School Year: **2026-27**

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	April, 2026	

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

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.

Table of Contents

SPSA Title Page 1
Table of Contents 2
Plan Description 4
Educational Partner Involvement 4
Resource Inequities 4
Comprehensive Needs Assessment Components 4
- California School Dashboard (Dashboard) Indicators 4
- Other Needs 5

School and Student Performance Data 6
- Student Enrollment 6
- CAASPP Results 8
- ELPAC Results 17
- Student Population 27
- Overall Performance 29
- Academic Performance 31
- Academic Engagement 39
- Conditions & Climate 43

Goals, Strategies, & Proposed Expenditures 46
- Goal 1 46
- Goal 2 55
- Goal 3 59
- Goal 4 63
- Goal 5 65

Budget Summary 66
- Budget Summary 66
- Other Federal, State, and Local Funds 66

Budgeted Funds and Expenditures in this Plan 67
- Funds Budgeted to the School by Funding Source 67
- Expenditures by Funding Source 67
- Expenditures by Goal 67

School Site Council Membership 68
Recommendations and Assurances 69
Instructions 70
Appendix A: Plan Requirements 77
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 80
Appendix C: Select State and Federal Programs 83

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

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 12-10-2025, 2-18-2026, 3-24-2026, and 4-29-2026 (representatives of JES school community and JES staff), the JES Guiding Coalition (school leadership team), and the JES certificated school staff (needs assessment survey/feedback on 12-15-2026).

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 and suspension rate for Black/African American students, students of two or more races, and homeless students. Strategies to improve 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--Red
Chronic Absenteeism--Red
Mathematics--Orange
Science--Orange

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.

English Language Arts--Students with Disabilities--Red

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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.69%	1.32%	0.78%	4	8	5
African American	4.8%	6.27%	7.14%	28	38	46
Asian	15.27%	15.51%	16.61%	89	94	107
Filipino	3.6%	4.13%	4.19%	21	25	27
Hispanic/Latino	54.37%	50.33%	50.62%	317	305	326
Pacific Islander	2.74%	2.64%	2.33%	16	16	15
White	13.21%	13.86%	11.49%	77	84	74
Two or More Races	5.32%	5.94%	6.83%	31	36	44
Not Reported	0%	%	%	0		
			Total Enrollment	583	606	644

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			50
Kindergarten	109	95	112
Grade 1	94	95	90
Grade 2	90	98	99
Grade3	96	98	99
Grade 4	101	102	98
Grade 5	93	93	96
Total Enrollment	583	606	644

Conclusions based on this data:

1. Jacobson Elementary School's student enrollment continues to increase.
2. This is the fourth consecutive school year of student enrollment growth at JES.

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**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
English Learners	202	215	215	34.6%	35.5%	33.4%
Fluent English Proficient (FEP)	41	33	24	7.0%	5.4%	3.7%
Reclassified Fluent English Proficient (RFEP)	20	13		3.4%		

Conclusions based on this data:

1. Jacobson Elementary School's English Learner (EL) enrollment for the past three school years was 34.6%, 35.5%, and 33.4%.
2. Twenty students were reclassified Fluent English Proficient in 2022-2023. Thirteen students were reclassified in 2023-2024.
3. The percentage of Fluent English Proficient (FEP) students was 7.0% in 2022-2023, 5.4% in 2023-2024, and 3.7% in 2024-2025.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	93	95	101	93	93	97	93	93	97	100.0	97.9	96
Grade 4	97	104	95	96	101	94	96	101	94	99.0	97.1	98.9
Grade 5	92	92	97	90	91	96	90	91	96	97.8	98.9	99
All Grades	282	291	293	279	285	287	279	285	287	98.9	97.9	98

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2372.	2373.	2398.	5.38	6.45	13.40	19.35	12.90	19.59	31.18	36.56	37.11	44.09	44.09	29.90
Grade 4	2415.	2377.	2402.	7.29	4.95	8.51	22.92	11.88	11.70	22.92	17.82	25.53	46.88	65.35	54.26
Grade 5	2421.	2448.	2414.	6.67	6.59	5.21	13.33	24.18	9.38	23.33	25.27	27.08	56.67	43.96	58.33
All Grades	N/A	N/A	N/A	6.45	5.96	9.06	18.64	16.14	13.59	25.81	26.32	29.97	49.10	51.58	47.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.53	3.23	10.31	61.29	65.59	62.89	31.18	31.18	26.80
Grade 4	7.29	7.92	5.32	65.63	56.44	71.28	27.08	35.64	23.40
Grade 5	4.44	6.59	3.13	56.67	62.64	54.17	38.89	30.77	42.71
All Grades	6.45	5.96	6.27	61.29	61.40	62.72	32.26	32.63	31.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.30	5.38	6.19	50.54	54.84	61.86	45.16	39.78	31.96
Grade 4	3.13	0.00	4.26	56.25	40.59	51.06	40.63	59.41	44.68
Grade 5	4.44	4.40	1.04	36.67	58.24	54.17	58.89	37.36	44.79
All Grades	3.94	3.16	3.83	48.03	50.88	55.75	48.03	45.96	40.42

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.30	7.53	8.25	70.97	73.12	78.35	24.73	19.35	13.40
Grade 4	5.21	6.93	6.38	71.88	57.43	65.96	22.92	35.64	27.66
Grade 5	13.33	8.79	3.13	51.11	70.33	64.58	35.56	20.88	32.29
All Grades	7.53	7.72	5.92	64.87	66.67	69.69	27.60	25.61	24.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.45	10.75	12.37	66.67	55.91	64.95	26.88	33.33	22.68
Grade 4	7.29	3.96	2.13	57.29	58.42	60.64	35.42	37.62	37.23
Grade 5	7.78	3.30	6.25	56.67	64.84	48.96	35.56	31.87	44.79
All Grades	7.17	5.96	6.97	60.22	59.65	58.19	32.62	34.39	34.84

Conclusions based on this data:

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

In 3rd Grade, the mean scale score increased 25.0 points from 2373.2 in 2023-2024 to 2398.2 in 2024-2025.
In 4th Grade, the mean scale score increased 25.5 points from 2377.4 in 2023-2024 to 2402.9 in 2024-2025.
In 5th Grade, the mean scale score decreased 34.0 points from 2448.3 in 2023-2024 to 2414.3 in 2024-2025.

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

In 3rd Grade, the percentage of students exceeding the standard increased 6.95% from 6.45% in 2023-2024 to 13.40% in 2024-2025.
In 4th Grade, the percentage of students exceeding the standard increased 3.56% from 4.95% in 2023-2024 to 8.51% in 2024-2025.
In 5th Grade, the percentage of students exceeding the standard decreased 1.38% from 6.59% in 2023-2024 to 5.21% in 2024-2025.

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

In 3rd Grade, the percentage of students meeting the standard increased 6.69% from 12.90% in 2023-2024 to 19.59% in 2024-2025.
In 4th Grade, the percentage of students meeting the standard decreased 0.18% from 11.88% in 2023-2024 to 11.70% in 2024-2025.
In 5th Grade, the percentage of students meeting the standard decreased 14.80% from 24.18% in 2023-2024 to 9.38% in 2024-2025.

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

In 3rd Grade, the percentage of students nearly meeting the standard increased 0.55% from 36.56% in 2023-2024 to 37.11% in 2024-2025.
In 4th Grade, the percentage of students nearly meeting the standard increased 7.71% from 17.82% in 2023-2024 to 25.53% in 2024-2025.
In 5th Grade, the percentage of students nearly meeting the standard increased 1.81% from 25.27% in 2023-2024 to 27.08% in 2024-2025.

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

In 3rd Grade, the percentage of students not meeting the standard decreased 14.19% from 44.09% in 2023-2024 to 29.90% in 2024-2025.
In 4th Grade, the percentage of students not meeting the standard decreased 11.09% from 65.35% in 2023-2024 to 54.26% in 2024-2025.
In 5th Grade, the percentage of students not meeting the standard increased 14.37% from 43.96% in 2023-2024 to 58.33% in 2024-2025.

2.

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

In 3rd Grade, the percentage of students above standard increased 7.08% from 3.23% in 2023-2024 to 10.31% in 2024-2025.
In 4th Grade, the percentage of students above standard decreased 2.60% from 7.92% in 2023-2024 to 5.32% in 2024-2025.
In 5th Grade, the percentage of students above standard decreased 3.46% from 6.59% in 2023-2024 to 3.13% in 2024-2025.

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 decreased 2.70% from 65.59% in 2023-2024 to 62.89% in 2024-2025.
In 4th Grade, the percentage of students at or near standard increased 14.84% from 56.44% in 2023-2024 to 71.28% in 2024-2025.
In 5th Grade, the percentage of students at or near standard decreased 8.47% from 62.64% in 2023-2024 to 54.17% in 2024-2025.

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

In 3rd Grade, the percentage of students below standard decreased 4.38% from 31.18% in 2023-2024 to 26.80% in 2024-2025.
In 4th Grade, the percentage of students below standard decreased 12.24% from 35.64% in 2023-2024 to 23.40% in 2024-2025.
In 5th Grade, the percentage of students below standard increased 11.94% from 30.77% in 2023-2024 to 42.71% in 2024-2025.

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

In 3rd Grade, the percentage of students above standard increased 0.81% from 5.38% in 2023-2024 to 6.19% in 2024-2025.
In 4th Grade, the percentage of students above standard increased 4.26% from 0.00% in 2023-2024 to 4.26% in 2024-2025.
In 5th Grade, the percentage of students above standard decreased 3.36% from 4.40% in 2023-2024 to 1.04% in 2024-2025.

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 7.02% from 54.84% in 2023-2024 to 61.86% in 2024-2025.

In 4th Grade, the percentage of students at or near standard increased 10.47% from 40.59% in 2023-2024 to 51.06% in 2024-2025.
In 5th Grade, the percentage of students at or near standard decreased 4.07% from 58.24% in 2023-2024 to 54.17% in 2024-2025.

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

In 3rd Grade, the percentage of students below standard decreased 7.82% from 39.78% in 2023-2024 to 31.96% in 2024-2025.
In 4th Grade, the percentage of students below standard decreased 14.73% from 59.41% in 2023-2024 to 44.68% in 2024-2025.
In 5th Grade, the percentage of students below standard increased 7.43% from 37.36% in 2023-2024 to 44.79% in 2024-2025.

3.

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

In 3rd Grade, the percentage of students above standard increased 0.72% from 7.53% in 2023-2024 to 8.25% in 2024-2025.
In 4th Grade, the percentage of students above standard decreased 0.55% from 6.93% in 2023-2024 to 6.38% in 2024-2025.
In 5th Grade, the percentage of students above standard decreased 5.66% from 8.79% in 2023-2024 to 3.13% in 2024-2025.

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

In 3rd Grade, the percentage of students at or near standard increased 5.23% from 73.12% in 2023-2024 to 78.35% in 2024-2025.
In 4th Grade, the percentage of students at or near standard increased 8.53% from 57.43% in 2023-2024 to 65.96% in 2024-2025.
In 5th Grade, the percentage of students at or near standard decreased 5.75% from 70.33% in 2023-2024 to 64.58% in 2024-2025.

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

In 3rd Grade, the percentage of students below standard decreased 5.95% from 19.35% in 2023-2024 to 13.40% in 2024-2025.
In 4th Grade, the percentage of students below standard decreased 7.98% from 35.64% in 2023-2024 to 27.66% in 2024-2025.
In 5th Grade, the percentage of students below standard increased 11.41% from 20.88% in 2023-2024 to 32.29% in 2024-2025.

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

In 3rd Grade, the percentage of students above standard increased 1.62% from 10.75% in 2023-2024 to 12.37% in 2024-2025.
In 4th Grade, the percentage of students above standard decreased 1.83% from 3.96% in 2023-2024 to 2.13% in 2024-2025.
In 5th Grade, the percentage of students above standard increased 2.95% from 3.30% in 2023-2024 to 6.25% in 2024-2025.

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 increased 9.04% from 55.91% in 2023-2024 to 64.95% in 2024-2025.
In 4th Grade, the percentage of students at or near standard increased 2.22% from 58.42% in 2023-2024 to 60.64% in 2024-2025.
In 5th Grade, the percentage of students at or near standard decreased 15.88% from 64.84% in 2023-2024 to 48.96% in 2024-2025.

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

In 3rd Grade, the percentage of students below standard decreased 10.65% from 33.33% in 2023-2024 to 22.68% in 2024-2025.
In 4th Grade, the percentage of students below standard decreased 0.39% from 37.62% in 2023-2024 to 37.23% in 2024-2025.
In 5th Grade, the percentage of students below standard increased 12.92% from 31.87% in 2023-2024 to 44.79% in 2024-2025.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	94	95	101	94	94	101	94	94	101	100.0	98.9	100
Grade 4	97	104	95	97	103	94	97	103	93	100.0	99	98.9
Grade 5	92	92	97	91	91	97	91	91	97	98.9	98.9	100
All Grades	283	291	293	282	288	292	282	288	291	99.6	99	99.7

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2383.	2404.	2400.	4.26	9.57	11.88	24.47	31.91	28.71	24.47	23.40	20.79	46.81	35.11	38.61
Grade 4	2435.	2415.	2414.	11.34	7.77	4.30	18.56	15.53	20.43	32.99	26.21	32.26	37.11	50.49	43.01
Grade 5	2419.	2448.	2404.	1.10	4.40	3.09	7.69	10.99	3.09	27.47	32.97	19.59	63.74	51.65	74.23
Grade 11															
All Grades	N/A	N/A	N/A	5.67	7.29	6.53	17.02	19.44	17.53	28.37	27.43	24.05	48.94	45.83	51.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.89	22.34	15.84	40.43	48.94	43.56	44.68	28.72	40.59
Grade 4	12.37	9.71	8.60	39.18	40.78	41.94	48.45	49.51	49.46
Grade 5	1.10	5.49	3.09	39.56	41.76	30.93	59.34	52.75	65.98
Grade 11									
All Grades	9.57	12.50	9.28	39.72	43.75	38.83	50.71	43.75	51.89

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.38	10.64	15.84	47.87	53.19	47.52	45.74	36.17	36.63
Grade 4	7.22	5.83	4.30	51.55	39.81	44.09	41.24	54.37	51.61
Grade 5	1.10	2.20	3.09	41.76	58.24	36.08	57.14	39.56	60.82
All Grades	4.96	6.25	7.90	47.16	50.00	42.61	47.87	43.75	49.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.64	10.64	19.80	48.94	65.96	57.43	40.43	23.40	22.77
Grade 4	12.37	7.77	3.23	57.73	57.28	59.14	29.90	34.95	37.63
Grade 5	0.00	5.49	2.06	51.65	62.64	36.08	48.35	31.87	61.86
All Grades	7.80	7.99	8.59	52.84	61.81	50.86	39.36	30.21	40.55

Conclusions based on this data:

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

   In 3rd Grade, the mean scale score decreased 4.7 points from 2404.8 in 2023-2024 to 2400.1 in 2024-2025.
   In 4th Grade, the mean scale score decreased 1.1 points from 2415.5 in 2023-2024 to 2414.4 in 2024-2025.
   In 5th Grade, the mean scale score decreased 44.5 points from 2448.6 in 2023-2024 to 2404.1 in 2024-2025.

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

   In 3rd Grade, the percentage of students exceeding the standard increased 2.31% from 9.57% in 2023-2024 to 11.88% in 2024-2025.
   In 4th Grade, the percentage of students exceeding the standard decreased 3.47% from 7.77% in 2023-2024 to 4.30% in 2024-2025.
   In 5th Grade, the percentage of students exceeding the standard decreased 1.31% from 4.40% in 2023-2024 to 3.09% in 2024-2025.

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

   In 3rd Grade, the percentage of students meeting the standard decreased 3.20% from 31.91% in 2023-2024 to 28.71% in 2024-2025.
   In 4th Grade, the percentage of students meeting the standard increased 4.90% from 15.53% in 2023-2024 to 20.43% in 2024-2025.

In 5th Grade, the percentage of students meeting the standard decreased 7.90% from 10.99% in 2023-2024 to 3.09% in 2024-2025.

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

In 3rd Grade, the percentage of students nearly meeting the standard decreased 2.61% from 23.40% in 2023-2024 to 20.79% in 2024-2025.
In 4th Grade, the percentage of students nearly meeting the standard increased 6.05% from 26.21% in 2023-2024 to 32.26% in 2024-2025.
In 5th Grade, the percentage of students nearly meeting the standard decreased 13.38% from 32.97% in 2023-2024 to 19.59% in 2024-2025.

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

In 3rd Grade, the percentage of students not meeting the standard increased 3.50% from 35.11% in 2023-2024 to 38.61% in 2024-2025.
In 4th Grade, the percentage of students not meeting the standard decreased 7.48% from 50.49% in 2023-2024 to 43.01% in 2024-2025.
In 5th Grade, the percentage of students not meeting the standard increased 22.58% from 51.65% in 2023-2024 to 74.23% in 2024-2025.

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

In 3rd Grade, the percentage of students above standard decreased 6.50% from 22.34% in 2023-2024 to 15.84% in 2024-2025.
In 4th Grade, the percentage of students above standard decreased 1.11% from 9.71% in 2023-2024 to 8.60% in 2024-2025.
In 5th Grade, the percentage of students above standard decreased 2.40% from 5.49% in 2023-2024 to 3.09% in 2024-2025.

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 decreased 5.38% from 48.94% in 2023-2024 to 43.56% in 2024-2025.
In 4th Grade, the percentage of students at or near standard increased 1.16% from 40.78% in 2023-2024 to 41.94% in 2024-2025.
In 5th Grade, the percentage of students at or near standard decreased 10.83% from 41.76% in 2023-2024 to 30.93% in 2024-2025.

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

In 3rd Grade, the percentage of students below standard increased 11.87% from 28.72% in 2023-2024 to 40.59% in 2024-2025.
In 4th Grade, the percentage of students below standard decreased 0.05% from 49.51% in 2023-2024 to 49.46% in 2024-2025.
In 5th Grade, the percentage of students below standard increased 13.23% from 52.75% in 2023-2024 to 65.98% in 2024-2025.

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 5.20% from 10.64% in 2023-2024 to 15.84% in 2024-2025.
In 4th Grade, the percentage of students above standard decreased 1.53% from 5.83% in 2023-2024 to 4.30% in 2024-2025.
In 5th Grade, the percentage of students above standard increased 0.89% from 2.20% in 2023-2024 to 3.09% in 2024-2025.

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 decreased 5.67% from 53.19% in 2023-2024 to 47.52% in 2024-2025.
In 4th Grade, the percentage of students at or near standard increased 4.28% from 39.81% in 2023-2024 to 44.09% in 2024-2025.
In 5th Grade, the percentage of students at or near standard decreased 22.16% from 58.24% in 2023-2024 to 36.08% in 2024-2025.

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 increased 0.46% from 36.17% in 2023-2024 to 36.63% in 2024-2025.
In 4th Grade, the percentage of students below standard decreased 2.76% from 54.37% in 2023-2024 to 51.61% in 2024-2025.
In 5th Grade, the percentage of students below standard increased 21.26% from 39.56% in 2023-2024 to 60.82% in 2024-2025.

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

In 3rd Grade, the percentage of students above standard increased 9.16% from 10.64% in 2023-2024 to 19.80% in 2024-2025.
In 4th Grade, the percentage of students above standard decreased 4.54% from 7.77% in 2023-2024 to 3.23% in 2024-2025.
In 5th Grade, the percentage of students above standard decreased 3.43% from 5.49% in 2023-2024 to 2.06% in 2024-2025.

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 decreased 8.53% from 65.96% in 2023-2024 to 57.43% in 2024-2025.
In 4th Grade, the percentage of students at or near standard increased 1.86% from 57.28% in 2023-2024 to 59.14% in 2024-2025.
In 5th Grade, the percentage of students at or near standard decreased 26.56% from 62.64% in 2023-2024 to 36.08% in 2024-2025.

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

In 3rd Grade, the percentage of students below standard decreased 0.63% from 23.40% in 2023-2024 to 22.77% in 2024-2025.
In 4th Grade, the percentage of students below standard increased 2.68% from 34.95% in 2023-2024 to 37.63% in 2024-2025.
In 5th Grade, the percentage of students below standard increased 24.99% from 31.87% in 2023-2024 to 61.86% in 2024-2025.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1407.1	1379.8	1404.4	1414.0	1392.5	1415.0	1390.5	1350.1	1379.5	45	43	44
1	1407.5	1416.8	1416.4	1424.0	1417.6	1429.9	1390.6	1415.5	1402.5	34	41	36
2	1457.3	1452.5	1448.9	1460.1	1460.5	1458.8	1454.0	1444.0	1438.4	35	33	35
3	1482.8	1471.5	1479.1	1487.6	1473.8	1480.2	1477.4	1468.8	1477.6	29	37	37
4	1488.7	1475.4	1479.3	1486.5	1479.8	1480.1	1490.5	1470.7	1478.1	23	32	33
5	1506.2	1516.2	1500.1	1510.6	1522.2	1514.3	1501.2	1509.8	1485.4	31	19	32
All Grades										197	205	217

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	4.44	2.33	6.82	31.11	34.88	31.82	44.44	25.58	43.18	20.00	37.21	18.18	45	43	44
1	0.00	7.32	0.00	32.35	19.51	13.89	38.24	31.71	55.56	29.41	41.46	30.56	34	41	36
2	0.00	3.03	0.00	34.29	48.48	34.29	45.71	33.33	48.57	20.00	15.15	17.14	35	33	35
3	13.79	10.81	13.51	27.59	27.03	37.84	41.38	32.43	24.32	17.24	29.73	24.32	29	37	37
4	8.70	6.25	12.12	47.83	18.75	24.24	4.35	37.50	27.27	39.13	37.50	36.36	23	32	33
5	12.90	10.53	18.75	38.71	36.84	21.88	29.03	31.58	31.25	19.35	21.05	28.13	31	19	32
All Grades	6.09	6.34	8.29	34.52	30.24	27.65	36.04	31.71	38.71	23.35	31.71	25.35	197	205	217

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.67	6.98	15.91	28.89	32.56	34.09	42.22	27.91	29.55	22.22	32.56	20.45	45	43	44
1	11.76	4.88	2.78	29.41	36.59	30.56	41.18	17.07	50.00	17.65	41.46	16.67	34	41	36
2	14.29	24.24	25.71	28.57	45.45	20.00	42.86	15.15	40.00	14.29	15.15	14.29	35	33	35
3	27.59	35.14	43.24	37.93	24.32	21.62	20.69	21.62	10.81	13.79	18.92	24.32	29	37	37
4	39.13	18.75	24.24	17.39	40.63	33.33	26.09	18.75	21.21	17.39	21.88	21.21	23	32	33
5	35.48	47.37	37.50	38.71	31.58	31.25	12.90	15.79	12.50	12.90	5.26	18.75	31	19	32
All Grades	20.30	20.00	24.42	30.46	35.12	28.57	32.49	20.00	27.65	16.75	24.88	19.35	197	205	217

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.71	0.00	4.55	11.43	16.28	11.36	42.86	46.51	68.18	40.00	37.21	15.91	35	43	44
1	0.00	4.88	0.00	20.00	17.07	13.89	36.00	26.83	27.78	44.00	51.22	58.33	25	41	36
2	0.00	0.00	0.00	37.04	30.30	20.00	48.15	48.48	60.00	14.81	21.21	20.00	27	33	35
3	6.06	0.00	2.70	9.09	21.62	27.03	54.55	37.84	43.24	30.30	40.54	27.03	33	37	37
4	2.86	6.25	0.00	20.00	9.38	21.21	42.86	15.63	15.15	34.29	68.75	63.64	35	32	33
5	12.00	5.26	3.13	12.00	5.26	9.38	52.00	57.89	37.50	24.00	31.58	50.00	25	19	32
All Grades	2.03	2.44	1.84	19.80	17.56	17.05	40.10	37.56	43.32	38.07	42.44	37.79	197	205	217

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	13.33	6.98	20.45	62.22	53.49	56.82	24.44	39.53	22.73	45	43	44
1	26.47	29.27	25.00	55.88	29.27	61.11	17.65	41.46	13.89	34	41	36
2	14.29	15.15	17.14	74.29	69.70	60.00	11.43	15.15	22.86	35	33	35
3	27.59	29.73	16.22	51.72	51.35	59.46	20.69	18.92	24.32	29	37	37
4	17.39	18.75	21.21	56.52	53.13	42.42	26.09	28.13	36.36	23	32	33
5	16.13	26.32	9.38	61.29	63.16	65.63	22.58	10.53	25.00	31	19	32
All Grades	18.78	20.49	18.43	60.91	51.71	57.60	20.30	27.80	23.96	197	205	217

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.11	20.93	20.45	62.22	44.19	56.82	26.67	34.88	22.73	45	43	44
1	14.71	2.44	0.00	58.82	80.49	72.22	26.47	17.07	27.78	34	41	36
2	22.86	42.42	28.57	60.00	42.42	57.14	17.14	15.15	14.29	35	33	35
3	48.28	32.43	51.35	31.03	43.24	27.03	20.69	24.32	21.62	29	37	37
4	39.13	25.00	39.39	34.78	56.25	36.36	26.09	18.75	24.24	23	32	33
5	73.33	57.89	68.75	13.33	31.58	15.63	13.33	10.53	15.63	30	19	32
All Grades	32.14	26.83	33.64	45.92	51.71	45.16	21.94	21.46	21.20	196	205	217

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.67	0.00	0.00	66.67	62.79	75.00	26.67	37.21	25.00	45	43	44
1	2.94	12.20	2.78	32.35	24.39	13.89	64.71	63.41	83.33	34	41	36
2	0.00	0.00	0.00	51.43	69.70	45.71	48.57	30.30	54.29	35	33	35
3	10.34	2.70	2.70	41.38	40.54	64.86	48.28	56.76	32.43	29	37	37
4	4.35	3.13	3.03	39.13	28.13	33.33	56.52	68.75	63.64	23	32	33
5	3.23	5.26	6.25	54.84	52.63	37.50	41.94	42.11	56.25	31	19	32
All Grades	4.57	3.90	2.30	49.24	45.85	46.54	46.19	50.24	51.15	197	205	217

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.56	20.93	34.09	46.67	41.86	50.00	17.78	37.21	15.91	45	43	44
1	0.00	7.32	5.56	73.53	75.61	58.33	26.47	17.07	36.11	34	41	36
2	8.57	18.18	8.57	68.57	66.67	74.29	22.86	15.15	17.14	35	33	35
3	0.00	0.00	2.70	82.76	70.27	72.97	17.24	29.73	24.32	29	37	37
4	8.70	3.13	0.00	69.57	53.13	48.48	21.74	43.75	51.52	23	32	33
5	9.68	10.53	0.00	70.97	73.68	59.38	19.35	15.79	40.63	31	19	32
All Grades	12.18	10.24	9.68	67.01	62.44	60.37	20.81	27.32	29.95	197	205	217

Conclusions based on this data:

1. ELPAC Summative Assessment Data—Overall

   In Kindergarten, the overall mean scale score increased 24.6 points from 1379.8 in 2023–2024 to 1404.4 in 2024–2025.
   In First Grade, the overall mean scale score decreased 0.4 points from 1416.8 in 2023–2024 to 1416.4 in 2024–2025.

In Second Grade, the overall mean scale score decreased 3.6 points from 1452.5 in 2023–2024 to 1448.9 in 2024–2025.
In Third Grade, the overall mean scale score increased 7.6 points from 1471.5 in 2023–2024 to 1479.1 in 2024–2025.
In Fourth Grade, the overall mean scale score increased 3.9 points from 1475.4 in 2023–2024 to 1479.3 in 2024–2025.
In Fifth Grade, the overall mean scale score decreased 16.1 points from 1516.2 in 2023–2024 to 1500.1 in 2024–2025.

ELPAC Summative Assessment Data—Oral Language

In Kindergarten, the oral language mean scale score increased 22.5 points from 1392.5 in 2023–2024 to 1415.0 in 2024–2025.
In First Grade, the oral language mean scale score increased 12.3 points from 1417.6 in 2023–2024 to 1429.9 in 2024–2025.
In Second Grade, the oral language mean scale score decreased 1.7 points from 1460.5 in 2023–2024 to 1458.8 in 2024–2025.
In Third Grade, the oral language mean scale score increased 6.4 points from 1473.8 in 2023–2024 to 1480.2 in 2024–2025.
In Fourth Grade, the oral language mean scale score increased 0.3 points from 1479.8 in 2023–2024 to 1480.1 in 2024–2025.
In Fifth Grade, the oral language mean scale score decreased 7.9 points from 1522.2 in 2023–2024 to 1514.3 in 2024–2025.

ELPAC Summative Assessment Data—Written Language

In Kindergarten, the written language mean scale score increased 29.4 points from 1350.1 in 2023–2024 to 1379.5 in 2024–2025.
In First Grade, the written language mean scale score decreased 13.0 points from 1415.5 in 2023–2024 to 1402.5 in 2024–2025.
In Second Grade, the written language mean scale score decreased 5.6 points from 1444.0 in 2023–2024 to 1438.4 in 2024–2025.
In Third Grade, the written language mean scale score increased 8.8 points from 1468.8 in 2023–2024 to 1477.6 in 2024–2025.
In Fourth Grade, the written language mean scale score increased 7.4 points from 1470.7 in 2023–2024 to 1478.1 in 2024–2025.
In Fifth Grade, the written language mean scale score decreased 24.4 points from 1509.8 in 2023–2024 to 1485.4 in 2024–2025.

ELPAC Overall Language—Percentage of students at each performance level

In Kindergarten, the percentage of students at level 4 increased 4.5 % from 2.33% in 2023–2024 to 6.82% in 2024–2025.
In Kindergarten, the percentage of students at level 3 decreased -3.1 % from 34.88% in 2023–2024 to 31.82% in 2024–2025.
In Kindergarten, the percentage of students at level 2 increased 17.6 % from 25.58% in 2023–2024 to 43.18% in 2024–2025.
In Kindergarten, the percentage of students at level 1 decreased -19.0 % from 37.21% in 2023–2024 to 18.18% in 2024–2025.

In First Grade, the percentage of students at level 4 decreased -7.3 % from 7.32% in 2023–2024 to 0.00% in 2024–2025.
In First Grade, the percentage of students at level 3 decreased -5.6 % from 19.51% in 2023–2024 to 13.89% in 2024–2025.
In First Grade, the percentage of students at level 2 increased 23.9 % from 31.71% in 2023–2024 to 55.56% in 2024–2025.
In First Grade, the percentage of students at level 1 decreased -10.9 % from 41.46% in 2023–2024 to 30.56% in 2024–2025.

In Second Grade, the percentage of students at level 4 decreased -3.0 % from 3.03% in 2023–2024 to 0.00% in 2024–2025.

In Second Grade, the percentage of students at level 3 decreased -14.2 % from 48.48% in 2023–2024 to 34.29% in 2024–2025.
In Second Grade, the percentage of students at level 2 increased 15.2 % from 33.33% in 2023–2024 to 48.57% in 2024–2025.
In Second Grade, the percentage of students at level 1 increased 2.0 % from 15.15% in 2023–2024 to 17.14% in 2024–2025.

In Third Grade, the percentage of students at level 4 increased 2.7 % from 10.81% in 2023–2024 to 13.51% in 2024–2025.
In Third Grade, the percentage of students at level 3 increased 10.8 % from 27.03% in 2023–2024 to 37.84% in 2024–2025.
In Third Grade, the percentage of students at level 2 decreased -8.1 % from 32.43% in 2023–2024 to 24.32% in 2024–2025.
In Third Grade, the percentage of students at level 1 decreased -5.4 % from 29.73% in 2023–2024 to 24.32% in 2024–2025.

In Fourth Grade, the percentage of students at level 4 increased 5.9 % from 6.25% in 2023–2024 to 12.12% in 2024–2025.
In Fourth Grade, the percentage of students at level 3 increased 5.5 % from 18.75% in 2023–2024 to 24.24% in 2024–2025.
In Fourth Grade, the percentage of students at level 2 decreased -10.2 % from 37.50% in 2023–2024 to 27.27% in 2024–2025.
In Fourth Grade, the percentage of students at level 1 decreased -1.1 % from 37.50% in 2023–2024 to 36.36% in 2024–2025.

In Fifth Grade, the percentage of students at level 4 increased 8.2 % from 10.53% in 2023–2024 to 18.75% in 2024–2025.
In Fifth Grade, the percentage of students at level 3 decreased -15.0 % from 36.84% in 2023–2024 to 21.88% in 2024–2025.
In Fifth Grade, the percentage of students at level 2 decreased -0.3 % from 31.58% in 2023–2024 to 31.25% in 2024–2025.
In Fifth Grade, the percentage of students at level 1 increased 7.1 % from 21.05% in 2023–2024 to 28.13% in 2024–2025.

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

In Kindergarten, the percentage of students at level 4 increased 8.9 % from 6.98% in 2023–2024 to 15.91% in 2024–2025.
In Kindergarten, the percentage of students at level 3 increased 1.5 % from 32.56% in 2023–2024 to 34.09% in 2024–2025.
In Kindergarten, the percentage of students at level 2 increased 1.6 % from 27.91% in 2023–2024 to 29.55% in 2024–2025.
In Kindergarten, the percentage of students at level 1 decreased -12.1 % from 32.56% in 2023–2024 to 20.45% in 2024–2025.

In First Grade, the percentage of students at level 4 decreased -2.1 % from 4.88% in 2023–2024 to 2.78% in 2024–2025.
In First Grade, the percentage of students at level 3 decreased -6.0 % from 36.59% in 2023–2024 to 30.56% in 2024–2025.
In First Grade, the percentage of students at level 2 increased 32.9 % from 17.07% in 2023–2024 to 50.00% in 2024–2025.
In First Grade, the percentage of students at level 1 decreased -24.8 % from 41.46% in 2023–2024 to 16.67% in 2024–2025.

In Second Grade, the percentage of students at level 4 increased 1.5 % from 24.24% in 2023–2024 to 25.71% in 2024–2025.
In Second Grade, the percentage of students at level 3 decreased -25.5 % from 45.45% in 2023–2024 to 20.00% in 2024–2025.
In Second Grade, the percentage of students at level 2 increased 24.9 % from 15.15% in 2023–2024 to 40.00% in 2024–2025.

In Second Grade, the percentage of students at level 1 decreased -0.9 % from 15.15% in 2023–2024 to 14.29% in 2024–2025.

In Third Grade, the percentage of students at level 4 increased 8.1 % from 35.14% in 2023–2024 to 43.24% in 2024–2025.
In Third Grade, the percentage of students at level 3 decreased -2.7 % from 24.32% in 2023–2024 to 21.62% in 2024–2025.
In Third Grade, the percentage of students at level 2 decreased -10.8 % from 21.62% in 2023–2024 to 10.81% in 2024–2025.
In Third Grade, the percentage of students at level 1 increased 5.4 % from 18.92% in 2023–2024 to 24.32% in 2024–2025.

In Fourth Grade, the percentage of students at level 4 increased 5.5 % from 18.75% in 2023–2024 to 24.24% in 2024–2025.
In Fourth Grade, the percentage of students at level 3 decreased -7.3 % from 40.63% in 2023–2024 to 33.33% in 2024–2025.
In Fourth Grade, the percentage of students at level 2 increased 2.5 % from 18.75% in 2023–2024 to 21.21% in 2024–2025.
In Fourth Grade, the percentage of students at level 1 decreased -0.7 % from 21.88% in 2023–2024 to 21.21% in 2024–2025.

In Fifth Grade, the percentage of students at level 4 decreased -9.9 % from 47.37% in 2023–2024 to 37.50% in 2024–2025.
In Fifth Grade, the percentage of students at level 3 decreased -0.3 % from 31.58% in 2023–2024 to 31.25% in 2024–2025.
In Fifth Grade, the percentage of students at level 2 decreased -3.3 % from 15.79% in 2023–2024 to 12.50% in 2024–2025.
In Fifth Grade, the percentage of students at level 1 increased 13.5 % from 5.26% in 2023–2024 to 18.75% in 2024–2025.

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

In Kindergarten, the percentage of students at level 4 increased 4.6 % from 0.00% in 2023–2024 to 4.55% in 2024–2025.
In Kindergarten, the percentage of students at level 3 decreased -4.9 % from 16.28% in 2023–2024 to 11.36% in 2024–2025.
In Kindergarten, the percentage of students at level 2 increased 21.7 % from 46.51% in 2023–2024 to 68.18% in 2024–2025.
In Kindergarten, the percentage of students at level 1 decreased -21.3 % from 37.21% in 2023–2024 to 15.91% in 2024–2025.

In First Grade, the percentage of students at level 4 decreased -4.9 % from 4.88% in 2023–2024 to 0.00% in 2024–2025.
In First Grade, the percentage of students at level 3 decreased -3.2 % from 17.07% in 2023–2024 to 13.89% in 2024–2025.
In First Grade, the percentage of students at level 2 increased 1.0 % from 26.83% in 2023–2024 to 27.78% in 2024–2025.
In First Grade, the percentage of students at level 1 increased 7.1 % from 51.22% in 2023–2024 to 58.33% in 2024–2025.

In Second Grade, the percentage of students at level 4 remained the same at 0.00% in 2024–2025 (also 0.00% in 2023–2024).
In Second Grade, the percentage of students at level 3 decreased -10.3 % from 30.30% in 2023–2024 to 20.00% in 2024–2025.
In Second Grade, the percentage of students at level 2 increased 11.5 % from 48.48% in 2023–2024 to 60.00% in 2024–2025.
In Second Grade, the percentage of students at level 1 decreased -1.2 % from 21.21% in 2023–2024 to 20.00% in 2024–2025.

In Third Grade, the percentage of students at level 4 increased 2.7 % from 0.00% in 2023–2024 to 2.70% in 2024–2025.

In Third Grade, the percentage of students at level 3 increased 5.4 % from 21.62% in 2023–2024 to 27.03% in 2024–2025.
In Third Grade, the percentage of students at level 2 increased 5.4 % from 37.84% in 2023–2024 to 43.24% in 2024–2025.
In Third Grade, the percentage of students at level 1 decreased -13.5 % from 40.54% in 2023–2024 to 27.03% in 2024–2025.

In Fourth Grade, the percentage of students at level 4 decreased -6.3 % from 6.25% in 2023–2024 to 0.00% in 2024–2025.
In Fourth Grade, the percentage of students at level 3 increased 11.8 % from 9.38% in 2023–2024 to 21.21% in 2024–2025.
In Fourth Grade, the percentage of students at level 2 decreased -0.5 % from 15.63% in 2023–2024 to 15.15% in 2024–2025.
In Fourth Grade, the percentage of students at level 1 decreased -5.1 % from 68.75% in 2023–2024 to 63.64% in 2024–2025.

In Fifth Grade, the percentage of students at level 4 decreased -2.1 % from 5.26% in 2023–2024 to 3.13% in 2024–2025.
In Fifth Grade, the percentage of students at level 3 increased 4.1 % from 5.26% in 2023–2024 to 9.38% in 2024–2025.
In Fifth Grade, the percentage of students at level 2 decreased -20.4 % from 57.89% in 2023–2024 to 37.50% in 2024–2025.
In Fifth Grade, the percentage of students at level 1 increased 18.4 % from 31.58% in 2023–2024 to 50.00% in 2024–2025.

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

In Kindergarten, the percentage of students at the well developed domain performance level increased 13.5 % from 6.98% in 2023–2024 to 20.45% in 2024–2025.
In Kindergarten, the percentage of students at the somewhat/moderately domain performance level increased 3.3 % from 53.49% in 2023–2024 to 56.82% in 2024–2025.
In Kindergarten, the percentage of students at the beginning domain performance level decreased -16.8 % from 39.53% in 2023–2024 to 22.73% in 2024–2025.

In First Grade, the percentage of students at the well developed domain performance level decreased -4.3 % from 29.27% in 2023–2024 to 25.00% in 2024–2025.
In First Grade, the percentage of students at the somewhat/moderately domain performance level increased 31.8 % from 29.27% in 2023–2024 to 61.11% in 2024–2025.
In First Grade, the percentage of students at the beginning domain performance level decreased -27.6 % from 41.46% in 2023–2024 to 13.89% in 2024–2025.

In Second Grade, the percentage of students at the well developed domain performance level increased 2.0 % from 15.15% in 2023–2024 to 17.14% in 2024–2025.
In Second Grade, the percentage of students at the somewhat/moderately domain performance level decreased -9.7 % from 69.70% in 2023–2024 to 60.00% in 2024–2025.
In Second Grade, the percentage of students at the beginning domain performance level increased 7.7 % from 15.15% in 2023–2024 to 22.86% in 2024–2025.

In Third Grade, the percentage of students at the well developed domain performance level decreased -13.5 % from 29.73% in 2023–2024 to 16.22% in 2024–2025.
In Third Grade, the percentage of students at the somewhat/moderately domain performance level increased 8.1 % from 51.35% in 2023–2024 to 59.46% in 2024–2025.
In Third Grade, the percentage of students at the beginning domain performance level increased 5.4 % from 18.92% in 2023–2024 to 24.32% in 2024–2025.

In Fourth Grade, the percentage of students at the well developed domain performance level increased 2.5 % from 18.75% in 2023–2024 to 21.21% in 2024–2025.
In Fourth Grade, the percentage of students at the somewhat/moderately domain performance level decreased -10.7 % from 53.13% in 2023–2024 to 42.42% in 2024–2025.

In Fourth Grade, the percentage of students at the beginning domain performance level increased 8.2 % from 28.13% in 2023–2024 to 36.36% in 2024–2025.

In Fifth Grade, the percentage of students at the well developed domain performance level decreased -16.9 % from 26.32% in 2023–2024 to 9.38% in 2024–2025.
In Fifth Grade, the percentage of students at the somewhat/moderately domain performance level increased 2.5 % from 63.16% in 2023–2024 to 65.63% in 2024–2025.
In Fifth Grade, the percentage of students at the beginning domain performance level increased 14.5 % from 10.53% in 2023–2024 to 25.00% in 2024–2025.

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

In Kindergarten, the percentage of students at the well developed domain performance level decreased -0.5 % from 20.93% in 2023–2024 to 20.45% in 2024–2025.
In Kindergarten, the percentage of students at the somewhat/moderately domain performance level increased 12.6 % from 44.19% in 2023–2024 to 56.82% in 2024–2025.
In Kindergarten, the percentage of students at the beginning domain performance level decreased -12.2 % from 34.88% in 2023–2024 to 22.73% in 2024–2025.

In First Grade, the percentage of students at the well developed domain performance level decreased -2.4 % from 2.44% in 2023–2024 to 0.00% in 2024–2025.
In First Grade, the percentage of students at the somewhat/moderately domain performance level decreased -8.3 % from 80.49% in 2023–2024 to 72.22% in 2024–2025.
In First Grade, the percentage of students at the beginning domain performance level increased 10.7 % from 17.07% in 2023–2024 to 27.78% in 2024–2025.

In Second Grade, the percentage of students at the well developed domain performance level decreased -13.9 % from 42.42% in 2023–2024 to 28.57% in 2024–2025.
In Second Grade, the percentage of students at the somewhat/moderately domain performance level increased 14.7 % from 42.42% in 2023–2024 to 57.14% in 2024–2025.
In Second Grade, the percentage of students at the beginning domain performance level decreased -0.9 % from 15.15% in 2023–2024 to 14.29% in 2024–2025.

In Third Grade, the percentage of students at the well developed domain performance level increased 18.9 % from 32.43% in 2023–2024 to 51.35% in 2024–2025.
In Third Grade, the percentage of students at the somewhat/moderately domain performance level decreased -16.2 % from 43.24% in 2023–2024 to 27.03% in 2024–2025.
In Third Grade, the percentage of students at the beginning domain performance level decreased -2.7 % from 24.32% in 2023–2024 to 21.62% in 2024–2025.

In Fourth Grade, the percentage of students at the well developed domain performance level increased 14.4 % from 25.00% in 2023–2024 to 39.39% in 2024–2025.
In Fourth Grade, the percentage of students at the somewhat/moderately domain performance level decreased -19.9 % from 56.25% in 2023–2024 to 36.36% in 2024–2025.
In Fourth Grade, the percentage of students at the beginning domain performance level increased 5.5 % from 18.75% in 2023–2024 to 24.24% in 2024–2025.

In Fifth Grade, the percentage of students at the well developed domain performance level increased 10.9 % from 57.89% in 2023–2024 to 68.75% in 2024–2025.
In Fifth Grade, the percentage of students at the somewhat/moderately domain performance level decreased -16.0 % from 31.58% in 2023–2024 to 15.63% in 2024–2025.
In Fifth Grade, the percentage of students at the beginning domain performance level increased 5.1 % from 10.53% in 2023–2024 to 15.63% in 2024–2025.

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

In Kindergarten, the percentage of students at the well developed domain performance level remained the same at 0.00% in 2024–2025 (also 0.00% in 2023–2024).

In Kindergarten, the percentage of students at the somewhat/moderately domain performance level increased 12.2 % from 62.79% in 2023–2024 to 75.00% in 2024–2025.
In Kindergarten, the percentage of students at the beginning domain performance level decreased -12.2 % from 37.21% in 2023–2024 to 25.00% in 2024–2025.

In First Grade, the percentage of students at the well developed domain performance level decreased -9.4 % from 12.20% in 2023–2024 to 2.78% in 2024–2025.
In First Grade, the percentage of students at the somewhat/moderately domain performance level decreased -10.5 % from 24.39% in 2023–2024 to 13.89% in 2024–2025.
In First Grade, the percentage of students at the beginning domain performance level increased 19.9 % from 63.41% in 2023–2024 to 83.33% in 2024–2025.

In Second Grade, the percentage of students at the well developed domain performance level remained the same at 0.00% in 2024–2025 (also 0.00% in 2023–2024).
In Second Grade, the percentage of students at the somewhat/moderately domain performance level decreased -24.0 % from 69.70% in 2023–2024 to 45.71% in 2024–2025.
In Second Grade, the percentage of students at the beginning domain performance level increased 24.0 % from 30.30% in 2023–2024 to 54.29% in 2024–2025.

In Third Grade, the percentage of students at the well developed domain performance level remained the same at 2.70% in 2024–2025 (also 2.70% in 2023–2024).
In Third Grade, the percentage of students at the somewhat/moderately domain performance level increased 24.3 % from 40.54% in 2023–2024 to 64.86% in 2024–2025.
In Third Grade, the percentage of students at the beginning domain performance level decreased -24.3 % from 56.76% in 2023–2024 to 32.43% in 2024–2025.

In Fourth Grade, the percentage of students at the well developed domain performance level decreased -0.1 % from 3.13% in 2023–2024 to 3.03% in 2024–2025.
In Fourth Grade, the percentage of students at the somewhat/moderately domain performance level increased 5.2 % from 28.13% in 2023–2024 to 33.33% in 2024–2025.
In Fourth Grade, the percentage of students at the beginning domain performance level decreased -5.1 % from 68.75% in 2023–2024 to 63.64% in 2024–2025.

In Fifth Grade, the percentage of students at the well developed domain performance level increased 1.0 % from 5.26% in 2023–2024 to 6.25% in 2024–2025.
In Fifth Grade, the percentage of students at the somewhat/moderately domain performance level decreased -15.1 % from 52.63% in 2023–2024 to 37.50% in 2024–2025.
In Fifth Grade, the percentage of students at the beginning domain performance level increased 14.1 % from 42.11% in 2023–2024 to 56.25% in 2024–2025.

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

In Kindergarten, the percentage of students at the well developed domain performance level increased 13.2 % from 20.93% in 2023–2024 to 34.09% in 2024–2025.
In Kindergarten, the percentage of students at the somewhat/moderately domain performance level increased 8.1 % from 41.86% in 2023–2024 to 50.00% in 2024–2025.
In Kindergarten, the percentage of students at the beginning domain performance level decreased -21.3 % from 37.21% in 2023–2024 to 15.91% in 2024–2025.

In First Grade, the percentage of students at the well developed domain performance level decreased -1.8 % from 7.32% in 2023–2024 to 5.56% in 2024–2025.
In First Grade, the percentage of students at the somewhat/moderately domain performance level decreased -17.3 % from 75.61% in 2023–2024 to 58.33% in 2024–2025.
In First Grade, the percentage of students at the beginning domain performance level increased 19.0 % from 17.07% in 2023–2024 to 36.11% in 2024–2025.

In Second Grade, the percentage of students at the well developed domain performance level decreased -9.6 % from 18.18% in 2023–2024 to 8.57% in 2024–2025.
In Second Grade, the percentage of students at the somewhat/moderately domain performance level increased 7.6 % from 66.67% in 2023–2024 to 74.29% in 2024–2025.
In Second Grade, the percentage of students at the beginning domain performance level increased 2.0 % from 15.15% in 2023–2024 to 17.14% in 2024–2025.

In Third Grade, the percentage of students at the well developed domain performance level increased 2.7 % from 0.00% in 2023–2024 to 2.70% in 2024–2025.
In Third Grade, the percentage of students at the somewhat/moderately domain performance level increased 2.7 % from 70.27% in 2023–2024 to 72.97% in 2024–2025.
In Third Grade, the percentage of students at the beginning domain performance level decreased -5.4 % from 29.73% in 2023–2024 to 24.32% in 2024–2025.

In Fourth Grade, the percentage of students at the well developed domain performance level decreased -3.1 % from 3.13% in 2023–2024 to 0.00% in 2024–2025.
In Fourth Grade, the percentage of students at the somewhat/moderately domain performance level decreased -4.7 % from 53.13% in 2023–2024 to 48.48% in 2024–2025.
In Fourth Grade, the percentage of students at the beginning domain performance level increased 7.8 % from 43.75% in 2023–2024 to 51.52% in 2024–2025.

In Fifth Grade, the percentage of students at the well developed domain performance level decreased -10.5 % from 10.53% in 2023–2024 to 0.00% in 2024–2025.
In Fifth Grade, the percentage of students at the somewhat/moderately domain performance level decreased -14.3 % from 73.68% in 2023–2024 to 59.38% in 2024–2025.
In Fifth Grade, the percentage of students at the beginning domain performance level increased 24.8 % from 15.79% in 2023–2024 to 40.63% in 2024–2025.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
644	**83.1%**	**33.4%**	**0.8%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	215	33.4%
Foster Youth	5	0.8%
Homeless	62	9.6%
Socioeconomically Disadvantaged	535	83.1%
Students with Disabilities	121	18.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	46	7.1%
American Indian	5	0.8%
Asian	107	16.6%
Filipino	27	4.2%
Hispanic	326	50.6%
Two or More Races	44	6.8%
Pacific Islander	15	2.3%
White	74	11.5%

Conclusions based on this data:

1. 2024-2025 school year:
Jacobson Elementary School's percentage of socioeconomically disadvantaged students is 83.1%.

Jacobson Elementary School's percentage of EL students is 33.4%.

2. 2024-2025 school year:
Jacobson Elementary School's largest sub-group is Hispanic students (50.6%), followed by Asian students (16.6%), White students (11.5%), African American students (7.1%), students of two or more races (6.8%), and Filipino students (4.2%).

3. 2024-2025 school year:
Jacobson Elementary School's percentage of students with disabilities is 18.8%.
Jacobson Elementary School's percentage of homeless students is 9.6%.
Jacobson Elementary School's percentage of foster students is 0.8%.

School and Student Performance Data

Overall Performance

The 2025 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

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The 2025 Fall Dashboard Overall Performance for All Students indicates an orange status level for Mathematics.
   The 2025 Fall Dashboard Overall Performance for All Students indicates a red status level for chronic absenteeism.
2. The 2025 Fall Dashboard Overall Performance for All Students indicates a red status level for suspension rate.

3. The 2025 Fall Dashboard Overall Performance for All Students indicates a yellow status level for English Language Arts.
The 2025 Fall Dashboard Overall Performance for All Students indicates a yellow status level for English Learner Progress.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	2	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	
61 points below standard	78 points below standard	
Increased 9.2 points	Increased 15.4 points	
268 Students	102 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	82.2 points below standard	67.1 points below standard
2 Students	Increased 13.5 points	Increased 12 points
	36 Students	238 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
106.3 points below standard	45.3 points below standard	Fewer than 11 students - No Data for Privacy
Maintained -0.1 points	Increased 11.4 points	1 Student
55 Students	16 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Orange
60.8 points below standard	27.9 points below standard	78.4 points below standard
Increased 4.1 points	Increased 32.7 points	Increased 4.6 points
37 Students	13 Students	138 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
32.4 points below standard	Fewer than 11 students - No Data for Privacy	40.7 points below standard
Increased 37.1 points	4 Students	Declined 7.8 points
23 Students		36 Students

Conclusions based on this data:

1. The 2025 Fall Dashboard English Language Arts Performance for All Students indicates a yellow status level, 61 points below standard (268 students).
The 2025 Fall Dashboard English Language Arts Performance for English Learners indicates an orange status level, 78 points below standard (102 students).
The 2025 Fall Dashboard English Language Arts Performance for Socioeconomically Disadvantaged Students indicates a yellow status level, 67.1 points below standard (238 students).

2. The 2025 Fall Dashboard English Language Arts Performance for Students with Disabilities indicates a red status level, 106.3 points below standard (55 students).
The 2025 Fall Dashboard English Language Arts Performance indicates an orange status level for Hispanic Students, 78.4 points below standard (138 students).

3. The 2025 Fall Dashboard English Language Arts Performance indicates a yellow status level for Asian Students, 60.8 points below standard (37 students).
The 2025 Fall Dashboard English Language Arts Performance indicates an orange status level for White Students, 40.7 points below standard (36 students).

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	0	0	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	
73 points below standard	86.5 points below standard	
Declined 14.8 points	Declined 16.4 points	
270 Students	104 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	99.1 points below standard	76.8 points below standard
2 Students	Declined 33.8 points	Declined 9.4 points
	38 Students	240 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
127.7 points below standard	62.8 points below standard	Fewer than 11 students - No Data for Privacy
Declined 16.2 points	Declined 11.4 points	1 Student
55 Students	16 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Orange
69.3 points below standard	16.5 points below standard	88.1 points below standard
Declined 27.9 points	Declined 11.3 points	Declined 10.1 points
38 Students	13 Students	139 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
66.2 points below standard	Fewer than 11 students - No Data for Privacy	51.9 points below standard
Declined 8.6 points	4 Students	Declined 33.4 points
23 Students		36 Students

Conclusions based on this data:

1. The 2025 Fall Dashboard Mathematics Performance for All Students indicates an orange status level, 73 points below standard (270 students).
   The 2025 Fall Dashboard Mathematics Performance for English Learners indicates an orange status level, 86.5 points below standard (104 students).
   The 2025 Fall Dashboard Mathematics Performance for Socioeconomically Disadvantaged Students indicates an orange status level, 76.8 points below standard (240 students).

2. The 2025 Fall Dashboard Mathematics Performance for Students with Disabilities indicates a red status level, 127.7 points below standard (55 students).
   The 2025 Fall Dashboard Mathematics Performance by Race/Ethnicity indicates an orange status level for Hispanic Students, 88.1 points below standard (139 students).

3. The 2025 Fall Dashboard Mathematics Performance by Race/Ethnicity indicates an orange status level for Asian Students, 69.3 points below standard (38 students).
   The 2025 Fall Dashboard Mathematics Performance by Race/Ethnicity indicates an orange status level for White Students, 51.9 points below standard (36 students).

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Orange	No Performance Color	No Performance Color
38 science points	33 science points	0 Students
Declined 6.2 points	Declined 9 points	
87 Students	34 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Orange
0 Students	30.9 science points	35.7 science points
	13 Students	Declined 7.1 points
		77 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
31.8 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 3.8 points	5 Students	1 Student
17 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
34.2 science points	Fewer than 11 students - No Data for Privacy	34.8 science points
Declined 9.7 points	4 Students	Declined 6.4 points
12 Students		44 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
10 Students	2 Students	9 Students

Conclusions based on this data:

1. The 2025 Fall Dashboard Science Performance for All Students indicates an orange status level, 38 points below standard (87 students).
   The 2025 Fall Dashboard Science Performance for English Learners indicates no performance color, 33 points below standard (34 students).

2. The 2025 Fall Dashboard Science Performance for Socioeconomically Disadvantaged Students indicates an orange status level, 35.7 points below standard (77 students).

3. The 2025 Fall Dashboard Science Performance by Race/Ethnicity indicates no performance color for Asian Students, 34.2 points below standard (12 students).
   The 2025 Fall Dashboard Science Performance by Race/Ethnicity indicates a red status level for Hispanic Students, 34.8 points below standard (44 students).

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Yellow	No Performance Color
42.9 making progress.	making progress.
Number Students: 156 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.

2025 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**
19.2%	37.8%	0%	42.9%

Conclusions based on this data:

1. The 2025 Fall Dashboard English Learner Progress Indicator indicates a yellow status level with 42.9% of English Learner Students making progress towards English Language Proficiency (156 students).
2. The 2025 Fall Dashboard Student English Language Acquisition Results indicate 19.2% of EL students decreased one ELPI level, 37.8% of EL students maintained an ELPI level of 1, 2L, 2H, 3L, or 3H, 0% of EL students maintained ELPI level 4, and 42.9% of EL students progressed at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

2025 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.

2025 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. The College/Career data is not applicable for TK-5 Elementary schools.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	
33.1% Chronically Absent	25.9% Chronically Absent	
Increased 9.2	Increased 7.1	
698 Students	243 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Red
Fewer than 11 students - No Data for Privacy	33.8% Chronically Absent	35.1% Chronically Absent
5 Students	Increased 8.3	Increased 9.5
	71 Students	592 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
43% Chronically Absent	50% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 10.4	Increased 10.4	5 Students
149 Students	52 Students	

Asian	Filipino	Hispanic
 Red	 No Performance Color	 Red
28% Chronically Absent	3.8% Chronically Absent	31.2% Chronically Absent
Increased 12.5	Declined 8.2	Increased 10.5
132 Students	26 Students	343 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Red
59.6% Chronically Absent	46.7% Chronically Absent	30.8% Chronically Absent
Increased 13.4	Maintained -0.4	Increased 5.5
47 Students	15 Students	78 Students

Conclusions based on this data:

1. The 2025 Fall Dashboard for Chronic Absenteeism for all students indicates a red status level, 33.1% of all students were chronically absent (698 students).
   The 2025 Fall Dashboard for Chronic Absenteeism for English Learners indicates a red status level, 25.9% of EL students were chronically absent (243 students).
   The 2025 Fall Dashboard for Chronic Absenteeism for Homeless students indicates a red status level, 33.8% of Homeless students were chronically absent (71 students).
   The 2025 Fall Dashboard for Chronic Absenteeism for Socioeconomically Disadvantaged students indicates a red status level, 35.1% of Socioeconomically Disadvantaged students were chronically absent (592 students).

2. The 2025 Fall Dashboard for Chronic Absenteeism for Students with Disabilities indicates a red status level, 43% of Students with Disabilities were chronically absent (149 students).
   The 2025 Fall Dashboard for Chronic Absenteeism by Race/Ethnicity indicates a red status level for Hispanic students, 31.2% (343 students).
   The 2025 Fall Dashboard for Chronic Absenteeism by Race/Ethnicity indicates a red status level for Asian students, 28% (132 students).

3. The 2025 Fall Dashboard for Chronic Absenteeism by Race/Ethnicity indicates a red status level for White students, 30.8% (78 students).
   The 2025 Fall Dashboard for Chronic Absenteeism by Race/Ethnicity indicates a red status level for African American students, 50% (52 students).

The 2025 Fall Dashboard for Chronic Absenteeism by Race/Ethnicity indicates a red status level for students of two or more races, 59.6% (47 students).

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

2025 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.

2025 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. The graduation rate data is not applicable to TK-5 Elementary schools.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
8	1	0	0	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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	
7.5% suspended at least one day	4.4% suspended at least one day	
Increased 3.2%	Increased 3.1%	
722 Students	250 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Red
Fewer than 11 students - No Data for Privacy	9.9% suspended at least one day	8.7% suspended at least one day
6 Students	Increased 1.9%	Increased 4%
	71 Students	611 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
10.8% suspended at least one day	16.7% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 4.5%	Increased 5.1%	5 Students
157 Students	54 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Red
3.5% suspended at least one day	0% suspended at least one day	6.3% suspended at least one day
Increased 0.7%	Maintained 0%	Increased 3.5%
142 Students	26 Students	352 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Red
16.7% suspended at least one day	6.7% suspended at least one day	11.3% suspended at least one day
Increased 9.2%	Declined 10%	Increased 6%
48 Students	15 Students	80 Students

Conclusions based on this data:

1. The 2025 Fall Dashboard for Suspension Rate for all students indicates a red status level, 7.5% of all students were suspended at least one day (722 students).
   The 2025 Fall Dashboard for Suspension Rate for English Learner students indicates a red status level, 4.4% of English Learner students were suspended at least one day (250 students).
   The 2025 Fall Dashboard for Suspension Rate for Homeless students indicates a red status level, 9.9% of Homeless students were suspended at least one day (71 students).
   The 2025 Fall Dashboard for Suspension Rate for Socioeconomically Disadvantaged students indicates a red status level, 8.7% of all Socioeconomically Disadvantaged students were suspended at least one day (611 students).

2. The 2025 Fall Dashboard for Suspension Rate for Students with Disabilities indicates a red status level, 10.8% of Students with Disabilities were suspended at least one day (157 students).
   The 2025 Fall Dashboard for Suspension Rate by Race/Ethnicity indicates a red level for Hispanic students, 6.3% of Hispanic students were suspended for at least one day (352 students).
   The 2025 Fall Dashboard for Suspension Rate by Race/Ethnicity indicates an orange status level for Asian students, 3.5% of Asian students were suspended for at least one day (142 students).

3. The 2025 Fall Dashboard for Suspension Rate by Race/Ethnicity indicates a red status level for White students, 11.3% of White students were suspended for at least one day (80 students).
   The 2025 Fall Dashboard for Suspension Rate by Race/Ethnicity indicates a red status level for African American students, 16.7% of African American students were suspended for at least one day (54 students).

The 2025 Fall Dashboard for Suspension Rate by Race/Ethnicity indicates a red status level for students of two or more races, 16.7% of Students of Two or More Races were suspended for at least one day (48 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 2025 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
2024-2025 CAASPP-English Language Arts Academic Performance-all students	Overall--9.06% exceeded standard, 13.59% met standard, 29.97% nearly met standard, 47.39% standard not met 3rd Grade--mean scale score--2398.2 (13.40% exceeded standard, 19.59% met standard, 37.11% nearly met standard, 29.90% standard not met) 4th Grade--mean scale score--2402.9 (8.51% exceeded standard, 11.70% met standard, 25.53% nearly met standard, 54.26% standard not met) 5th Grade--mean scale score--2414.3 (5.21% exceeded standard, 9.38% met standard, 27.08% nearly met standard, 58.33% standard not met)	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2025-2026 English Language Arts CAASPP
2024-2025 CAASPP-Mathematics Academic Performance-all students	Overall--6.53% exceeded standard, 17.53% met standard, 24.05% nearly met standard, 51.89% standard not met 3rd Grade--mean scale score--2400.1 (11.88% exceeded standard, 28.71%	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2025-2026 English Mathematics CAASPP

	met standard, 20.79% nearly met standard, 38.61% standard not met) 4th Grade--mean scale score--2414.4 (4.30% exceeded standard, 20.43% met standard, 32.26% nearly met standard, 43.01% standard not met) 5th Grade--mean scale score--2404.1 (3.09% exceeded standard, 3.09% met standard, 19.59% nearly met standard, 74.23% standard not met)	
2024-2025 CAASPP-English Language Arts Academic Performance-EL Students	Overall--5.21% exceeded standard, 7.29% met standard, 22.92% nearly met standard, 64.58% standard not met 3rd Grade--mean scale score--2389.8 (12.12% exceeded standard, 6.06% met standard, 45.45% nearly met standard, 36.36% standard not met) 4th Grade--mean scale score--2361.4 (3.13% exceeded standard, 9.38% met standard, 15.63% standard nearly met, 71.88% standard not met) 5th Grade--mean scale score--2362.7 (6.45% met standard, 6.45% nearly met standard, 87.10% standard not met)	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2025-2026 English Language Arts CAASPP
2024-2025 CAASPP-English Language Arts Academic Performance-Socioeconomically Disadvantaged Students	Overall--8.20% exceeded standard, 12.89% met standard, 29.30% nearly met standard, 49.61% standard not met 3rd Grade--mean scale score--2397.6 (13.95% exceeded standard, 17.44% met standard, 38.37% nearly met standard, 30.23% standard not met) 4th Grade--mean scale score--2400.0 (8.33% exceeded standard, 10.71% met standard, 25.00% standard nearly met, 55.95% standard not met) 5th Grade--mean scale score--2439.2 (2.33% exceeded standard, 10.47% met standard, 24.42% nearly met standard, 62.79% standard not met)	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2025-2026 English Language Arts CAASPP
2024-2025 CAASPP-English Language Arts Academic Performance-Students with Disabilities	Overall--5.56% exceeded standard, 5.56% met standard, 14.81% nearly met standard, 74.07% standard not met 3rd Grade--mean scale score--2337.9 (6.25% exceeded standard, 6.25% met	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2025-2026 English Language Arts CAASPP

	standard, 25.00% nearly met standard, 62.50% standard not met) 4th Grade--mean scale score--2365.1 (4.55% exceeded standard, 9.09% met standard, 9.09% standard nearly met, 77.27% standard not met) 5th Grade--mean scale score--2367.8 (6.25% exceeded standard, 12.50% standard nearly met, 81.25% standard not met)	
2024-2025 CAASPP-Mathematics Academic Performance-EL Students	Overall--4.95% exceeded standard, 14.85% met standard, 16.83% nearly met standard, 63.37% standard not met 3rd Grade--mean scale score--2379.9 (10.81% exceeded standard, 24.32% met standard, 13.51% nearly met standard, 51.35% standard not met) 4th Grade--mean scale score--2386.7 (3.13% exceeded standard, 18.75% met standard, 25.00% standard nearly met, 53.13% standard not met) 5th Grade--mean scale score--2364.5 (12.50% nearly met standard, 87.50% standard not met)	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2025-2026 English Language Arts CAASPP
2024-2025 CAASPP-Mathematics Academic Performance-Socioeconomically Disadvantaged Students	Overall--5.36% exceeded standard, 17.24% met standard, 23.37% nearly met standard, 54.02% standard not met 3rd Grade--mean scale score--2400.9 (12.22% exceeded standard, 27.78% met standard, 21.11% nearly met standard, 38.89% standard not met) 4th Grade--mean scale score--2411.0 (3.57% exceeded standard, 20.24% met standard, 30.95% standard nearly met, 45.24% standard not met) 5th Grade--mean scale score--2393.7 (3.45% met standard, 18.39% nearly met standard, 78.16% standard not met)	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2025-2026 English Language Arts CAASPP
2024-2025 CAASPP-Mathematics Academic Performance-Students with Disabilities	Overall--1.89% exceeded standard, 5.66% met standard,22.64% nearly met standard, 69.81% standard not met 3rd Grade--mean scale score--2329.3 (6.25% met standard, 31.25% nearly met standard, 62.50% standard not met)	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2025-2026 English Language Arts CAASPP

	4th Grade--mean scale score--2363.2 (9.52% standard met, 28.57% standard nearly met, 61.90% standard not met) 5th Grade--mean scale score--2351.2 (6.25% exceeded standard, 6.25% standard nearly met, 87.50% standard not met)	
2025-2026 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, 19% building, 79% integrating Math-recognize numbers 0-10-4% exploring, 13% building, 83% integrating ELA-capital letters-9% exploring, 11% building, 80% integrating ELA-letter sounds- 17% exploring, 13% building, 70% integrating	5% increase of proficient students
2025-2026 Kindergarten Math Assessments (comparing numbers and writing numbers) and Language Arts Assessments (Letter Recognition and Letter Sounds)	Math-writing numbers 0-20-15% beginning, 9% progressing, 29% proficient, 47% exceeding proficient Math-comparing numbers-11% beginning, 9% progressing, 42% proficient, 38% exceeding proficient ELA-letter recognition-5% beginning, 8% progressing, 87% proficient ELA-letter sounds-6% beginning, 5% progressing, 89% proficient	5% increase of proficient and/or exceeding proficient students
2025-2026 First Grade Math Assessments (Unit 3A part II and Unit 3B) and Language Arts Assessments (Decoding and Reading Fluency)	Math-Unit 3-11% beginning, 9% progressing, 58% proficient, 22% exceeding proficient Math-Unit 4-9% beginning, 10% progressing, 38% proficient, 37% exceeding proficient ELA-decoding-11% beginning, 18% progressing, 37% proficient, 34% exceeding proficient ELA-reading fluency-25% beginning, 16% progressing, 59% proficient	5% increase of proficient and/or exceeding proficient students
2025-2026 2nd Grade FastBridge data (aMath)	aMath Fall--193.96 (group median) aMath Winter--196.94 (group median) aMath Spring-data will be available at a later date	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

	aMath Monthly Observed Median Growth-Fall-Winter--61st percentile	
2025-2026 3rd Grade FastBridge data (aReading and aMath)	aReading Fall--486.07 (group median) aReading Winter--493.01 (group median) aReading Spring--data will be available at a later date aReading Monthly Observed Median Growth--Fall-Winter--60th percentile aMath Fall--202.94 (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--62nd 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
2025-2026 4th Grade FastBridge data (aReading and aMath)	aReading Fall--499 (group median) aReading Winter--500.86 (group median) aReading Spring--data will be available at a later date aReading Monthly Observed Median Growth--Fall-Winter--34th percentile aMath Fall--208.44 (group median) aMath Winter--208.85 (group median) aMath Spring--data will be available at a later date aMath Monthly Observed Median Growth--Fall-Winter--33rd 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
2025-2026 5th Grade FastBridge data (aReading and aMath)	aReading Fall--509.05 (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--208.79 (group median) aMath Winter--209.2 (group median)	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

	aMath Spring--data will be available at a later date aMath Monthly Observed Median Growth--Fall-Winter--25th percentile	
2024-2025 California Science Test (CAST)--5th Grade Students	5th Grade--mean scale score--188.0 (2.06% exceeded standard, 7.22% met standard, 46.39% standard nearly met, 44.33% 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	1000 LCFF 8393 Title I
1.3	Provide compensation for JES library staff to run the Book Fair	All Students	750 LCFF
1.4	Purchase PE and recess supplies to support all students.	All Students	2500 LCFF
1.5	Six hour paraprofessional to work with EL students and administer ELPAC Testing including potential salary increase (5%) for the 2026-2027 school year	EL Students	52284 LCFF - Supplemental 2614 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 including potential salary increase (5%) for the 2026-2027 school year	Kindergarten Students	34864 Title I 1743 Title I 20896 LCFF - Supplemental

			1045 LCFF - Supplemental
1.10	Two four-hour para educators to support teachers with at risk students in grades K-5 for intervention support including potential salary increase (5%) for the 2026-2027 school year	Kindergarten-5th Grade Students	26001 Title I 1300 Title I 23714 LCFF - Supplemental 1186 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, and JES STEM night	All students	3067 LCFF 4000 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	10067 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

Annual Review

SPSA Year Reviewed: 2025-26

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.

2025 analysis-

Early literacy and STEM instruction continue to be areas 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. Our K-3 reading support program has been very successful in it's first year of implementation. JES's reading support teacher has collected substantial data showing areas of growth and opportunity. She has collected and shared this meaningful data with teachers and site and district administrators each trimester this school year, maintaining records for all students for upcoming school years and intervention plans. We look forward to continuing to build this program and monitor student growth as we pursue the district and site goal of all students reading at or above grade level by third grade.

Jacobson Elementary School third grade students mean scale scores increased by 25 points on English Language Arts (ELA) and decreased by 4.7 points in Mathematics on the California Assessment of Student Performance and Progress (CAASPP) in 2025, as compared with 2024. JES fourth grade students' mean scale score increased by 25.5 points on the ELA CAASPP and decreased by 1.1 points on the Mathematics CAASPP in 2025, as compared with 2024. JES fifth grade students' mean scale score decreased by 34 points on the ELA CAASPP and decreased by 44.5 points on the Mathematics CAASPP in 2025, as compared with 2024. JES fifth grade students' percentage of standard exceeded or standard met on the California Science Test (CAST) decreased by 10.5%, after two consecutive years of promising growth prior to last year. Students' assessment results in third and fourth grade ELA are encouraging. Students' assessment results in fourth and fifth grade ELA and all grades of Math and fifth grade science 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 2025-2026 school year as measured by the monthly observed median growth percentile from fall 2025 to winter 2025 on FastBridge aReading and aMath, which could bode well for further growth for the spring FastBridge aReading and aMath assessments, as well as the 2026 ELA and Math CAASPP assessments and 2026 CAST assessment for science. The monthly observed median growth percentile from fall 2025 to winter 2025 in aReading was the 60th percentile in third grade, the 34th percentile in fourth grade, and the 21st percentile in fifth grade. The monthly observed median growth percentile from fall 2025 to winter 2025 in aMath was the 61st percentile for second grade, the 62nd percentile for third grade, the 33rd 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 2025 to winter 2025 in the second and third grades. Second grade students improved from a median score of 193.96 to 196.94 on aMath. Third graders improved from a median score of 486.07 to 493.01 on aReading and from a median score of 202.94 to 207.35 on aMath. Fourth grade students scores increased from a median score of 499 to 500.86; fifth grade students decreased from a median score of 509.05 to 505.44 on aReading. Fourth graders increased from a median score of 208.44 to 208.85; fifth graders improved from 208.79 to 209.2 on aMath. This data is encouraging and demonstrates growth for JES students with room for growth. 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, 79% of TK students are integrating at counting to twenty, 83% of TK students are integrating in number recognition, 80% of TK students are integrating on capital letters, and 70% of TK students are integrating on letter sounds. JES kindergarten students are showing outstanding acquisition of foundation skills as well. For example, 76% of kindergarten students are proficient or exceeding at writing numbers 1-20, 80% of kindergarten students are proficient or exceeding proficient at comparing numbers, 87% of kindergarten students are proficient at letter recognition, and 89% of kindergarten students are proficient with letter sounds. First grade students demonstrated outstanding growth as well, with 80% of first grade students proficient or exceeding proficient on the unit 3 math assessment, and 75% proficient or exceeding proficient on math assessment for unit 4. Additionally, 71% of first grade students are proficient or exceeding proficient at decoding, and 59% of first grade students are proficient or exceeding proficient on their reading fluency. There are opportunities for more 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 (full year implementation K-3 data forthcoming in next year's site plan), 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 fifth year of inquiry-based STEM instruction, our fifth year implementing HMH Science Dimensions curriculum, and the continued and improved implementation of our JES STEM/Science lab should lead to improvements on our fifth-grade 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 2026 CAASPP and CAST scores, the 2026 spring FastBridge assessment results, and the 2026 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 2024-2025 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 suspension rate and chronic absenteeism, based on data from the 2024-2025 school year.

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
2024-2025--Jacobson Elementary School Suspension Rate-All Students	7.5% of students were suspended at least once	3% decrease and/or California School Dashboard-Yellow or better
2024-2025--Jacobson Elementary School Suspension Rate-Socioeconomically Disadvantaged students	8.7% of students were suspended at least once	4% decrease and/or California School Dashboard-Yellow or better
2024-2025--Jacobson Elementary School Suspension Rate-Students with Disabilities	10.8% of students were suspended at least once	4% decrease and/or California School Dashboard-Yellow or better
2024-2025--Jacobson Elementary School Suspension Rate-African American students	16.7% of students were suspended at least once	6% decrease and/or California School Dashboard-Yellow or better
2024-2025--Jacobson Elementary School Suspension Rate-students of two or more races	16.7% of students were suspended at least once	6% decrease and/or California School Dashboard-Yellow or better
2024-2025--Chronic Absenteeism-all students	33.1%	8% decrease and/or California School Dashboard Yellow or higher
2024-2025--Chronic Absenteeism-English Learners	25.9%	8% decrease and/or California School Dashboard Yellow or better
2024-2025--Chronic Absenteeism-socioeconomically disadvantaged students	35.1%	8% decrease and/or California School Dashboard Yellow or better
2024-2025--Chronic Absenteeism-African American students	50%	15% decrease and/or California School Dashboard Yellow or better
2024-2025--Chronic Absenteeism-Hispanic students	31.2%	8% decrease and/or California School Dashboard Yellow or better

2024-2025--Chronic Absenteeism-Students with Disabilities	43%	15% decrease and/or California School Dashboard Yellow or better
2024-2025--Chronic Absenteeism-Homeless students	33.8%	8% decrease and/or California School Dashboard Yellow or better
2024-2025--Chronic Absenteeism-students of two or more races	59.6%	15% 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 receive 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	Art supplies for art lessons for students	All students	4000 Title I
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	600 LCFF
2.7	Purchase supplies from an office budget to support our school.	All Students	6000 LCFF 2922 Title I
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	100 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	1000 LCFF

			3500 Title I
2.13	Teachers will receive a budget of $40 per student to purchase classroom supplies and resources for students.	All Students	1000 LCFF 25800 Title I
2.14	Pay postage fees for mailing parent communication to support our students and school community.	All Students	750 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: 2025-26

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 2024-2025 school year for all students was 7.5% (percentage of students suspended at least once during the 2024-2025 school year), a red status level on the California School Dashboard. Of concern, 16.7% of African American students, 16.7% of students of two or more races, and 10.8% of students with disabilities were suspended at least once during the 2024-2025 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. Additionally, Tracy Unified School District offered an intervention room program at North School for students in grades 1-7. Students in these grade levels, in lieu of suspension, can attend the intervention room with parent consent for up to three days per incident, for a total of nine days for the school year. Jacobson Elementary School administration have utilized this option several times this school year, providing students with the opportunity to receive counseling intervention and support on their schoolwork in a classroom at North School with a teacher, para educator, and Board Certified Behavior Analyst for additional strategies and support. We anticipate this program will reduce the likelihood that students will engage in the behavior that led to the suspension/intervention room referral and reduce suspension rates at Jacobson Elementary School. For example, so far this school year, of the nineteen JES students that attended the intervention room in lieu of suspension, sixteen students did not receive an out of school suspension at any time after returning to JES after attending the intervention room. This is a major celebration for providing students and their families with an alternate to suspension.

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.

Chronic absenteeism continues to be a concern at the state, county, district, and individual school site level. Of concern, 33.1% of all JES students were chronically absent during the 2024-2025 school year. Additionally, 25.9% of English Learners, 33.8% of homeless students, 35.1% of socioeconomically disadvantaged students, 43% of students with disabilities, 50% of African American students, 31.2% of Hispanic students, and 59.6% of students of two or more races were chronically absent during the 2024-2025 school year. 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. Additionally, Transitional Kindergarten students, Kindergarten students, and Homeless students are not subject to the SARB process, yet count towards chronic absenteeism data. Additional interventions will be attempted in collaboration with the TUSD Student Services and Prevention Services departments.

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 2026-2027 school year are a 8% or more decrease in chronic absenteeism for all students, for EL students, for socioeconomically disadvantaged students, for Homeless students, and for Hispanic students. There is a goal for a 15% or more decrease in chronic absenteeism for students with disabilities, for African American students, and for students of two or more races. Additionally, other goals are a 3% or more reduction in suspension for all students, a 6% or more reduction in suspension for African American students and students of two or more races, a 4% or more reduction in suspension for students with disabilities and 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 2024-2025 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 2025 CAASPP scores and 2025-2026 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
2025 CAASPP 3rd grade reading-How well do students understand stories and information that they read? 2025 CAASPP 3rd grade writing-How well do students communicate in writing?	26.80% of students below standard 31.96% of students below standard	Decrease the percentage of students below standard by 3% or more
2025 CAASPP 4th grade reading-How well do students understand stories and information that they read? 2025 CAASPP 4th grade writing-How well do students communicate in writing?	23.40% of students below standard 44.68% of students below standard	Decrease the percentage of students below standard by 3% or more
2025 CAASPP 5th grade reading-How well do students understand stories and information that they read? 2025 CAASPP 5th grade writing-How well do students communicate in writing?	42.71% of students below standard 44.79% of students below standard	Decrease the percentage of students below standard by 3% or more
2025-2026 3rd Grade FastBridge aReading data	3rd Grade- aReading Fall--486.07 (group median)	average group median growth between FastBridge Fall and Spring assessments of 5 points or more

2025-2026 4th Grade FastBridge aReading data 2025-2026 5th Grade FastBridge aReading data	aReading Winter--493.01 (group median) aReading Spring--data will be available at a later date aReading Monthly Observed Median Growth--Fall-Winter--60th percentile 4th Grade- aReading Fall--499 (group median) aReading Winter--500.86 (group median) aReading Spring--data will be available at a later date aReading Monthly Observed Median Growth--Fall-Winter--34th percentile 5th Grade- aReading Fall--509.05 (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
2025-2026 Kindergarten letter recognition 2025-2026 Kindergarten letter sounds	ELA-letter recognition-5% beginning, 8% progressing, 87% proficient ELA-letter sounds-6% beginning, 5% progressing, 89% proficient	Increase the percentage of proficient students by 5%
2025-2026 First grade decoding 2025-2026 First grade fluency	ELA-decoding-11% beginning, 18% progressing, 37% proficient, 34% exceeding proficient ELA-reading fluency-25% beginning, 16% progressing, 59% proficient	Increase the percentage of proficient/exceeding proficient students by 5%
2025-2026 Transitional Kindergarten capital letters 2025-2026 Transitional Kindergarten letter sounds	ELA-capital letters-9% exploring, 11% building, 80% integrating ELA-letter sounds- 17% exploring, 13% building, 70% integrating	Increase the percentage of proficient students by 5%

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
3.12	JES will continue to implement the K-3 Reading Support Program for the 2026-2027 school year	Kindergarten-3rd grade students	0 District Funded

Annual Review

SPSA Year Reviewed: 2025-26

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 2025 CAASPP scores, 2025-2026 grade level assessments results, and 2025-2026 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 second year of program implementation with a Reading Support Teacher for grades K-3, 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 2025-2026 school year are to decrease the percentage of students below standard by 3% 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 2024-2025 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: 2025-26

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: 2025-26

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	$315,296.00
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	$178,473.00

Subtotal of additional federal funds included for this school: $178,473.00

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	$25,017.00
LCFF - Supplemental	$111,806.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $136,823.00

Total of federal, state, and/or local funds for this school: $315,296.00

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	25,017.00
LCFF - Supplemental	111,806.00
None Specified	0.00
Title I	178,473.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	251,524.00
Goal 2	63,772.00
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

5 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	Parent or Community Member
Steven Perry	Parent or Community Member
Yasmine Belhadj	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 4-29-2026.

Attested:



Principal, Derek Sprecksel on 4-29-2026



SSC Chairperson, Sarah McGowan on 4-29-2026

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/

Updated by the California Department of Education, October 2023