24.24% in 2023-2024. The percentage of students at level 3 increased 16.88% from 28.57% in 2022-2023 to 45.45% in 2023-2024. The percentage of students at level 2 decreased 27.71% from 42.86% in 2022-2023 to 15.15% in 2023-2024. The percentage of students at level 1 increased 0.86% from 14.29% in 2022-2023 to 15.15% in 2023-2024.

In Third Grade, the percentage of students at level 4 increased 7.55% from 27.59% in 2022-2023 to 35.14% in 2023-2024. The percentage of students at level 3 decreased 13.61% from 37.93% in 2022-2023 to 24.32% in 2023-2024. The percentage of students at level 2 increased 0.93% from 20.69% in 2022-2023 to 21.62% in 2023-2024. The percentage of students at level 1 increased 5.13% from 13.79% in 2022-2023 to 18.92% in 2023-2024.

In Fourth Grade, the percentage of students at level 4 decreased 20.38% from 39.13% in 2022-2023 to 18.75% in 2023-2024. The percentage of students at level 3 increased 23.24% from 17.39% in 2022-2023 to 40.63% in 2023-2024. The percentage of students at level 2 decreased 7.34% from 26.09% in 2022-2023 to 18.75% in 2023-2024. The percentage of students at level 1 increased 4.49% from 17.39% in 2022-2023 to 21.88% in 2023-2024.

In Fifth Grade, the percentage of students at level 4 increased 11.89% from 35.48% in 2022-2023 to 47.37% in 2023-2024. The percentage of students at level 3 decreased 7.13% from 38.71% in 2022-2023 to 31.58% in 2023-2024. The percentage of students at level 2 increased 2.89% from 12.90% in 2022-2023 to 15.79% in 2023-2024. The percentage of students at level 1 decreased 7.64% from 12.90% in 2022-2023 to 5.26% in 2023-2024.

ELPAC Written Language--Percentage of students at each performance level

In Kindergarten, the percentage of students at level 4 decreased 4.44% from 4.44% in 2022-2023 to 0.00% in 2023-2024. The percentage of students at level 3 decreased 8.16% from 24.44% in 2022-2023 to 16.28% in 2023-2024. The percentage of students at level 2 decreased 6.82% from 53.33% in 2022-2023 to 46.51% in 2023-2024. The percentage of students at level 1 increased 19.43% from 17.78% in 2022-2023 to 37.21% in 2023-2024.

In First Grade, the percentage of students at level 4 increased 4.88% from 0.00% in 2022-2023 to 4.88% in 2023-2024. The percentage of students at level 3 decreased 0.58% from 17.65% in 2022-2023 to 17.07% in 2023-2024. The percentage of students at level 2 increased 0.36% from 26.47% in 2022-2023 to 26.83% in 2023-2024. The percentage of students at level 1 decreased 4.66% from 55.88% in 2022-2023 to 51.22% in 2023-2024.

In Second Grade, the percentage of students at level 4 stayed the same 0.00% in 2022-2023 and 0.00% in 2023-2024. The percentage of students at level 3 increased 4.59% from 25.71% in 2022-2023 to 30.30% in 2023-2024. The percentage of students at level 2 increased 11.34% from 37.14% in 2022-2023 to 48.48% in 2023-2024. The percentage of students at level 1 decreased 15.93% from 37.14% in 2022-2023 to 21.21% in 2023-2024.

In Third Grade, the percentage of students at level 4 decreased 3.45% from 3.45% in 2022-2023 to 0.00% in 2023-2024. The percentage of students at level 3 increased 0.93% from 20.69% in 2022-2023 to 21.62% in 2023-2024.

The percentage of students at level 2 decreased 3.54% from 41.38% in 2022-2023 to 37.84% in 2023-2024. The percentage of students at level 1 increased 6.06% from 34.48% in 2022-2023 to 40.54% in 2023-2024.

In Fourth Grade, the percentage of students at level 4 increased from 0.00% in 2022-2023 to 6.25% in 2023-2024. The percentage of students at level 3 decreased 12.36% from 21.74% in 2022-2023 to 9.38% in 2023-2024. The percentage of students at level 2 decreased 6.11% from 21.74% in 2022-2023 to 15.63% in 2023-2024. The percentage of students at level 1 increased 12.23% from 56.52% in 2022-2023 to 68.75% in 2023-2024.

In Fifth Grade, the percentage of students at level 4 increased 2.03% from 3.23% in 2022-2023 to 5.26% in 2023-2024. The percentage of students at level 3 decreased 1.19% from 6.45% in 2022-2023 to 5.26% in 2023-2024. The percentage of students at level 2 increased 6.28% from 51.61% in 2022-2023 to 57.89% in 2023-2024. The percentage of students at level 1 decreased 7.13% from 38.71% in 2022-2023 to 31.58% in 2023-2024.

2. ELPAC Listening Domain--Percentage of students at each performance level

In Kindergarten, the percentage of students at the well developed domain performance level decreased 6.35% from 13.33% in 2022-2023 to 6.98% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level decreased 8.73% from 62.22% in 2022-2023 to 53.49% in 2023-2024. The percentage of students at the beginning domain performance level increased 15.09% from 24.44% in 2022-2023 to 39.53% in 2023-2024.

In First Grade, the percentage of students at the well developed domain performance level increased 2.80% from 26.47% in 2022-2023 to 29.27% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level decreased 26.61% from 55.88% in 2022-2023 to 29.27% in 2023-2024. The percentage of students at the beginning domain performance level increased 23.81% from 17.65% in 2022-2023 to 41.46% in 2023-2024.

In Second Grade, the percentage of students at the well developed domain performance level increased 0.86% from 14.29% in 2022-2023 to 15.15% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level decreased 4.59% from 74.29% in 2022-2023 to 69.70% in 2023-2024. The percentage of students at the beginning domain performance level increased 3.72% from 11.43% in 2022-2023 to 15.15% in 2023-2024.

In Third Grade, the percentage of students at the well developed domain performance level increased 2.14% from 27.59% in 2022-2023 to 29.73% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level decreased 0.37% from 51.72% in 2022-2023 to 51.35% in 2023-2024. The percentage of students at the beginning domain performance level decreased 1.77% from 20.69% in 2022-2023 to 18.92% in 2023-2024.

In Fourth Grade, the percentage of students at the well developed domain performance level increased 1.36% from 17.39% in 2022-2023 to 18.75% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level decreased 3.39% from 56.52% in 2022-2023 to 53.13% in 2023-2024. The percentage of students at the beginning domain performance level increased 2.04% from 26.09% in 2022-2023 to 28.13% in 2023-2024.

In Fifth Grade, the percentage of students at the well developed domain performance level increased 10.19% from 16.13% in 2022-2023 to 26.32% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level increased 1.87% from 61.29% in 2022-2023 to 63.16% in 2023-2024. The percentage of students at the beginning domain performance level decreased 12.05% from 22.58% in 2022-2023 to 10.53% in 2023-2024.

ELPAC Speaking Domain--Percentage of students at each performance level

In Kindergarten, the percentage of students at the well developed domain performance level increased 9.82% from 11.11% in 2022-2023 to 20.93% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level decreased 18.03% from 62.22% in 2022-2023 to 44.19% in 2023-2024. The percentage of students at the beginning domain performance level increased 8.21% from 26.67% in 2022-2023 to 34.88% in 2023-2024.

In First Grade, the percentage of students at the well developed domain performance level decreased 12.27% from 14.71% in 2022-2023 to 2.44% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level increased 21.67% from 58.82% in 2022-2023 to 80.49% in 2023-2024. The percentage of students at the beginning domain performance level decreased 9.40% from 26.47% in 2022-2023 to 17.07% in 2023-2024.

In Second Grade, the percentage of students at the well developed domain performance level increased 19.56% from 22.86% in 2022-2023 to 42.42% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level decreased 17.58% from 60.00% in 2022-2023 to 42.42% in 2023-2024. The percentage of students at the beginning domain performance level decreased 1.99% from 17.14% in 2022-2023 to 15.15% in 2023-2024.

In Third Grade, the percentage of students at the well developed domain performance level decreased 15.85% from 48.28% in 2022-2023 to 32.43% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level increased 12.21% from 31.03% in 2022-2023 to 43.24% in 2023-2024. The percentage of students at the beginning domain performance level increased 3.63% from 20.69% in 2022-2023 to 24.32% in 2023-2024.

In Fourth Grade, the percentage of students at the well developed domain performance level decreased 14.13% from 39.13% in 2022-2023 to 25.00% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level increased 21.47% from 34.78% in 2022-2023 to 56.25% in 2023-2024. The percentage of students at the beginning domain performance level decreased 7.34% from 26.09% in 2022-2023 to 18.75% in 2023-2024.

In Fifth Grade, the percentage of students at the well developed domain performance level decreased 15.44% from 73.33% in 2022-2023 to 57.89% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level increased 18.25% from 13.33% in 2022-2023 to 31.58% in 2023-2024. The percentage of students at the beginning domain performance level decreased 2.80% from 13.33% in 2022-2023 to 10.53% in 2023-2024.

3. ELPAC Reading Domain--Percentage of students at each performance level

In Kindergarten, the percentage of students at the well developed domain performance level decreased 6.67% from 6.67% in 2022-2023 to 0.00% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level decreased 3.88% from 66.67% in 2022-2023 to 62.79% in 2023-2024. The percentage of students at the beginning domain performance level increased 10.54% from 26.67% in 2022-2023 to 37.21% in 2023-2024.

In First Grade, the percentage of students at the well developed domain performance level increased 9.26% from 2.94% in 2022-2023 to 12.20% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level decreased 7.96% from 32.35% in 2022-2023 to 24.39% in 2023-2024. The percentage of students at the beginning domain performance level decreased 1.30% from 64.71% in 2022-2023 to 63.41% in 2023-2024.

In Second Grade, the percentage of students at the well developed domain performance level stayed the same 0.00% in 2022-2023 and 0.00% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level increased 18.27% from 51.43% in 2022-2023 to 69.70% in 2023-2024. The percentage of students at the beginning domain performance level decreased 18.27% from 48.57% in 2022-2023 to 30.30% in 2023-2024.

In Third Grade, the percentage of students at the well developed domain performance level decreased 7.64% from 10.34% in 2022-2023 to 2.70% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level decreased 0.84% from 41.38% in 2022-2023 to 40.54% in 2023-2024. The percentage of students at the beginning domain performance level increased 8.48% from 48.28% in 2022-2023 to 56.76% in 2023-2024.

In Fourth Grade, the percentage of students at the well developed domain performance level decreased 1.22% from 4.35% in 2022-2023 to 3.13% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level decreased 11.00% from 39.13% in 2022-2023 to 28.13% in 2023-2024. The percentage of students at the beginning domain performance level increased 12.23% from 56.52% in 2022-2023 to 68.75% in 2023-2024.

In Fifth Grade, the percentage of students at the well developed domain performance level increased 2.03% from 3.23% in 2022-2023 to 5.26% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level decreased 2.21% from 54.84% in 2022-2023 to 52.63% in 2023-2024. The percentage of students at the beginning domain performance level increased 0.17% from 41.94% in 2022-2023 to 42.11% in 2023-2024.

ELPAC Writing Domain--Percentage of students at each performance level

In Kindergarten, the percentage of students at the well developed domain performance level decreased 14.63% from 35.56% in 2022-2023 to 20.93% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level decreased 4.81% from 46.67% in 2022-2023 to 41.86% in 2023-2024. The percentage of students at the beginning domain performance level increased 19.43% from 17.78% in 2022-2023 to 37.21% in 2023-2024.

In First Grade, the percentage of students at the well developed domain performance level increased 7.32% from 0.00% in 2022-2023 to 7.32% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level increased 2.08% from 73.53% in 2022-2023 to 75.61% in 2023-2024. The percentage of students at the beginning domain performance level decreased 9.40% from 26.47% in 2022-2023 to 17.07% in 2023-2024.

In Second Grade, the percentage of students at the well developed domain performance increased 9.61% from 8.57% in 2022-2023 to 18.18% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level decreased 1.90% from 68.57% in 2022-2023 to 66.67% in 2023-2024. The percentage of students at the beginning domain performance level decreased 7.71% from 22.86% in 2022-2023 to 15.15% in 2023-2024.

In Third Grade, the percentage of students at the well developed domain performance level stayed the same from 0.00% in 2022-2023 to 0.00% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level decreased 12.49% from 82.76% in 2022-2023 to 70.27% in 2023-2024. The percentage of students at the beginning domain performance level increased 12.49% from 17.24% in 2022-2023 to 29.73% in 2023-2024.

In Fourth Grade, the percentage of students at the well developed domain performance level decreased 5.57% from 8.70% in 2022-2023 to 3.13% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level decreased 16.44% from 69.57% in 2022-2023 to 53.13% in 2023-2024. The percentage of students at the beginning domain performance level increased 22.01% from 21.74% in 2022-2023 to 43.75% in 2023-2024.

In Fifth Grade, the percentage of students at the well developed domain performance level increased 0.85% from 9.68% in 2022-2023 to 10.53% in 2023-2024. The percentage of students at the somewhat/moderately domain performance level increased 2.71% from 70.97% in 2022-2023 to 73.68% in 2023-2024. The percentage of students at the beginning domain performance level decreased 3.56% from 19.35% in 2022-2023 to 15.79% in 2023-2024.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
606	**81.8%**	**35.5%**	**1.2%**
Total Number of Students enrolled in Melville S. Jacobson Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	215	35.5%
Foster Youth	7	1.2%
Homeless	43	7.1%
Socioeconomically Disadvantaged	496	81.8%
Students with Disabilities	116	19.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	38	6.3%
American Indian	8	1.3%
Asian	94	15.5%
Filipino	25	4.1%
Hispanic	305	50.3%
Two or More Races	36	5.9%
Pacific Islander	16	2.6%
White	84	13.9%

Conclusions based on this data:

1. 2023-2024 school year:
Jacobson Elementary School's percentage of socioeconomically disadvantaged students is 81.8%.

Jacobson Elementary School's percentage of EL students is 35.5%.

2. 2023-2024 school year:
Jacobson Elementary School's largest sub-group is Hispanic students (50.3%), followed by Asian students (15.5%), White students (13.9%), African American students (6.3%), students of two or more races (5.9%), and Filipino students (4.1%).

3. 2023-2024 school year:
Jacobson Elementary School's percentage of students with disabilities is 19.1%.
Jacobson Elementary School's percentage of homeless students is 7.1%.
Jacobson Elementary School's percentage of foster students is 1.2%.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Red		

Conclusions based on this data:

1. The 2024 Fall Dashboard Overall Performance for All Students indicates a yellow status level for Mathematics. The 2024 Fall Dashboard Overall Performance for All Students indicates a yellow status level for chronic absenteeism.

2. The 2024 Fall Dashboard Overall Performance for All Students indicates an orange status level for suspension rate.

3. The 2024 Fall Dashboard Overall Performance for All Students indicates a red status level for English Language Arts.
The 2024 Fall Dashboard Overall Performance for All Students indicates a red status level for English Learner Progress.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
4	1	1	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	 No Performance Color
70.1 points below standard	93.3 points below standard	0 Students
Declined 11.8 points	Declined 18.7 points	
272 Students	96 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Less than 11 Students	95.7 points below standard	79.0 points below standard
3 Students	Declined 18.1 points	Declined 4.1 points
	24 Students	222 Students

Students with Disabilities	African American	American Indian
		
Red	No Performance Color	No Performance Color
106.2 points below standard	56.7 points below standard	Less than 11 Students
Maintained 0.9 points	13 Students	3 Students
59 Students		

Asian	Filipino	Hispanic
		
Orange	No Performance Color	Red
64.9 points below standard	60.6 points below standard	82.9 points below standard
Declined 20.2 points	12 Students	Declined 10.4 points
41 Students		143 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Yellow
69.4 points below standard	Less than 11 Students	32.9 points below standard
Declined 22.9 points	3 Students	Increased 5.3 points
18 Students		39 Students

Conclusions based on this data:

1. The 2024 Fall Dashboard English Language Arts Performance for All Students indicates a red status level, 70.1 points below standard (272 students).
The 2024 Fall Dashboard English Language Arts Performance for English Learners indicates a red status level, 93.3 points below standard (96 students).
The 2024 Fall Dashboard English Language Arts Performance for Socioeconomically Disadvantaged Students indicates a red status level, 79 points below standard (222 students).

2. The 2024 Fall Dashboard English Language Arts Performance for Students with Disabilities indicates a red status level, 106.2 points below standard (59 students).
The 2024 Fall Dashboard English Language Arts Performance indicates a red status level for Hispanic Students, 82.9 points below standard (143 students).

3. The 2024 Fall Dashboard English Language Arts Performance indicates an orange status level for Asian Students, 64.9 points below standard (41 students).
The 2024 Fall Dashboard English Language Arts Performance indicates a yellow status level for White Students, 32.9 points below standard (39 students).

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	1	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
58.2 points below standard	70.1 points below standard	0 Students
Increased 5.1 points	Increased 5.1 points	
272 Students	96 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	65.3 points below standard	67.4 points below standard
3 Students	Increased 22.3 points	Increased 9.5 points
	24 Students	222 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
111.5 points below standard	51.4 points below standard	Less than 11 Students
Increased 9.1 points	13 Students	3 Students
59 Students		

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Orange
41.4 points below standard	5.2 points below standard	77.9 points below standard
Maintained 2.4 points	12 Students	Maintained 2.3 points
41 Students		143 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
57.6 points below standard	Less than 11 Students	18.5 points below standard
Declined 14.5 points	3 Students	Increased 20.6 points
18 Students		39 Students

Conclusions based on this data:

1. The 2024 Fall Dashboard Mathematics Performance for All Students indicates a yellow status level, 58.2 points below standard (272 students).
   The 2024 Fall Dashboard Mathematics Performance for English Learners indicates a yellow status level, 70.1 points below standard (96 students).
   The 2024 Fall Dashboard Mathematics Performance for Socioeconomically Disadvantaged Students indicates a yellow status level, 67.4 points below standard (222 students).

2. The 2024 Fall Dashboard Mathematics Performance for Students with Disabilities indicates an orange status level, 111.5 points below standard (59 students).
   The 2024 Fall Dashboard Mathematics Performance by Race/Ethnicity indicates an orange status level for Hispanic Students, 77.9 points below standard (143 students).

3. The 2024 Fall Dashboard Mathematics Performance by Race/Ethnicity indicates an orange status level for Asian Students, 41.4 points below standard (41 students).
   The 2024 Fall Dashboard Mathematics Performance by Race/Ethnicity indicates a green status level for White Students, 18.5 points below standard (39 students).

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	No Performance Color
38.8% making progress.	making progress.
Number Students: 147 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
26.5%	34.7%	0.7%	38.1%

Conclusions based on this data:

1. The 2024 Fall Dashboard English Learner Progress Indicator indicates a red status level with 38.8% of English Learner Students making progress towards English Language Proficiency (147 students).
2. The 2024 Fall Dashboard Student English Language Acquisition Results indicate 26.5% of EL students decreased one ELPI level, 34.7% of EL students maintained an ELPI level of 1, 2L, 2H, 3L, or 3H, 0.7% of EL students maintained ELPI level 4, and 38.1% of EL students progressed at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. College/Career data is not applicable for TK-5 Elementary schools.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 No Performance Color
23.8% Chronically Absent	18.8% Chronically Absent	0 Students
Declined 10.7	Declined 15.8	
650 Students	229 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - data not displayed for privacy	25.5% Chronically Absent	25.7% Chronically Absent
8 Students	Declined 12.6	Declined 12.2
	47 Students	534 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
32.6% Chronically Absent	39.6% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 10.9	Declined 3.3	8 Students
135 Students	48 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Yellow
15.5% Chronically Absent	12% Chronically Absent	20.7% Chronically Absent
Declined 5.5	Declined 10.7	Declined 14.9
103 Students	25 Students	319 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
46.2% Chronically Absent	47.1% Chronically Absent	25.3% Chronically Absent
Declined 11.4	Declined 2.9	Declined 8.9
39 Students	17 Students	91 Students

Conclusions based on this data:

1. The 2024 Fall Dashboard for Chronic Absenteeism for all students indicates a yellow status level, 23.8% of all students were chronically absent (650 students).
   The 2024 Fall Dashboard for Chronic Absenteeism for English Learners indicates a yellow status level, 18.8% of EL students were chronically absent (229 students).
   The 2024 Fall Dashboard for Chronic Absenteeism for Homeless students indicates an orange status level, 25.5% of Homeless students were chronically absent (47 students).
   The 2024 Fall Dashboard for Chronic Absenteeism for Socioeconomically Disadvantaged students indicates a yellow status level, 25.7% of Socioeconomically Disadvantaged students were chronically absent (534 students).

2. The 2024 Fall Dashboard for Chronic Absenteeism for Students with Disabilities indicates an orange status level, 32.6% of Students with Disabilities were chronically absent (135 students).
   The 2024 Fall Dashboard for Chronic Absenteeism by Race/Ethnicity indicates a yellow status level for Hispanic students, 20.7% (319 students).25.7
   The 2024 Fall Dashboard for Chronic Absenteeism by Race/Ethnicity indicates a yellow status level for Asian students, 15.5% (103 students).

3. The 2024 Fall Dashboard for Chronic Absenteeism by Race/Ethnicity indicates an orange status level for White students, 25.3% (91 students).
   The 2024 Fall Dashboard for Chronic Absenteeism by Race/Ethnicity indicates an orange status level for African American students, 39.6% (48 students).

The 2024 Fall Dashboard for Chronic Absenteeism by Race/Ethnicity indicates an orange status level for students of two or more races, 46.2% (39 students).

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Graduation rate is not applicable to TK-5 Elementary schools.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	3	0	3	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Green	 No Performance Color
4.3% suspended at least one day	1.3% suspended at least one day	0 Students
Maintained 0.2%	Declined 1.4%	
675 Students	235 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Orange
Fewer than 11 students - data not displayed for privacy	8% suspended at least one day	4.7% suspended at least one day
9 Students	Increased 4.6%	Maintained 0%
	50 Students	552 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
6.3% suspended at least one day	11.5% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 3.2%	Increased 6.3%	8 Students
143 Students	52 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Green
2.8% suspended at least one day	0% suspended at least one day	2.7% suspended at least one day
Declined 3.5%	Declined 4.5%	Declined 1%
108 Students	25 Students	329 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Orange
7.5% suspended at least one day	16.7% suspended at least one day	5.3% suspended at least one day
Increased 4.6%	Increased 10.4%	Increased 4%
40 Students	18 Students	95 Students

Conclusions based on this data:

1. The 2024 Fall Dashboard for Suspension Rate for all students indicates an orange status level, 4.3% of all students were suspended at least one day (675 students).
   The 2024 Fall Dashboard for Suspension Rate for English Learner students indicates a green status level, 1.3% of English Learner students were suspended at least one day (235 students).
   The 2024 Fall Dashboard for Suspension Rate for Homeless students indicates a red status level, 8.0% of Homeless students were suspended at least one day (50 students).
   The 2024 Fall Dashboard for Suspension Rate for Socioeconomically Disadvantaged students indicates an orange status level, 4.7% of all Socioeconomically Disadvantaged students were suspended at least one day (552 students).

2. The 2024 Fall Dashboard for Suspension Rate for Students with Disabilities indicates an orange status level, 6.3% of Students with Disabilities were suspended at least one day (143 students).
   The 2024 Fall Dashboard for Suspension Rate by Race/Ethnicity indicates a green level for Hispanic students, 2.7% of Hispanic students were suspended for at least one day (329 students).
   The 2024 Fall Dashboard for Suspension Rate by Race/Ethnicity indicates a green status level for Asian students, 2.8% of Asian students were suspended for at least one day (108 students).

3. The 2024 Fall Dashboard for Suspension Rate by Race/Ethnicity indicates an orange status level for White students, 5.3% of White students were suspended for at least one day (95 students).
   The 2024 Fall Dashboard for Suspension Rate by Race/Ethnicity indicates a red status level for African American students, 11.5% of African American students were suspended for at least one day (52 students).

The 2024 Fall Dashboard for Suspension Rate by Race/Ethnicity indicates a red status level for students of two or more races, 7.5% of Students of Two or More Races were suspended for at least one day (40 students).

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Jacobson Elementary School students need to continue to improve in math, language arts, and science performance, as measured on 2023 CAASP testing and grade level assessment data.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 CAASPP-English Language Arts Academic Performance-all students	Overall--5.96% exceeded standard, 16.14% met standard, 26.32% nearly met standard, 51.58% standard not met 3rd Grade--mean scale score--2373.2 (6.45% exceeded standard, 12.90% met standard, 36.56% nearly met standard, 44.09% standard not met) 4th Grade--mean scale score--2377.4 (4.95% exceeded standard, 11.88% met standard, 17.82% nearly met standard, 65.35% standard not met) 5th Grade--mean scale score--2448.3 (6.59% exceeded standard, 24.18% met standard, 25.27% nearly met standard, 43.96% standard not met)	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2024-2025 English Language Arts CAASPP
2023-2024 CAASPP-Mathematics Academic Performance-all students	Overall--7.29% exceeded standard, 19.44% met standard, 27.43% nearly met standard, 45.83% standard not met 3rd Grade--mean scale score--2404.8 (9.57% exceeded standard, 31.91%	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2024-2025 English Mathematics CAASPP

	met standard, 23.40% nearly met standard, 35.11% standard not met) 4th Grade--mean scale score--2415.5 (7.77% exceeded standard, 15.53% met standard, 26.21% nearly met standard, 50.49% standard not met) 5th Grade--mean scale score--2448.6 (4.40% exceeded standard, 10.99% met standard, 32.97% nearly met standard, 51.65% standard not met)	
2023-2024 CAASPP-English Language Arts Academic Performance-EL Students	Overall--2.41% exceeded standard, 7.23% met standard, 22.89% nearly met standard, 67.47% standard not met 3rd Grade--mean scale score--2346.9 (2.86% exceeded standard, 5.71% met standard, 28.57% nearly met standard, 62.86% standard not met) 4th Grade--mean scale score--2337.6 (6.45% met standard, 16.13% standard nearly met, 77.42% standard not met) 5th Grade--mean scale score--2403.9 (5.88% exceeded standard, 11.76% met standard, 23.53% nearly met standard, 58.82% standard not met)	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2024-2025 English Language Arts CAASPP
2023-2024 CAASPP-English Language Arts Academic Performance-Socioeconomically Disadvantaged Students	Overall--4.29% exceeded standard, 15.02% met standard, 25.75% nearly met standard, 54.94% standard not met 3rd Grade--mean scale score--2368.2 (5.26% exceeded standard, 13.16% met standard, 35.53% nearly met standard, 46.05% standard not met) 4th Grade--mean scale score--2368.9 (3.45% exceeded standard, 10.34% met standard, 18.39% standard nearly met, 67.82% standard not met) 5th Grade--mean scale score--2439.2 (4.29% exceeded standard, 22.86% met standard, 24.29% nearly met standard, 48.57% standard not met)	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2024-2025 English Language Arts CAASPP
2023-2024 CAASPP-English Language Arts Academic Performance-Students with Disabilities	Overall--1.69% exceeded standard, 6.78% met standard, 18.64% nearly met standard, 72.88% standard not met 3rd Grade--mean scale score--2342.3 (5.56% met standard, 38.89% nearly	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2024-2025 English Language Arts CAASPP

	met standard, 55.56% standard not met) 4th Grade--mean scale score--2348.2 (4.00% exceeded standard, 4.00% met standard, 4.00% standard nearly met, 88.00% standard not met) 5th Grade--mean scale score--2403.1 (12.50% met standard, 18.75% standard nearly met, 68.75% standard not met)	
2023-2024 CAASPP-Mathematics Academic Performance-EL Students	Overall--5.81% exceeded standard, 13.95% met standard, 20.93% nearly met standard, 59.30% standard not met 3rd Grade--mean scale score--2380.9 (5.56% exceeded standard, 25.00% met standard, 25.00% nearly met standard, 44.44% standard not met) 4th Grade--mean scale score--2390.9 (6.06% exceeded standard, 9.09% met standard, 18.18% standard nearly met, 66.67% standard not met) 5th Grade--mean scale score--2418.0 (5.88% exceeded standard, 17.65% nearly met standard, 76.47% standard not met)	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2024-2025 English Language Arts CAASPP
2023-2024 CAASPP-Mathematics Academic Performance-Socioeconomically Disadvantaged Students	Overall--6.81% exceeded standard, 17.02% met standard, 25.11% nearly met standard, 51.06% standard not met 3rd Grade--mean scale score--2397.0 (9.09% exceeded standard, 29.87% met standard, 20.78% nearly met standard, 40.26% standard not met) 4th Grade--mean scale score--2408.6 (6.82% exceeded standard, 13.64% met standard, 26.14% standard nearly met, 53.41% standard not met) 5th Grade--mean scale score--2435.5 (4.29% exceeded standard, 7.14% met standard, 28.57% nearly met standard, 60.00% standard not met)	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2024-2025 English Language Arts CAASPP
2023-2024 CAASPP-Mathematics Academic Performance-Students with Disabilities	Overall--1.69% exceeded standard, 16.95% met standard,15.25% nearly met standard, 66.10% standard not met 3rd Grade--mean scale score--2352.2 (27.78% met standard, 27.78% nearly	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2024-2025 English Language Arts CAASPP

	met standard, 44.44% standard not met) 4th Grade--mean scale score--2360.5 (16.00% standard met, 8.00% standard nearly met, 76.00% standard not met) 5th Grade--mean scale score--2397.9 (6.25% exceeded standard, 6.25% standard met, 12.50% standard nearly met, 75.00% standard not met)	
2024-2025 Transitional Kindergarten Math Assessments (count to 20 and recognize numbers 0-10) and Language Arts Assessments (Capital Letters and Letter Sounds)	Math-count to 20-2% exploring, 11% building, 87% integrating Math-recognize numbers 0-10-4% exploring, 13% building, 83% integrating ELA-capital letters-11% exploring, 4% on building, 85% integrating ELA-letter sounds- 24% exploring, 11% building, 65% integrating	5% increase of proficient students
2024-2025 Kindergarten Math Assessments (comparing numbers and writing numbers) and Language Arts Assessments (Letter Recognition and Letter Sounds)	Math-writing numbers 0-20-6% beginning, 14% progressing, 80% proficient Math-comparing numbers-7% beginning, 16% progressing, 52% proficient, 25% exceeding proficient ELA-letter recognition-5% beginning, 16% progressing, 79% proficient ELA-letter sounds-3% beginning, 8% progressing, 89% proficient	5% increase of proficient and/or exceeding proficient students
2024-2025 First Grade Math Assessments (Unit 3A part II and Unit 3B) and Language Arts Assessments (Decoding and Reading Fluency)	Math-Unit 3-19% beginning, 25% progressing, 35% proficient, 21% exceeding proficient Math-Unit 4-17% beginning, 21% progressing, 32% proficient, 30% exceeding proficient ELA-decoding-48% beginning, 21% progressing, 17% proficient, 14% exceeding proficient ELA-reading fluency-30% beginning, 22% progressing, 48% proficient,	5% increase of proficient and/or exceeding proficient students
2024-2025 2nd Grade FastBridge data (aReading and aMath)	aReading Fall--446.25 (group median) aReading Winter--468.03 (group median)	group median growth between FastBridge Fall and Spring assessments of 5 points or more

	aReading Spring--data will be available at a later date aReading Monthly Observed Median Growth--Fall-Winter--84th percentile aMath Fall--192.71 (group median) aMath Winter--198.46 (group median) aMath Spring-data will be available at a later date aMath Monthly Observed Median Growth-Fall-Winter--70th percentile	monthly observed median growth percentile between FastBridge Fall and Spring assessments of 50th percentile or higher for all grade levels
2024-2025 3rd Grade FastBridge data (aReading and aMath)	aReading Fall--488.26 (group median) aReading Winter--495.66 (group median) aReading Spring--data will be available at a later date aReading Monthly Observed Median Growth--Fall-Winter--53rd percentile aMath Fall--203.85 (group median) aMath Winter--205.69 (group median) aMath Spring--data will be available at a later date aMath Monthly Observed Median Growth--Fall-Winter--58th percentile	group median growth between FastBridge Fall and Spring assessments of 5 points or more monthly observed median growth percentile between FastBridge Fall and Spring assessments of 50th percentile or higher for all grade levels
2024-2025 4th Grade FastBridge data (aReading and aMath)	aReading Fall--499.56 (group median) aReading Winter--498.20 (group median) aReading Spring--data will be available at a later date aReading Monthly Observed Median Growth--Fall-Winter--12th percentile aMath Fall--208.44 (group median) aMath Winter--207.35 (group median) aMath Spring--data will be available at a later date aMath Monthly Observed Median Growth--Fall-Winter--28th percentile	group median growth between FastBridge Fall and Spring assessments of 5 points or more monthly observed median growth percentile between FastBridge Fall and Spring assessments of 50th percentile or higher for all grade levels

2024-2025 5th Grade FastBridge data (aReading and aMath)	aReading Fall--505.52 (group median) aReading Winter--505.44 (group median) aReading Spring--data will be available at a later date aReading Monthly Observed Median Growth--Fall-Winter--21st percentile aMath Fall--207.43 (group median) aMath Winter--208.81 (group median) aMath Spring--data will be available at a later date aMath Monthly Observed Median Growth--Fall-Winter--25th percentile	group median growth between FastBridge Fall and Spring assessments of 5 points or more monthly observed median growth percentile between FastBridge Fall and Spring assessments of 50th percentile or higher for all grade levels
2023-2024 California Science Test (CAST)--5th Grade Students	5th Grade--mean scale score--193.4 (2.20% exceeded standard, 17.58% met standard, 59.34% standard nearly met, 20.88% standard not met)	5% increase of students meeting and/or exceeding the standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Purchase a Renaissance Learning Subscription (STAR and AR) to support student literacy.	All Students	3500 Title I
1.2	Purchase books and supplies for our library to support all students.	All Students	9000 Title I
1.3	Provide compensation for our librarian to run the Book Fair	All Students	750 LCFF
1.4	Purchase PE and recess supplies to support all students.	All Students	2300 LCFF
1.5	Six hour paraprofessional to work with EL students and administer ELPAC Testing	EL Students	52558 LCFF - Supplemental
1.6	Substitutes for site teachers for site school business	All Students	400 LCFF
1.7	Purchase ink for STEM and EL printer to support instruction.	All Students	1500 Title I

1.8	Provide each teacher with a substitute teacher for two days of intervention planning and PLC (Professional Learning Community) work.	All Students	15000 Title I
1.9	Three three-hour kindergarten paraprofessionals to support teachers with at risk students	Kindergarten Students	34691 Title I 22164 LCFF - Supplemental
1.10	Two four-hour para educators to support teachers with at risk students in grades K-5 for intervention support	Kindergarten-5th Grade Students	29139 Title I 24941 LCFF - Supplemental
1.11	Money to support educational field trips for students who are unable to donate. This money can also support on-site educational field trips for all students.	All Students	600 LCFF
1.12	Provide each teacher with up to three hours of paid collaborative time to be used before or after contract time to plan for intervention and other PLC (Professional Learning Community) work	All Students	5500 Title I
1.14	Provide time and training for PLCs (Professional Learning Communities) to meet during ERMs (Early Release Mondays) to focus on effective instructional practices to maximize student achievement.	All Students	0 District Funded
1.15	Purchase books for classroom book collections and student "book flood" (all students get a minimum of one free book per month) to support student literacy.	All Students	25000 Title I
1.16	Purchase additional TK-5 science supplies/materials to support STEM instruction, the JES STEM Lab, and NGSS standards	All students	6000 Title I
1.17	Provide substitute teachers and interpreters for SST meetings to support at risk students.	All Students	4600 Title I
1.18	Teacher provided intervention to support EL students	EL Students	7706 LCFF - Supplemental
1.19	Teacher provided intervention to support SES students (low socioeconomic status), EL students (English Learner), and FY students (Foster Youth).	SES/EL/FY students (low socioeconomic status, English Learner, Foster Youth)	
1.22	TUSD will provide Elementary Reading Academy literacy training for K-3 teachers	K-3rd grade students	0 District Funded

1.23	Educator EL professional development- CABE conference 2025	EL Students	8291 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2024 analysis-

STEM instruction continues to be an area of focus at Jacobson Elementary School. JES teachers have continued to make a commitment to inquiry based instruction. Student engagement and collaboration continue to be areas of instructional focus as well. Students facilitate class discussions, ask each other high level questions and collaborate effectively. Inquiry-based instructional strategies have been observed to be increasing in other subject matters, such as English Language Arts and Mathematics.

Jacobson Elementary School third grade students mean scale scores increased by 22.6 points on English Language Arts (ELA) and 0.9 points in Mathematics on the California Assessment of Student Performance and Progress (CAASPP) in 2024, as compared with 2023. JES fourth grade students' mean scale score decreased by 38.2 points on the ELA CAASPP and decreased by 20.2 points on the Mathematics CAASPP in 2024, as compared with 2023. JES fifth grade students' mean scale score increased by 26.6 points on the ELA CAASPP and increased by 29.6 points on the Mathematics CAASPP in 2024, as compared with 2023. JES fifth grade students' percentage of standard exceeded or standard met on the California Science Test (CAST) increased by 5.49%, the second consecutive year of promising growth, a major celebration and validation of JES's efforts on inquiry-based Science/STEM instruction. Students' assessment results in third grade ELA and math and fifth grade ELA, math, and science are very encouraging. Students' assessment results in fourth grade ELA and Math are opportunities for future growth. There is substantial room for growth across all grade levels on the CAASPP and CAST assessments.

Jacobson Elementary School students have shown progress during the 2024-2025 school year as measured by the monthly observed median growth percentile from fall 2024 to winter 2024 on FastBridge aReading and aMath, which could bode well for further growth for the spring FastBridge aReading and aMath assessments, as well as the 2025 ELA and Math CAASPP assessments and 2025 CAST assessment for science. The monthly observed median growth percentile from fall 2024 to winter 2024 in aReading was the 84th percentile in second grade, the 53rd percentile in third grade, the 12th percentile in fourth grade, and the 21st percentile in fifth grade. The monthly observed median growth percentile from fall 2024 to winter 2024 in aMath was the 70th percentile for second grade, the 58th percentile for third grade, the 28th percentile for fourth grade, and the 25th percentile for fifth grade. Additionally, more encouraging FastBridge growth was seen on the aReading and aMath median scores from fall 2024 to winter 2024 in the second and third grades. Second grade students improved from a median score of 446.25 to 468.03 on aReading. Third graders improved from a median score of 488.26 to 495.66 on aReading. Fourth grade students scores decreased from a median score of 499.56 to 498.20; fifth grade students decreased from a median score of 505.52 to 505.44 on aReading. On aMath, second graders improved from a median score of 192.71 to 198.46. Third graders improved from a median score of 203.85 to 205.69. Fourth graders decreased from a median score of 208.44 to 207.35; fifth graders improved from 207.43 to 208.81 on aMath. This data is encouraging and demonstrates growth for JES students with room for growth, particularly in fourth and fifth grade. Data for the spring round of FastBridge assessments will be available at a later date and will be an important data point to show student growth over the course of the entire school year.

Jacobson Elementary School's transitional kindergarten (TK), kindergarten, and first grade students have shown encouraging proficiency on their grade level assessments. For instance, 87% of TK students are proficient at counting to twenty, 83% of TK students are proficient in number recognition, 85% of TK students are proficient on capital letters, and 65% of TK students are proficient on letter sounds. JES kindergarten students are showing outstanding acquisition of

foundation skills as well. For example, 80% of kindergarten students are proficient or exceeding at writing numbers 1-20, 77% of kindergarten students are proficient or exceeding proficient at
comparing numbers, 79% of kindergarten students are proficient at letter recognition, and 89% of kindergarten students are proficient with letter sounds. First grade students are showing several positives as well, with 56% of first grade students proficient or exceeding proficient on the unit 3 math assessment, and 62% proficient or exceeding proficient on math assessment for unit 4. Additionally, 31% of first grade students are proficient or exceeding proficient at decoding, and 48% of first grade students are proficient or exceeding proficient on their reading fluency. There are opportunities for growth; a goal for next year is for student proficiency percentages on TK, kindergarten, and first grade grade level assessments to increase by 5% or more.

With a continued focus on literacy at Jacobson, including the addition of larger classroom book collections with student input, the continuation of our student monthly book flood (each JES student receives a free book at the end of each month of school), being one of four TUSD elementary schools to implement a new literacy initiative led by a new reading support teacher, JES's intervention paraprofessional support/daily grade level rotation (two eight-hour and two four-hour intervention paraprofessionals), more resources in our library, and lessons and professional development provided by JES's Teacher Librarian, it is anticipated that percentages of proficient students will increase both on FastBridge assessments and on the CAASPP. Entering our fourth year of inquiry-based STEM instruction, our fourth year implementing HMH Science Dimensions curriculum, and the continued and improved implementation of our JES STEM/Science lab should improve our students' CAST assessment results.

By continuing to build capacity at Jacobson within our grade-level Professional Learning Communities, our Guiding Coalition, grade level collaboration, JES's and TUSD's Professional Development, and intervention program, we will strive to increase student proficiency on CAASPP (grades 3-5), FastBridge (grades 2-5), and site-based grade-level assessments (TK-1). Specifically, on the CAASPP, our goal is for students meeting or exceeding the standard to grow by 2% or more, and/or yellow or higher on the California School Dashboard. We'd like to see at least 5 points of growth (average group median) between the three rounds of FastBridge aReading
and aMath assessments for all grade levels. Another goal is to see a monthly observed median growth percentile between FastBridge Fall and Spring assessments of the 60th percentile or higher for all grade levels. We eagerly await the results of our 2025 CAASPP and CAST scores, the 2025 spring FastBridge assessment results, and the 2025 Summative ELPAC scores, in addition to the updating of the California School Dashboard, as that data will provide valuable feedback to our Jacobson Elementary School Community.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the 2023-2024 school year.

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

All relevant annual outcomes, metrics, or strategies to achieve this goal will be updated and analyzed annually to determine next steps/adjustments.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Provide a safe and equitable learning environment for all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe and equitable learning environment for all students and staff.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Jacobson Elementary School has a need to reduce chronic absenteeism. Gains have been made in suspension rate the past two school years; however, more work can be done in this area as well.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024--Jacobson Elementary School Suspension Rate-All Students	4.3% of students were suspended at least once	0.5% decrease and/or California School Dashboard-Yellow or better
2023-2024--Jacobson Elementary School Suspension Rate-Socioeconomically Disadvantaged students	4.7% of students were suspended at least once	1% decrease and/or California School Dashboard-Yellow or better
2023-2024--Jacobson Elementary School Suspension Rate-Students with Disabilities	6.3% of students were suspended at least once	1% decrease and/or California School Dashboard-Yellow or better
2023-2024--Jacobson Elementary School Suspension Rate-African American students	11.5% of students were suspended at least once	4% decrease and/or California School Dashboard-Yellow or better
2023-2024--Jacobson Elementary School Suspension Rate-students of two or more races	7.5% of students were suspended at least once	3% decrease and/or California School Dashboard-Yellow or better
Chronic Absenteeism-all students	23.8%	5% decrease and/or California School Dashboard Yellow or higher
Chronic Absenteeism-English Learners	18.8%	5% decrease and/or California School Dashboard Yellow or better
Chronic Absenteeism-socioeconomically disadvantaged students	25.7%	5% decrease and/or California School Dashboard Yellow or better
Chronic Absenteeism-African American students	39.6%	5% decrease and/or California School Dashboard Yellow or better
Chronic Absenteeism-Hispanic students	20.7%	5% decrease and/or California School Dashboard Yellow or better

Chronic Absenteeism-Special Education students	32.6%	5% decrease and/or California School Dashboard Yellow or better
Chronic Absenteeism-Homeless students	25.5%	5% decrease and/or California School Dashboard Yellow or better
Chronic Absenteeism-students of two or more races	46.2%	5% decrease and/or California School Dashboard Yellow or better

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Notify parents through letters and phone calls about attendance concerns. Hold site-based SARB meetings to develop an attendance plan.	All students	0 District Funded
2.2	Provide school and classroom incentives for attendance.	All students	0 District Funded
2.3	Continue to provide support from the Office of Prevention Services for Homeless and Foster Youth to match community resources with individuals' needs.	Homeless and Foster Youth Students	0 District Funded
2.4	Provide four enrichment art classes through SJCOE to support all students.	All students	
2.5	Provide four days of counseling services to support our students.	All Students	0 District Funded
2.6	Interpreters for teacher conferences and parent communication	All Students	284 LCFF
2.7	Purchase supplies from an office budget to support our school.	All Students	14000 LCFF
2.8	Host a family science night and family reading night to support our students and school community.	All Students	600 Title I
2.9	Purchase visitor stickers for "Raptor" system identification to promote and support campus safety	All Students	200 LCFF
2.10	Host parent group meetings, such as Parent Cafe meetings and events to support our students and school community.	All Students	2000 Title I
2.11	Riso and Ricoh copy machine lease and ink to support our students, school staff, and school community-also covers 10,000 copies for teachers	All Students	7500 LCFF 7500 Title I

2.12	Teachers will be given three boxes of paper to support all students.	All Students	4500 Title I
2.13	Teachers will receive a budget of $40 per student to purchase classroom supplies and resources for students.	All Students	26800 Title I
2.14	Pay postage fees for mailing parent communication to support our students and school community.	All Students	750 Title I
2.15	Unplanned expenditures	All students	5465 Title I
2.16	Provide compensation for school supervision assistants to attend school supervision meetings to promote student safety.	All Students	500 LCFF

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Jacobson Elementary School's suspension rate for the 2023-2024 school year for all students was 4.3% (percentage of students suspended at least once during the 2023-2024 school year), an orange status level on the California School Dashboard. Of concern, 11.5% of African American students, 7.5% of students of two or more races, and 6.3% of students with disabilities were suspended at least once during the 2023-2024 school year. Building and maintaining positive relationships and providing four days of school based counseling services (available to all students) will continue to be points of emphasis at Jacobson Elementary School. We also work closely with TUSD's Prevention Services department to provide supports to students and families in need.

Partnerships between educators and the school community will continue to be emphasized along with timely and appropriate communications/feedback regarding student discipline. Administration visits all classrooms at the beginning of the school year to go over school discipline and behavioral expectations. Restorative conversations are a part of student disciplinary conferences. The goal is always to collaborate to identify solutions to avoid inappropriate behaviors in the future. Additionally, Jacobson Elementary School partners and collaborates with the Boys' and Girls' Club to discuss and seek solutions for inappropriate student behaviors. Positive reinforcement and incentives are provided as a school and in each classroom to promote appropriate behaviors.

Jacobson Elementary School made incredible progress on chronic absenteeism the 2023-2024 school year. Of concern, 34.6% of all JES students were chronically absent during the 2022-2023 school year. Additionally, 34.5% of English Learners, 38.2% of homeless students, 37.9% of socioeconomically disadvantaged students, 43.5% of students with disabilities, 42.9% of African American students, 35.6% of Hispanic students, and 57.6% of students of two or more races were chronically absent during the 2022-2023 school year. However; during the 2023-2024 school year, substantial improvements were made. For example, 23.8% of all JES students were chronically absent during the 2023-2024 school year, a decrease of 10.8%; 32.6% of students with disabilities were chronically absent during the 2023-2024 school year, a decrease of 10.9%; 39.6% of African American students were chronically absent during the 2023-2024 school year, a decrease of 3.3%; 18.8% of English Learners were chronically absent during the 2023-2024 school year, a decrease of 15.8%; 20.7% of Hispanic students were chronically absent during the 2023-2024 school year, a decrease of 14.9%, 25.7% of socioeconomically disadvantaged students were chronically absent during the 2023-2024 school

year, a decrease of 12.2%; 25.5% of homeless students were chronically absent during the 2023-2024 school year, a decrease of 12.6%; 46.2% of students of two or more races were chronically absent during the 2023-2024 school year, a decrease of 11.4%. These statistics of improvement are encouraging; however, continued efforts will be made to increase student attendance including but not limited to facilitating the SARB process consistently, making calls regarding student attendance concerns (outreach from the school office to check on reasons for absence when not provided), offering school wide and class based attendance incentives, coordinating home visits with the TUSD Student Services and Prevention Services departments, and providing outreach from JES's Parent Liaison in conjunction with the TUSD Prevention Services department.

Positive relationships and outreach to our school community increases the likelihood of better attendance rates, fewer disciplinary incidents, and higher student academic achievement. Some desired outcomes for the 2024-2025 school year are a 5% or more decrease in chronic absenteeism for all students, for EL students, for socioeconomically disadvantaged students, for students with disabilities, for African American students, for Hispanic students, for Homeless students, and for students of two or more races. Additionally, other goals are a 0.5% or more reduction in suspension for all students, a 4% or more reduction in suspension for African American students, a 3% or more reduction in suspension for students of two or more races, a 1% or more reduction in suspension for students with disabilities, and a 1% or more reduction in suspension for socioeconomically disadvantaged students.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the 2022-2023 school year.

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

All relevant annual outcomes, metrics, or strategies to achieve this goal will be updated and analyzed annually to determine next steps/adjustments.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Students will improve their ability to read and respond in writing. All students will read at grade level by third grade.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on 2023 CAASPP scores and 2023-2024 grade level assessment results, literacy needs to continue to be an area of emphasis at all grade levels at Jacobson Elementary School.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 CAASPP 3rd grade reading-How well do students understand stories and information that they read? 2024 CAASPP 3rd grade writing-How well do students communicate in writing?	31.18% of students below standard 39.78% of students below standard	Decrease the percentage of students below standard by 2% or more
2024 CAASPP 4th grade reading-How well do students understand stories and information that they read? 2024 CAASPP 4th grade writing-How well do students communicate in writing?	35.64% of students below standard 59.41% of students below standard	Decrease the percentage of students below standard by 2% or more
2024 CAASPP 5th grade reading-How well do students understand stories and information that they read? 2024 CAASPP 5th grade writing-How well do students communicate in writing?	30.77% of students below standard 37.36% of students below standard	Decrease the percentage of students below standard by 2% or more
2024-2025 2nd Grade FastBridge aReading data	2nd Grade- aReading Fall--446.25 (group median)	average group median growth between FastBridge Fall and Spring assessments of 5 points or more

2024-2025 3rd Grade FastBridge aReading data 2024-2025 4th Grade FastBridge aReading data 2024-2025 5th Grade FastBridge aReading data	aReading Winter--468.03 (group median) aReading Spring--data will be available at a later date aReading Monthly Observed Median Growth--Fall-Winter--84th percentile 3rd Grade- aReading Fall--488.26 (group median) aReading Winter--495.66 (group median) aReading Spring--data will be available at a later date aReading Monthly Observed Median Growth--Fall-Winter--53rd percentile 4th Grade- aReading Fall--499.56 (group median) aReading Winter--498.20 (group median) aReading Spring--data will be available at a later date aReading Monthly Observed Median Growth--Fall-Winter--12th percentile 5th Grade- aReading Fall--505.52 (group median) aReading Winter--505.44 (group median) aReading Spring--data will be available at a later date aReading Monthly Observed Median Growth--Fall-Winter--21st percentile	monthly observed median growth percentile between FastBridge Fall and Spring assessments of 60th percentile or higher for all grade levels
Kindergarten letter recognition Kindergarten letter sounds	ELA-letter recognition-5% beginning, 16% progressing, 79% proficient ELA-letter sounds-3% beginning, 8% progressing, 89% proficient	Increase the percentage of proficient students by 5%
First grade decoding First grade fluency	ELA-decoding-48% beginning, 21% progressing, 17% proficient, 14% exceeding proficient ELA-reading fluency-30% beginning, 22% progressing, 48% proficient	Increase the percentage of proficient/exceeding proficient students by 5%
Transitional Kindergarten capital letters Transitional Kindergarten letter sounds	ELA-capital letters-11% exploring, 4% on building, 85% integrating	Increase the percentage of proficient students by 5%

	ELA-letter sounds- 24% exploring, 11% building, 65% integrating	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide ongoing ERM (Early Release Monday) and Buy Back Day Professional Education opportunities for teachers	All students	0 District Funded
3.2	Provide time and training for PLCs (Professional Learning Communities) to meet during ERMs (Early Release Mondays) to focus on effective instructional practices.	All students	0 District Funded
3.3	Implement Edgenuity MyPath, an online intervention program to support students in English Language Arts and Mathematics.	All Students	0 District Funded
3.4	Purchase Renaissance Learning Subscription (STAR and AR) to support students-FUNDING ALLOCATED IN GOAL 1	All students	
3.5	Six-hour paraprofessional to work with EL students and administer ELPAC testing-FUNDING ALLOCATED IN GOAL 1	EL Students	
3.6	Three three-hour kindergarten paraprofessionals to support teachers with at risk students-FUNDING ALLOCATED IN GOAL 1	Kindergarten Students	
3.7	Two four-hour paraprofessionals to support teachers with at risk students in grades 1-5 for intervention block-FUNDING ALLOCATED IN GOAL 1	All students	
3.8			0 None Specified
3.9	Purchase books for classroom book collections and student "book flood"-students get a minimum of 1 free book per month-FUNDING ALLOCATED IN GOAL 1	All students	
3.10	Teacher provided intervention to support EL students-FUNDING ALLOCATED IN GOAL 1	EL students	
3.11	TUSD will provide Elementary Reading Academy literacy training for K-3 teachers	Kindergarten-3rd grade students	0 District Funded

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Based on 2024 CAASPP scores, 2023-2024 grade level assessments results, and 2024-2025 FastBridge assessment results, literacy needs to continue to be an area of emphasis at all grade levels at Jacobson. With a continued focus on literacy at Jacobson, including the addition of larger classroom book collections with student input, the continuation of our student monthly book flood (each JES student receives a free book at the end of each month of school), the addition of a Reading Support Teacher for grades K-3 starting with the 2025-2026 school year, Teacher Librarian classroom support and professional development, more intervention paraprofessional support, and more resources in our library, it is anticipated that percentages of proficient students will increase both on grade level assessments and on the relevant CAASPP reading and writing sections. The continued focus on Designated ELD instruction and offering additional intervention for EL students at Jacobson will also support this site based goal.

Goals for the 2024-2025 school year are to decrease the percentage of students below standard by 2% or more on the reading and writing sections of the CAASPP for grades 3-5. An increase of 5% or greater of proficient students is desired in grades TK, kindergarten, and first grade on ELD grade level assessments. For FastBridge aReading, for grades 2-5, the goals are to increase the average group median growth between FastBridge Fall and Spring assessments 5 points or more and to reach a monthly observed median growth percentile between FastBridge Fall and Spring assessments of the 60th percentile or higher for all grade levels.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the 2022-2023 school year.

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

All relevant annual outcomes, metrics, or strategies to achieve this goal will be updated and analyzed annually to determine next steps/adjustments.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$323,739.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$181,545.00

Subtotal of additional federal funds included for this school: $181,545.00

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

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF	$26,534.00
LCFF - Supplemental	$115,660.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $142,194.00

Total of federal, state, and/or local funds for this school: $323,739.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	26,534.00
LCFF - Supplemental	115,660.00
None Specified	0.00
Title I	181,545.00

Expenditures by Budget Reference

Budget Reference	Amount
	172,493.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCFF	26,534.00
	LCFF - Supplemental	115,660.00
	None Specified	0.00
	Title I	181,545.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	253,640.00
Goal 2	70,099.00
Goal 3	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Derek Sprecksel	Principal
Jennifer Black	Classroom Teacher
Sarah McGowan	Classroom Teacher
Joni Charles	Classroom Teacher
Pablo Pinedo	Other School Staff
Bradley Bejarin	Parent or Community Member
Brenda Osorio	Parent or Community Member
Martha Reynoso	
Steven Perry	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5-9-2025.

Attested:



Principal, Derek Sprecksel on 5-9-2025

SSC Chairperson, Sarah McGowan on 5-9-2025

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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