School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jackson STEM Dual Language Magnet Academy	19-64881-6021620	May 12, 2022	June 23, 2022

Purpose and Description

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

X Schoolwide Program

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

In collaboration with our parents and members of the community, the administration and staff of Jackson STEM Dual Language Magnet Academy will provide a rigorous, student-centered learning environment that will inspire our students to develop a love of learning and a thirst for knowledge, challenging them to continuously reach for higher levels of proficiency and comprehension. At the same time, we will support all our students, especially those who are low-performing and traditionally underserved, with appropriate targeted interventions based on their assessed needs. Students will contribute positively to our community, treat others with kindness, and thrive in a school climate that is physically, socially, emotionally, and intellectually safe.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school site administrator wrote the School Plan for Student Achievement in collaboration with the School Site Council (SSC) and consulted with the English Learner Advisory Committee (ELAC).

The community of Jackson STEM Dual Language Magnet Academy enjoys active participation from a diverse group of parents and members of the community who enrich our educational programs and the opportunities for learning we offer our students.

Ideas and priorities were taken into account from the school community, including members of the PTA.

Also involved in the writing of our School Plan for Student Achievement were members of the PUSD Education Center administration and teachers and staff at Jackson STEM Dual Language Magnet Academy.

Resource Inequities

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

Resource inequities at Jackson Magnet exist mainly in the form of human resources, or site-based personnel. Our enrollment has grown steadily in the past few years, despite a decline in the 2021-22 School Year. This past year, we remained the PUSD elementary school with the highest number of students (605 as of 5/12/22). The inequity is created by the documented increase of student enrollment between the 2015-16 and 2020-21 school years and the decreases in personnel experienced within those years. In 2015-16, Jackson enrolled 497 students in K-5th grade, and by 2019-20, we had experienced a total gain of 150 students. It is important to note that in 2011-12, Jackson served 300 students in grades K-5.

Nevertheless, we had key positions unfilled throughout the majority of the 2021-22 pandemic year, including a school nurse, head custodian, and night custodian (positions highly in need in a health crisis). Subsequently, additional responsibilities have been divided among reduced personnel in order to continue offering instructional assistance to a thriving school population. Due to funding restrictions and an increase in the minimum wage, we are currently spending more to maintain and increase the number of playground supervisory personnel. It will be very difficult to sustain our academic programs and keep our students safe with the continued under-staffing of our support personnel. The need for safety and social-emotional support of our students compelled the School Site Council to approve the hiring of a clinical social worker (CSW) in 2019-20 and again in 2021-22. Despite the significant expense, our CSW proved to be an invaluable addition to our team, and the school site will fund a licensed CSW position in 2022-2023.

Our office personnel is understaffed. We have an 8-hour office manager and an 8-hour attendance clerk. Twenty-five percent of the salary of the attendance clerk, however, is paid for by school-site funds. In a school the size of ours, it is crucial that we retain two full-time office employees, and we need at least a part-time community assistant to manage our very active parent volunteers, stakeholder groups, requests for parent education, and outreach efforts to underserved families.

Our custodial staff is short-handed even when fully staffed. We have added seven portables to our campus in the past few years, and the increase in enrollment means that more students use the cafeteria and bathrooms every day. Our custodial staff needs additional support to create a more equitable balance between the rising needs and more current staffing formulas aimed to ensure the health and safety of our students.

As principal of a growing school, I have had to hire new teachers every year, and I am responsible for their supervision and training. I also have a heavy list of teachers each year that I need to evaluate, including probationary teachers who require three formal observations and four written evaluations every year, including a summative evaluation. There are many additional administrative tasks that only I can complete, as well. The administrative work load has increased significantly throughout the years.

In terms of merchandise, much of the furniture in the school is very old, and there is little funding for its replacement. Students sit in desks that are chipped and books are kept in old, often damaged book cases. We purchased many science-themed and leveled books for the implementation of Balanced Literacy with our Magnet and Title 1 funds, and we gathered needed furniture for new classes from unwanted pieces in the district warehouse. Funding needs to be identified to replace classroom furniture and mitigate the effects of time on old classroom desks, chairs, book cases, and cabinets and to continue to purchase books for the implementation of balanced literacy.

School Vision and Mission

Jackson STEM Dual Language Magnet Academy: School Mission, Vision, and Shared School Philosophy

SCHOOL MISSION:

Jackson STEM Dual Language Magnet Academy seeks to provide a challenging academic environment where our students develop a love of learning through exploration, problem-solving, critical thinking, collaboration, and discovery. We encourage our students to be innovative thinkers while preparing for an increasingly global future and fostering a community of mutual respect and social responsibility. Jackson's students will develop the knowledge, communication skills, and confidence to become transformational leaders of the 21st century.

SCHOOL VISION:

Jackson STEM Dual Language Magnet Academy will support the whole child by empowering students to reach their full potential and strive for academic excellence and exemplary citizenship. We will provide an interdisciplinary approach to teaching and learning, inspiring our students to work as a team in developing creative solutions to real-world problems. We will equip our students with the skills to make positive choices, motivating them through engaging, research-based instruction that builds resilience and is relevant to their experiences.

We will welcome parents and members of the community to participate collaboratively with the school staff as we foster a nurturing atmosphere among our diverse population. We will be united in purpose and develop innovative strategies with the potential to make our community a better place.

SHARED SCHOOL PHILOSOPHY:

The community of Jackson STEM Dual Language Magnet Academy has a shared stake in the educational philosophy of the school. We believe that:

1. All children can discover and develop their passion for learning.
2. Knowledge and academic success instill self-motivation in our students.
3. A rigorous, meaning-centered, thinking curriculum based on significant content and 21st century skills is the centerpiece of instruction.

A. An academic program that seamlessly integrates the STEM disciplines will prepare students for a highly technological future.
B. Early second language acquisition leads to bilingual, bi-literate, and bi-cognitive students with a multi-cultural understanding that helps them develop a global perspective.

4. The involvement of parents and community members is integral to the success of our students.

School Profile

Jackson STEM Dual Language Magnet Academy was built in 1910 and lies nestled in the foothills of the San Gabriel Mountains just a short distance from NASA's Jet Propulsion Laboratory and the Rose Bowl. Historically a neighborhood school, Jackson has become a widely popular school of choice and one of the most popular elementary schools in the Pasadena USD. Our dedicated staff members work alongside our parents and community members to create a safe and attractive environment that supports learning and provides services to meet the individual needs of our students. Throughout the 2021-22 school year, our school has served 691 students in grades Pre-Kindergarten through 5th grade. Our student population is very diverse and is represented by the following ethnic groups: 8.39% African American, 17.11% Caucasian, 66.45% Hispanic or Latino, 2.47% Asian (including Filipinos), and 4.61% multi-ethnic. Sixty-five percent of our students receive free and reduced lunch. Among our kindergarten through fifth grade students, 17.2% are currently classified as English learners. In the 2020-21 School Year, 18.3% of our students were classified as English-proficient, and 2.8% were reclassified in that year of school closures, whereas in the 2019-20 school year, 20.1% of our English learners had been reclassified. About 9.1% were students with disabilities in 2020-21. As of August 2015, our students have fed into Washington STEAM Multilingual Academy and subsequently attend John Muir High School, although many of our students take advantage of the district's Open Enrollment procedures and attend middle and high schools throughout the district. Jackson's students also have the choice of enrolling at Blair IB Middle School to continue with the Spanish/English Dual Language Immersion Program.

Jackson Magnet has 26 full-time classroom teachers as well as instructional support staff: one preschool teacher and 3 full-time, out-of-classroom teachers (EL/Instructional Coach, STEM Lab TOSA, and Music Teacher) who provide services to our classroom teachers, parents, and students by supporting our STEAM programs, assisting with Common Core-aligned lesson development, supporting the language needs of our English- and Spanish-language learners, and helping teachers address the academic needs of each of our subgroups. In addition, we employ the services of a full-time RSP teacher, a 50% speech and language specialist, a 20% psychologist, and over 20 additional caring classified and hourly staff members who provide a variety of school services directly affecting student success (during class time and after school). Our library coordinator works with students and collaborates with teachers, and a site-based Clinical Social Worker attends to the social-emotional needs of our students.

In the 2022-23 School Year, Jackson Magnet is proud to be adding a transitional kindergarten class, and we are eager to welcome our new and youngest elementary-age students.

Other services include art and music programs such as "My Masterpieces," made possible through the Pasadena Educational Foundation (PEF) and "Artful Connections," a program aligning art instruction with math and science (made possible by the Armory Center for the Arts). Partnerships with the Garden School Foundation, JPL, Caltech, Reading Partners, Side Street Projects, and Kidspace, among others, add greatly to the instructional opportunities we offer our students.

S.T.E.A.M. MAGNET ACADEMY

Our school is a STEAM Magnet Academy in the Pasadena Unified School District. We have developed and implemented plans to provide a vital and engaging science, technology, engineering, and math program for our students. We have a full-time science/engineering teacher who provides direct services to students and additional professional development and coaching for our teachers.

Jackson Magnet hosts events to support science and academic instruction in general, both during class time and in the evenings so that parents can enjoy the activities with their children. A partnership with Reading Partners adds to the learning activities and support offered to our students. Field trips also enhance the overall experience. Our STEAM Academy supports the general mission of our school which is to provide a rigorous comprehensive curriculum that inspires our students to reach academic excellence and develop a passion for learning.

SPANISH/ENGLISH DUAL LANGUAGE IMMERSION PROGRAM

In addition to our STEAM academy, Jackson Magnet is the home of a very popular Spanish/English Dual Language Immersion Program (DLIP) option, the inaugural academic year of which was 2012-13. In the 2021-22 school year, our DLI Program has grown to house two preschool classes and 16 elementary classes: three kindergarten classes, three first grade classes, three second grade classes, 3 third grade classes, 2 fourth grade classes, and 2 fifth grade classes. Beginning in kindergarten with a 90/10 model (90% Spanish instruction and 10% English instruction), 10% additional English instruction is added each year until, at the fourth grade level, students spend 50% of their time learning in Spanish and 50% in English. Because of our STEAM focus, our DLIP students receive science, music, and arts instruction in two languages, capitalizing on their common Latin roots and enhancing their vocabularies in English as well as in Spanish.

GARDEN SCHOOL FOUNDATION

In June of 2013, Jackson Magnet received a local grant from the Garden School Foundation (GSF) entitled "From Seed to Table," further enhancing our STEAM academy and encouraging parent and community involvement in our school. The grant originally helped to develop our garden, and the Garden School Foundation currently provides a part-time instructor to teach lessons across disciplines that are aligned to the California Common Core State Standards and the Next Generation Science Standards (NGSS). The lessons engage students in healthy living and eating and life science, language arts, and mathematics-related activities. Our community is very engaged in its gardening efforts, and many local organizations have donated time and effort in the development and maintenance of our "Jackson Pride Garden." Since 2019-20, services provided by the Garden School Foundation were paid for through our Annual Fund and a grant from Food Corps. By 2020-21, the Jackson Annual Fund has funded the program.

FACILITIES

Jackson Magnet houses a spacious library staffed by a part-time library coordinator who continuously adds engaging books to our collection to foster a love of reading and literature among our students. Currently, our library houses over 12,000 engaging children's books, many of which are in circulation and enjoyed by our students every day.

Our Science Lab is set up in such a way as to encourage collaborative engagement in science and engineering challenges. It includes an outdoor learning area and is an attractive and inviting place where students are encouraged to explore scientific concepts and make their own discoveries.

Jackson Magnet has a fully remodeled cafeteria and a beautifully modernized auditorium which has hosted many family-friendly events and parent meetings throughout the pre-COVID years. Some of these events include Science and Astronomy Night, Book Fairs, musical programs, Back-to-School Night, and Open House.

In the Fall of 2018, an efficient and attractive drop-off zone was added along Casitas Avenue to mitigate the parking and traffic issues around our school at the beginning of the school day and at dismissal time. A staff parking lot was added north of our field, as well. Modernized irrigation to sustain newly planted sod, new fencing, and two new backstops were added to our field. In the summer of 2020, a shade structure was added to the new parking lot that supported solar panels. The overall effect transformed the appearance of the northern end of our campus!

JACKSON WATERSHED DISCOVERY CAMPUS GRANT AND COUNTY SAFE CLEAN WATER TECHNICAL ASSISTANCE GRANT

Beginning in the Summer of 2022, The Jackson Watershed Discovery Campus Grant ($764K /with the $100K match we received from the Disney Foundation) will improve campus infrastructure in terms of green infrastructure storm water management, drainage improvements, urban forestry benefits interlaced with state of the art immersive nature-based play, exercise and learning spaces to support academic performance, physical fitness, and the mental health of our school community. The County SAFE CLEAN WATER Technical Assistance Grant will provide civil engineering support, topographical surveys, and analysis of these campus facilities. The transformation of our campus will be complete after the hardscape is filled in the Autumn of 2022 with beautiful trees and drought resistant plants that will add shade and enhance the beauty of our playground.

PARENT INVOLVEMENT

Parent involvement is encouraged through monthly meetings of the Parent/Teacher Association (PTA), English Learner Advisory Committee (ELAC), and School Site Council (SSC), all of which are open to the public. Our African American Parent Council meets about 4 times per year, and in the 2021-22 School Year, we partnered with other schools in the northwest to pool our efforts in attracting more African American families to our meetings. Our PTA Board is actively involved and collaborates with a large constituency of well over 200 members. All school-to-home communication (including phone, email, and text messages) is provided in English and Spanish, thus accommodating our large population of parents whose dominant language is Spanish (about 20%). Individual student academic results are provided in both languages, as well, and made available and interpreted through trimester report cards, parent conferences, and Student Study Team meetings (SSTs). Translation is available at all parent meetings. Our website is informative, up-to-date, and includes electronic copies of parent newsletters. The calendar on our website is updated

monthly, and an electronic marquee located at the front of the school displays brightly-colored announcements of upcoming events.

STUDENT ACHIEVEMENT

Annual standardized testing in the 2018-19 school year showed an increase in overall English language arts and mathematics scores among our students. English language arts scores on the May 2019 administration of the CA Assessment of Student Proficiency and Progress (CAASPP) increased by 21.8 points, and overall math scores increased by 18 points. Jackson Magnet has many students who are classified as English learners, forming one of the lowest-performing student subgroups in addition to students with disabilities. We continue to provide services to benefit EL students and students with disabilities, such as in-class interventions and after-school tutoring. Specialized services are provided for our EL students with disabilities. Local formative assessments reveal current trends that projected and realized continued significant increases in May 2021 through alternate state testing methods due to the COVID-19 pandemic (students were not tested in May 2020, as was the case throughout California). Once again, students in grades 3-5 took the CA Assessment of Student Performance and Progress (CAASPP) in April and May 2022, the results of which will be made known in the Summer of 2022.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.46%	0.5%	0.49%	3	3	3
African American	10.6%	9.4%	8.39%	69	62	51
Asian	0.61%	0.5%	1.15%	4	3	7
Filipino	1.23%	1.5%	1.32%	8	10	8
Hispanic/Latino	66.51%	66.5%	66.45%	433	440	404
Pacific Islander	0.31%	0.2%	0%	2	1	0
White	16.28%	16.8%	17.11%	106	111	104
Multiple/No Response	3.53%	4.4%	4.61%	23	29	28
			Total Enrollment	651	662	608

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	113	112	98
Grade 1	108	113	113
Grade 2	113	111	104
Grade3	111	113	98
Grade 4	108	105	98
Grade 5	98	108	97
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	651	662	608

Conclusions based on this data:

1. There has been a slight decrease in the percentage of Hispanic students enrolled between the 2019-20 and 2021-22 school years (by 0.06%), and the total number of students in the subgroup declined by 29 students. There has

been a 0.83% increase in the enrollment of white students between the 2019-20 and 2021-22 school years, although the actual number of white students decreased from 106 to 102 individuals school-wide.

2. The enrollment of students in most of the other subgroups has remained stable with only slight fluctuations in the past three years. It is interesting to note, however, a decline in African American students by 2.21%, representing a decrease from 69 individuals in 2019-20 to 51 in the 2021-22 School Year.

3. The total enrollment of Jackson Magnet continued to increase through the year of the COVID-19 pandemic and subsequent school closures. In the 2020-21 school year, for example, K-5th grade enrollment fluctuated between 652 and 662 students. There was an enrollment decline in the 2021-22 School Year in line with general district- and state-wide trends. In the 2021-22 School Year, our student enrollment fluctuated between 605 and 612 students in K-5th grade.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	109	94	104	16.7%	14.2%	17.2%
Fluent English Proficient (FEP)	140	121		21.5%	18.3%	
Reclassified Fluent English Proficient (RFEP)	28	3		20.1%	2.8%	

Conclusions based on this data:

1. The number of English learners declined by only 5 students, representing an increase of 0.5%, between the 2019-20 and 2021-22 school years.

2. The number and percentage of students classified as English Proficient declined by 19 individuals, representing a decrease of 3.2% between the 2019-20 and 2020-21 school years. Information regarding fluent English proficient students is not currently available for the 2021-22 School Year.

3. By the Spring of 2020, data demonstrated that there had been a total of 28 reclassified students in the 2019-20 school year, according to the CDE Dataquest's rules for calculating reclassification rates and provided by the Language Assessment and Development Department on March 27, 2020. By the Spring of 2021, the number and percentage of students who reclassified had declined to 3 individuals or 2.8% of our English learners. The data would indicate that the school closures of the 2020-21 School Year greatly limited equitable access to effective instruction among English learners.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	113	113		113	0		113	0		100	0.0	
Grade 4	98	104		96	0		96	0		98	0.0	
Grade 5	82	107		81	0		81	0		98.8	0.0	
Grade 11												
All Grades	293	324		290	0		290	0		99	0.0	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students													
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2428.			26.55			22.12			22.12			29.20		
Grade 4	2467.			28.13			18.75			18.75			34.38		
Grade 5	2440.			11.11			17.28			13.58			58.02		
Grade 11															
All Grades	N/A	N/A	N/A	22.76			19.66			18.62			38.97		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.66			50.44			23.89		
Grade 4	25.00			38.54			36.46		
Grade 5	11.11			40.74			48.15		
Grade 11									
All Grades	21.38			43.79			34.83		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	17.70			51.33			30.97		
Grade 4	26.04			44.79			29.17		
Grade 5	11.11			38.27			50.62		
Grade 11									
All Grades	18.62			45.52			35.86		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	24.78			61.95			13.27		
Grade 4	22.92			66.67			10.42		
Grade 5	8.64			48.15			43.21		
Grade 11									
All Grades	19.66			59.66			20.69		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	25.66			44.25			30.09		
Grade 4	28.13			40.63			31.25		
Grade 5	13.58			32.10			54.32		
Grade 11									
All Grades	23.10			39.66			37.24		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: The overall percentage of students who met and exceeded standards in English Language Arts has steadily increased, from 22.85% in the 2016-17 School Year to 42.42% in 2018-19, showing an 19.57% gain in the three year time frame. The percentage of students nearly meeting or not meeting standards decreased steadily by 19.57% between 2016-17 (77.16% of the students) and 2018-19 (57.59% of the students).

2. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: The third and fourth grades demonstrated significant gains in students meeting and exceeding standards in overall English Language Arts scores between the school years of 2016-17 and 2018-19. In the 2018-19 school year, 48.67% of the 3rd grade students and 46.88% of the 4th grade students met and exceeded standards. In 2016-17, the overall percentage for the 3rd grade was 21.84% meeting and exceeding standards (by 2018-19, the percentage more than doubled in the three-year time frame). In 2016-17, only 25.81% met or exceeded standards for the 4th grade, an increase of 21.07% in 3 years. The percentage of students nearly meeting or not meeting standards decreased significantly in the 3rd grade by 26.84%, and in the 4th grade by 21.07% in the 3-year period.

3. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: There were significant overall increases in the percentages of students exceeding standards in reading, writing, listening, and research/inquiry between the May 2017 and May 2019 administrations of the ELA portion of the CAASPP (11.74%, 6.44%, 11.03%, and 10.9% increases, respectively). At the same time, decreases in the percentages of students not meeting standards were also significant in reading, writing, listening, and research/inquiry (with decreases of 22.02%, 20.49%, 15.86%, and 6.92%, respectively, demonstrating the greatest decreases in lower-performing students in the area of reading). Increases in students above standard in writing were more modest, and decreases in below standard scores were more modest in the area of research and inquiry. The focus of professional development needs to center around research, inquiry, and writing to more significantly affect positive change in ELA scores. In 2021-22, targeted instruction and key methods to accelerate rates of learning will need to take place after over a year of remote instruction.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	113	113		113	0		113	0		100	0.0	
Grade 4	98	104		97	0		97	0		99	0.0	
Grade 5	82	107		82	0		82	0		100	0.0	
Grade 11												
All Grades	293	324		292	0		292	0		99.7	0.0	

(Header: Overall Participation for All Students)

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2435.			24.78			26.55			20.35			28.32		
Grade 4	2475.			21.65			21.65			26.80			29.90		
Grade 5	2430.			10.98			3.66			18.29			67.07		
Grade 11															
All Grades	N/A	N/A	N/A	19.86			18.49			21.92			39.73		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	40.71			24.78			34.51		
Grade 4	32.99			25.77			41.24		
Grade 5	10.98			14.63			74.39		
Grade 11									
All Grades	29.79			22.26			47.95		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	29.20			43.36			27.43		
Grade 4	23.71			45.36			30.93		
Grade 5	8.54			28.05			63.41		
Grade 11									
All Grades	21.58			39.73			38.70		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	34.51			38.05			27.43		
Grade 4	26.80			42.27			30.93		
Grade 5	10.98			30.49			58.54		
Grade 11									
All Grades	25.34			37.33			37.33		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: The demonstrated general trends in mathematics performance are positive. Overall scores indicate a steady rise in students meeting and exceeding standards in the third and fourth grades (increases of 27.47% and 18.88%, respectively) between the May 2017 and the May 2019 administrations of the math portion of the CAASPP. At the same time, there were significant decreases in the percentages of students nearly meeting and not meeting standards (27.47% in 3rd grade and 19.49% in 4th grade).

2. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: Fifth grade scores show a slight positive trend between the 2017 and 2019 administrations of the math portion of the CAASPP. There were slight increases (4.07%) in the percentages of students exceeding and meeting standards in the identified time frame. There were very slight decreases in students nearly meeting and not meeting standards in the 3-year period. Specific areas of weakness in content standards must be addressed, and effective interventions are needed to cause significant increases in the percentages of students meeting and exceeding 5th grade standards and significant decreases in the percentages of 5th grade students not meeting the grade level standards.

3. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: There is evidence of the same trends in the three separate areas of assessment: concepts and procedures, problem solving and data analysis, and communicating reasoning. The third and fourth grades have shown significant positive movement towards students exceeding standards between the 2016-17 and 2018-19 CAASPP administrations, and significant decreases in students scoring in the below average range. In the 5th grade, the trends have also been positive, but the differences are less significant. In communicating reasoning, the percentages of 5th grade students performing below standard have remained stagnant. In 2021-22, targeted instruction and key methods to accelerate rates of learning will need to take place after over a year of remote instruction.

School and Student Performance Data

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	1422.8	1421.9		1436.9	1443.3		1389.7	1372.1		19	33	
1	1452.0	1407.1		1473.0	1422.2		1430.4	1391.5		16	21	
2	1477.9	1474.3		1496.2	1488.3		1459.1	1460.0		17	23	
3	1480.8	1484.5		1483.9	1490.0		1477.1	1478.5		15	21	
4	1487.8	1516.5		1480.3	1536.6		1494.9	1496.1		19	14	
5	1504.2	1499.1		1505.2	1500.2		1502.7	1497.5		26	15	
All Grades										112	127	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	0.00	12.12		73.68	36.36		15.79	42.42		10.53	9.09		19	33	
1	6.25	0.00		43.75	33.33		37.50	28.57		12.50	38.10		16	21	
2	5.88	8.70		58.82	43.48		35.29	39.13		0.00	8.70		17	23	
3	0.00	14.29		33.33	28.57		60.00	42.86		6.67	14.29		15	21	
4	0.00	21.43		47.37	28.57		36.84	50.00		15.79	0.00		19	14	
5	11.54	0.00		42.31	13.33		38.46	73.33		7.69	13.33		26	15	
All Grades	4.46	9.45		50.00	32.28		36.61	44.09		8.93	14.17		112	127	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	31.58	24.24		42.11	36.36		15.79	30.30		10.53	9.09		19	33	
1	37.50	19.05		43.75	28.57		12.50	19.05		6.25	33.33		16	21	
2	35.29	26.09		52.94	43.48		11.76	30.43		0.00	0.00		17	23	
3	20.00	33.33		60.00	52.38		20.00	4.76		0.00	9.52		15	21	
4	31.58	42.86		26.32	57.14		31.58	0.00		10.53	0.00		19	14	
5	26.92	20.00		65.38	60.00		0.00	13.33		7.69	6.67		26	15	
All Grades	30.36	26.77		49.11	44.09		14.29	18.90		6.25	10.24		112	127	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	5.26	3.03		42.11	18.18		42.11	51.52		10.53	27.27		19	33	
1	6.25	0.00		12.50	14.29		50.00	38.10		31.25	47.62		16	21	
2	0.00	4.35		29.41	26.09		41.18	43.48		29.41	26.09		17	23	
3	0.00	4.76		6.67	23.81		60.00	38.10		33.33	33.33		15	21	
4	0.00	0.00		15.79	21.43		57.89	42.86		26.32	35.71		19	14	
5	0.00	0.00		3.85	13.33		80.77	46.67		15.38	40.00		26	15	
All Grades	1.79	2.36		17.86	19.69		57.14	44.09		23.21	33.86		112	127	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	21.05	27.27		73.68	60.61		5.26	12.12		19	33	
1	62.50	23.81		31.25	42.86		6.25	33.33		16	21	
2	23.53	13.04		76.47	82.61		0.00	4.35		17	23	
3	0.00	19.05		73.33	66.67		26.67	14.29		15	21	
4	15.79	50.00		57.89	42.86		26.32	7.14		19	14	
5	7.69	0.00		84.62	66.67		7.69	33.33		26	15	
All Grades	20.54	22.05		67.86	61.42		11.61	16.54		112	127	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	21.05	21.21		68.42	60.61		10.53	18.18		19	33	
1	0.00	23.81		93.75	52.38		6.25	23.81		16	21	
2	35.29	60.87		64.71	39.13		0.00	0.00		17	23	
3	66.67	66.67		33.33	19.05		0.00	14.29		15	21	
4	47.37	71.43		42.11	28.57		10.53	0.00		19	14	
5	92.31	86.67		0.00	6.67		7.69	6.67		26	15	
All Grades	47.32	49.61		46.43	38.58		6.25	11.81		112	127	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	0.00		89.47	87.88		10.53	12.12		19	33	
1	12.50	9.52		50.00	38.10		37.50	52.38		16	21	
2	11.76	8.70		58.82	52.17		29.41	39.13		17	23	
3	0.00	0.00		33.33	47.62		66.67	52.38		15	21	
4	0.00	0.00		47.37	69.23		52.63	30.77		19	13	
5	3.85	0.00		73.08	60.00		23.08	40.00		26	15	
All Grades	4.46	3.17		60.71	61.11		34.82	35.71		112	126	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	57.89	12.12		31.58	39.39		10.53	48.48		19	33	
1	0.00	0.00		68.75	47.62		31.25	52.38		16	21	
2	0.00	8.70		82.35	65.22		17.65	26.09		17	23	
3	6.67	4.76		73.33	76.19		20.00	19.05		15	21	
4	0.00	7.14		89.47	64.29		10.53	28.57		19	14	
5	3.85	0.00		88.46	80.00		7.69	20.00		26	15	
All Grades	11.61	6.30		73.21	59.06		15.18	34.65		112	127	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall 2018-19 ELPAC scores indicated that most of our English Learners scored at either Level 3 (50%) or Level 2 (36.61%). In the 2020-21 School Year, most of our English Learners, 44.09%, scored at Level 2 (with Grade 4, at 50%, representing the highest percentage of students at Level 2). The second most prevalent range of scores represented 32.28% of our ELs scoring at Level 3 (with Grade 2 demonstrating the highest percentage (43.48%) of students scoring within this range.

2. Oral language scores in 2018-19 demonstrated that the greatest percentage of our students (49.11%) were at Level 3 while the next highest percentage of students tested at Level 4 (30.36%). While 67.86% of the students scored at the "moderately well-developed" range in listening, 47.32% scored at the "well-developed range in speaking in the 2018-19 School Year. By comparison, in the 2020-21 School Year, the greatest percentage of our students (44.09%) also tested at Level 3 while the next highest percentage of students tested at Level 4 (26.77%) in oral language. In addition, the majority (61.42%) of our students scored at the "moderately well-developed" range in the listening domain while 49.61% represented the greatest percentage of students in the speaking domain (and they scored at the "well-developed range).

3. Written language scores for English learners (ELs) on the 2018-19 administration of the ELPAC demonstrate the greatest percentage of students (57.14%) falling within the Level 2 range and 23.21% falling within Level 1,

revealing a lag in the acquisition of literacy skills in the English language, although 60.71% and 73.21% scored at the "moderately well-developed range in reading and writing, respectively, reflecting a positive trend. The domain with the highest percentage of students at the beginning range was reading, at which 34.82% of our ELs scored.

The trend continued in the 2020-21 School Year. In written language, the greatest percentage of students (44.09%) fell within the Level 2 range and the second highest range of scores (33.86%) fell within the Level 1 range. The greatest percentage of the scores in reading (61.11%) were within the "moderately well-developed" range. In writing, the highest percentage of scores (59.06%) also fell within the "moderately well-developed" range.

It is important to continue tracking our English learners to carefully monitor their gains in reading comprehension. Continued focus on guided reading with vocabulary support, an emphasis on comprehension, and many opportunities for independent reading are needed. Continued focus on Writer's Workshop with key mini-lessons strengthening effective writing strategies will continue in the 2022-2023 School Year. Close monitoring of ELs during Writer's Workshop is greatly needed to help our English learners follow a definite structure for each genre of writing and develop grade level-appropriate written pieces through the writing process.

School and Student Performance Data
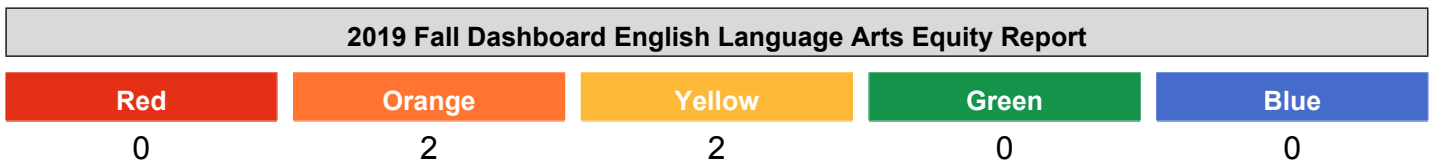
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
662	**63.6**	**14.2**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	94	14.2
Foster Youth	2	0.3
Homeless	34	5.1
Socioeconomically Disadvantaged	421	63.6
Students with Disabilities	53	8.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	62	9.4
American Indian or Alaska Native	3	0.5
Asian	3	0.5
Filipino	10	1.5
Hispanic	440	66.5
Two or More Races	29	4.4
Native Hawaiian or Pacific Islander	1	0.2
White	111	16.8

Conclusions based on this data:

1. The number and percentage of students who are socioeconomically disadvantaged (421, or 63.6%) and those who identify themselves as Hispanic (440, or 66.5%) are by far the most populous subgroups (based on data from the 2020-21 School Year).

2. White students comprise the next most populous subgroup with 111 (or 16.8%) of our students falling in this category (per 2020-21 data).

3. English learners are also a significant subgroup with 94, or 14.2%, of our students falling in this category in the 2020-21 School Year. It is interesting to note that at Jackson, most if not all, of our English learners are also counted in the Hispanic subgroup. It is important to remove the English learner population from that of the Hispanic category when analyzing data to capture the progress of Hispanic students who are proficient in English.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate**	**Suspension Rate** Blue
Mathematics Yellow	**Chronic Absenteeism** Orange	
English Learner Progress		
College/Career		

Conclusions based on this data:

1. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: English language arts is an area where focus continues to be needed due to the overall performance (in yellow) of our students. Teachers need to continue to refine Reader's and Writer's Workshop and Word Work strategies to effectively meet their students' needs. The teachers need to share best strategies and emphasize the teaching of writing where students need to provide textual evidence for claims. Targeted students need additional push-in intervention during class time and after-school tutoring. Additional leveled texts are needed to provide books of variety and high interest for students who struggle with reading skills. Our goal is to improve our overall scores so that the average performance rate of our students increases to the green category.

2. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: Overall, our students performed in the same category in math (in the yellow range). Writing and providing evidence for claims is crucial for success in mathematics because students are required to explain their thinking and problem-solving strategies, affecting English learners primarily, but also socially and economically disadvantaged students and students with disabilities. Foundational skills need to be well-developed for continued progress towards green to take place.

3. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: Our overall suspension rate declined in the 2018-19 school year, causing the significant positive change in categorization from orange to blue. Chronic absenteeism increased in 2018-19, however, causing a decline in categorization from green to orange. Our goal is to continuously improve our attendance rate. Related to a student's desire to come to school would be the climate in his or her classroom, the playground, and the cafeteria. The orange classification in this category signals the need for continued social-emotional instruction, trauma-informed practices, and greater and more effective supervision on the playground. Our school site's clinical social worker played a significant role in the social-emotional health and wellbeing of our students during the 2020-21 school year where school closures were widespread due to the COVID-19 pandemic.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
20 points below standard	76.1 points below standard	0 Students
Increased Significantly ++21.8 points	Increased ++10.3 points	
288	104	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	48.9 points below standard	84.2 points below standard
	Increased Significantly ++16.3 points	Increased ++10.5 points
9	211	38

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
35.8 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++29.4 points		4	2
36			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
37.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	84.5 points above standard
Increased Significantly ++20.3 points	4	1	Increased ++10.7 points
212			29

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
112.6 points below standard	33.5 points below standard	9.9 points above standard
Increased ++8.5 points	Declined -14.5 points	Increased Significantly ++22.1 points
56	48	151

Conclusions based on this data:

1. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: Overall English language arts scores increased by 21.8 points in the 2018-19 school year. The two major subgroups, socioeconomically disadvantaged and Hispanic students, improved at comparable levels to the general population, as evidenced by the classification within the yellow range to describe their progress. Students with disabilities, the lowest performing significant subgroup and representing 38 students, increased ELA scores by 10.5 points. Their improvement in achievement resulted in an orange categorization.

2. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: All subgroups, including the reported statistically insignificant subgroups, improved their performance in English language arts. Among them, the African-American subgroup (36 students), significantly improved ELA scores by 29.4 points. Although all subgroups are showing positive trends, the white subgroup is the only one performing above standards (84.5 points above the expectations).

3. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: English learners demonstrated an overall increase of 10.3 points in English language arts on the 2019 administration of the CAASPP. Current English learners, 56 in total, increased their performance by 8.5 points, but tested 112.6 points below standard. In contrast, reclassified English learners declined in performance by 14.5 points, but they are only performing 33.5 points below standard. English only students increased their performance by 22.1 points are are performing 9.9 points above standard. Teachers of English learners need to continue to refine Reader's and Writer's Workshop and Word Work strategies

to effectively meet their students' needs and focus instruction on vocabulary development, reading comprehension skills, oral development, and written expression.

School and Student Performance Data

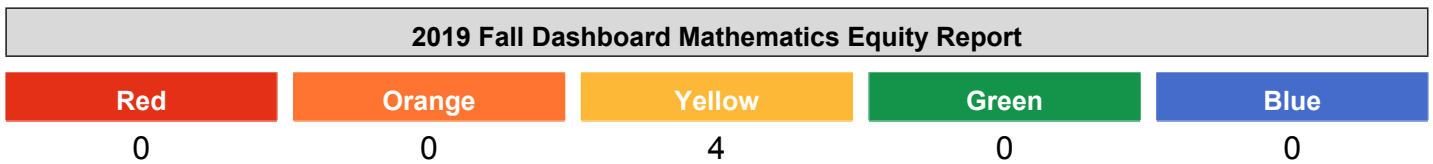## Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	4	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	
30.1 points below standard	77.1 points below standard	
Increased Significantly ++18 points	Increased ++6.7 points	
288	104	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	56.7 points below standard	80.2 points below standard
	Increased ++12.2 points	Increased Significantly ++35.2 points
9	211	38

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
75.3 points below standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.2 points		4	2
36			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
42.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	70.5 points above standard
Increased Significantly ++17.4 points	4	1	Increased Significantly ++29.9 points
212			29

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
116.4 points below standard	31.3 points below standard	6 points below standard
Declined -4.8 points	Maintained -1.5 points	Increased Significantly ++15.8 points
56	48	151

Conclusions based on this data:

1. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: Overall math performance was categorized in the yellow range as the average score of all students increased by 18 points. All significant subgroups, including English learners, Hispanics, and socioeconomically disadvantaged students, increased their performance (by 6.7, 17.4, and 25.2 points, respectively) and moved from an orange categorization to yellow. The students with disabilities subgroup was a newly-identified significant subgroup in the 2018-19 School Year.

2. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: All subgroups, including the reported statistically insignificant subgroups, improved their performance in mathematics. Among them, the African-American subgroup (36 students), slightly improved their math scores by 2.2 points. Although all subgroups are showing positive trends, the white subgroup is the only one performing above standards (70.5 points above the expectations).

Targeted and deliberate intervention efforts must focus on the needs of students with disabilities, English learners, and African-Americans who are performing 80.2, 77.1, and 75.3 points below standard, respectively. In addition, the teaching of writing and providing evidence for claims is crucial for success in mathematics because students are required to explain their thinking and problem-solving strategies, affecting English learners and students with disabilities primarily. Students need instruction on how to express themselves in mathematical terms when speaking and writing. Teachers need professional development in lesson design to refine their strategies in teaching students to make math-related claims and provide evidence in support, especially when describing procedures and concepts and when engaged in mathematical problem-solving.

3. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: Current English learners and reclassified English learners declined in their performance very slightly (the decline in the scores of reclassified English learners was so insignificant, that the subgroup is considered to have "maintained scores" when they are compared to the prior year). Current English learners are performing 116.4 points below standard and need focused instruction to meet their needs. In contrast, English-only students increased their performance by 15.8 points, and their scores were only 6 points below standard.

Teachers need continued coaching, time to share best practices, and professional development to refine their strategies when implementing the i-Ready Math program and Math Workshop. Small group organization needs to provide optimum and targeted instruction according to students' assessed needs in procedural skills, conceptual analysis, and problem solving. In addition to practice with standards that are the focus of current instruction, independent work should provide practice with previously learned concepts that need review and skills students need to master.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
38.2 making progress towards English language proficiency
Number of EL Students: 89
Performance Level: Low
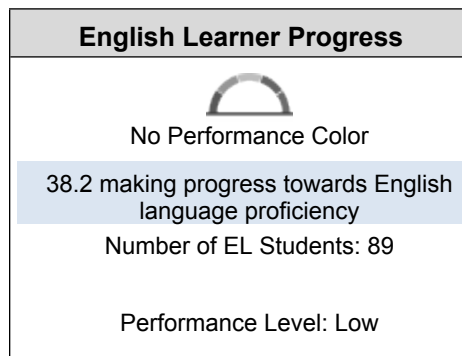
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.0	33.7		38.2

Conclusions based on this data:

1. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: Among the 89 English learners represented in this data set, 38.2% are making progress towards proficiency. Most of our English learners (38.2%) progressed by at least one ELPI (English Learner Proficiency Indicator) level. 33.7 percent maintained their ELPI levels, and 28% decreased in performance by one ELPI level.

2. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: The data demonstrates that our students are making slow progress towards English proficiency. The test results of 10.2% more ELs increased their scores as opposed to decreasing them, but more focused attention is needed to achieve higher proficiency levels on the ELPAC. The goal is to make use of strategies that build academic vocabulary, augment critical thinking and reading comprehension, and develop effective writing skills among our EL students.

3. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: Professional development is needed for teachers to fully understand the ways to help EL students perform higher on the ELPAC. Data chats and practice tests will help students become accustomed to the types of tasks required on the assessment and fully understand its purpose. Effective strategies for ongoing instructional strategies and the teaching of ELD standards will be a focus of collaborative planning and individual coaching in the 2021-22 academic year.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Not Applicable

2. Not Applicable

3. Not Applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
1	4	0	0	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
8.7	9.2	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.7	Increased +3.6	3
641	141	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
20	11.8	6.8
30	Increased Significantly +3.5	Increased +1.9
	432	73

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
18.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +5.5	2	4	8
82			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
8.8	4.2	Less than 11 Students - Data Not Displayed for Privacy	2.2
Increased +2.2	Increased +4.2	1	Declined -2.7
430	24		90

Conclusions based on this data:

1. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: Chronic absenteeism increased school-wide in the 2018-19 School Year by 1.7 percentage points, including all student groups. Chronic absenteeism rose among socioeconomically disadvantaged students by 3.5%, English learners by 3.6%, and students with disabilities by 1.9%. Socioeconomically disadvantaged students represent the only subgroup within the red category in the 2018-19 school year across every indicator or domain.

2. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: When classified by race/ethnicity, documented cases of chronic absenteeism decreased in the white subgroup (-2.7%), representing the only subgroup categorized as blue. Among the Hispanic subgroup, chronic absenteeism rose by 2.2 percentage points.

3. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: Chronic absenteeism in the 2018-19 School Year was greatest among African-Americans (18.3%), representing a 5.5 increase over the chronic absenteeism rate in 2017-18 (12.8%) for this racial group. Social-emotional support is needed to mitigate social problems that may be affecting the students' desire to come to school, especially among African-Americans. Increased parent engagement and the distribution of information focused on the importance of consistent school attendance may also prove helpful. Our site-based clinical social worker delivered social-emotional lessons in the classroom to mitigate the isolation from peers that many students experienced during the 2020-21 school year.

School and Student Performance Data

Academic Engagement
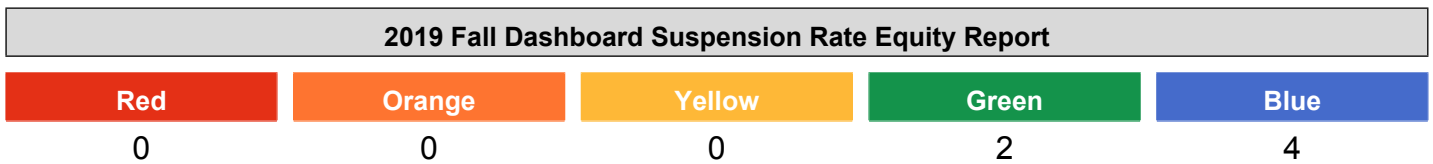## Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Not Applicable

2. Not Applicable

3. Not Applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	4

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.3	0	Less than 11 Students - Data Not
Declined Significantly -1.1	Declined -1.2	4
647	143	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Green
0	0.2	1.4
30	Declined Significantly -1.5	Declined -5.2
	436	73

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	No Performance Color	No Performance Color
1.2	Less than 11 Students - Data 2	Less than 11 Students - Data 4	Less than 11 Students - Data 8
Declined -3.6			
82			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0.2	0	Less than 11 Students - Data 1	0
Declined -0.9	Maintained 0		Maintained 0
435	24		91

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.5	0.3

Conclusions based on this data:

1. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: The general student population and every subgroup showed decreases in suspension rates in the 2018-19 school year (-1.1% overall decline). Among the student groups, the socioeconomically disadvantaged group significantly declined by -1.5%, resulting in a suspension rate of 0.2% (and demonstrating a complete reversal in categorization FROM RED TO BLUE when compared to the suspension rate of the 2017-18 School Year). It is notable to add that English learners had 0 suspensions in 2018-19, a decrease of -1.2% over the prior year. Homeless students also had 0 suspensions (not reported in the prior year).

2. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: When analyzing the data of racial or ethnic groups, Hispanic students decreased their rate of suspension by -0.9%. White students and students of 2 or more races maintained a 0% suspension rate, joining ELs and homeless students in experiencing 0 suspensions in the 2018-19 School Year (resulting in a total of 4 subgroups with 0 suspensions).

3. CONCLUSIONS BASED ON DATA FROM THE 2018-19 SCHOOL YEAR: Although most subgroups and "all students" were categorized within the highest range of blue, students with disabilities and African-Americans were the only two subgroups to be categorized as green. However, both groups experienced declines in suspension rates in the 2018-19 School Year. The suspension rate of students with disabilities declined by -5.2% (having the highest rate of suspension among all subgroups at 1.4%). African-American students were suspended at a rate of 1.2%, a decrease of -3.6% in the 2018-19 School Year over the prior year. We continued to place emphasis on the social-emotional health of our students during the school closures that defined the 2020-21 school year.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

MATHEMATICS: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 1

Local measures include three administrations per year of the i-Ready Math Diagnostic Assessment. Scores will demonstrate a 5% increase school-wide or greater in students testing on or above grade level (Tier 1) on the 2022-23 midyear administration (when compared to the 2021-22 administration), resulting in 34% of our students in grades 1-5. At the same time, there will be a 5% decrease or more in the students testing in the "At Risk for Tier 3" level (2 or more grade levels below), resulting in 19% or less of our 1-5th grade students in need of Tier 3 interventions.

Midyear 2023 i-Ready Math Diagnostic results for grades 3-5 will increase by at least 5% over the midyear 2022 administration, resulting in 39% of our students or more scoring at the on or above grade level range (Tier 1). Meanwhile, there will be a 5% decrease or more in the students scoring in the "At Risk for Tier 3" range (2 or more grade levels below), resulting in 24.33% or less of our students in grades 3-5 in need of Tier 3 interventions.

Kindergarten scores will also increase by 5% in the percentage of students testing on or above grade level, resulting in 36% on the November 2022 iReady Math Diagnostic assessment. There will be a corresponding 2% decrease in the number of kindergarten students testing two or more years below grade level, resulting in 0% on the iReady Math Diagnostic assessment administered in November 2022.

After a 2-year pause due to COVID-19 school closures and resulting remote instruction, the CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -30.1 (Yellow) from 2019 by a total of 5.1 points or more (to reach Green) with a stretch goal of 30.1 points or more (to reach Blue), ending at -25 to 0 or higher by the end of the 2021-2022 school year.

Identified Need

In the 2022-23 School Year, it will be necessary to provide ongoing reinforcement and targeted support to ensure our 3rd-5th grade students are mastering foundational skills and concepts necessary to be able to successfully master upper grade mathematical content. It will also be beneficial to provide early intervention for the K-2nd grade students who are falling behind. Strategies to strengthen skills in mathematics can be successfully implemented through in class and after-school interventions. The ability to effectively communicate reasoning orally and in writing needs to be practiced on a daily basis.

Results of the 2022 midyear i-Ready Math Diagnostic Assessment showed an 11% drop in the percentage of students in grades 1-5 testing on or above grade level when school-wide results were compared to the 2021 midyear administration. Moreover, the 2021 kindergarten scores had increased significantly when comparing the percentage of K students at Tier 1 (74%) with the kindergarten students who took the midyear assessment in the 2019-20 school year (32% at Tier 1).

The scores dropped again in at the midyear point of the 2021-22 school year, demonstrating only 31% of our students at or above grade level (and aligned much closer to the scores obtained in the 2019-20 midyear administration. The kindergarten midyear scores from the 2020-21 school year may not have been an accurate representation of the progress our youngest students had made in math.

When analyzing the midyear i-Ready Math Diagnostic results for grades 3-5, however, the data revealed that our students had maintained the scores between the 2021 and 2022 administrations of the midyear i-Ready Math Diagnostic assessment. For both years, 34% of the student tested on or above level.

The students at Jackson Magnet had previously demonstrated a trajectory towards continued significant improvement in mathematics and were nearing standard (defined as zero points from meeting standards, or right at the cut point) as measured by the May 2019 administration of the mathematics portion of the CAASPP. The mean of all students increased by 18 points over the prior year to reach 30.1 points below standard (a significant improvement from 48.2 points below standard in May 2018). In addition, every subgroup performed within the Yellow range, beginning to close the gap in achievement for our underserved populations.

Nevertheless, 30.1 points below standard is considered to be a low performance level according to the five-by-five color placement grid, the accountability system that establishes five Status and Change Levels for the California Dashboard. There is a need to continue making significant gains each year on the CAASPP to reach what would be considered medium and ultimately, high achievement levels. We may find that students will come short of the goal after the Spring 2022 administration of the CAASPP due to the school closures that characterized the 2020-21 school year. Interrupted learning in the 2021-22 school year has continued as we follow isolation and quarantine protocol related to COVID cases on campus. In response, we will keep our standards high as we strive to reach the level of progress demonstrated by our students in the past and eventually overtake the level demonstrated by the Spring 2019 administration of the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-23 Midyear Administration of the i-Ready Math Diagnostic: Grades 1-5	2021-22 Midyear Administration of the i-Ready Math Diagnostic Assessment ~ Grades 1-5: On or Above Grade Level (Tier 1): 29% School-Wide Two or More Grade Levels Below (At Risk for Tier 3): 24% School-Wide	2022-23 Midyear Administration of the i-Ready Math Diagnostic Assessment ~ Grades 1-5 On or Above Grade Level (Tier 1): 34% or more School-Wide Two or More Grade Levels Below (At Risk for Tier 3): 19% or less School-Wide
2022-23 Midyear Administration of the i-Ready Math Diagnostic: Grades 3-5	2021-22 Midyear Administration of the i-Ready Math Diagnostic Assessment ~ Grades 3-5:	2022-23 Midyear Administration of the i-Ready Math Diagnostic Assessment ~ Grades 3-5:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	On or Above Grade Level (Tier 1): 34% Two or More Grade Levels Below (At Risk for Tier 3): 29.33%	On or Above Grade Level (Tier 1): 39% or more Two or More Grade Levels Below (At Risk for Tier 3): 24.33% or less
November 2022 Administration of the i-Ready Math Diagnostic: Kindergarten	November 2022 Administration of the i-Ready Math Diagnostic ~ Kindergarten: On or Above Grade Level (Tier 1): 31% Two or More Grade Levels Below (At Risk for Tier 3): 2%	November 2022 Kindergarten Administration of the i-Ready Math Diagnostic Assessment: On or Above Grade Level (Tier 1): 36% or more School-Wide Two or More Grade Levels Below (At Risk for Tier 3): 0% School-Wide
Spring 2022 Administrations of the CAASPP: Mean Score for All 3rd-5th Grade Students	Spring 2019 CAASPP Mean Score for ALL STUDENTS (Grades 3-5): All Students: -30.1 Points Below Standard (Yellow)	Spring 2022 Administration of the CAASPP Mean Score (Grades 3-5): All Students: -25 Points Below Standard or Higher (Performance Level Change from Yellow to Green)

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students will be served using the strategies below.

Strategy/Activity

In the 2022-23 School Year, professional development and instructional focus will be placed on mitigating the interrupted learning experienced after a year of temporary school exclusions (and the prior year of school closures) due to protocol related to COVID-19, especially among traditionally underserved students. Professional development will be provided for teachers in the multiple tools of Ready Math, i-Ready, and ST Math in conjunction with effective strategies to provide differentiated instruction and the teaching of prerequisite skills to ensure mastery of grade level math standards. PD will include strategies to strengthen basic skills while augmenting critical thinking and engaging in number talks, mini-lessons, and homogeneous small group instruction.

Teachers need coaching and collaborative planning time to ensure that they consistently and cohesively fill the gaps in the procedural and conceptual understanding of their students while enriching their experiences. Explicit instruction in the language of critical thinking through the standards of mathematical practice is essential for the development of problem-solving skills. Instruction in how to approach the language of a problem, break it down visually, identify key terms, and then determine what needs to be solved is necessary. Deliberate and purposeful instruction will provide students with a format for how to communicate the reasoning behind their problem-solving strategies in a step-by-step manner, both orally and in writing.

The Ready program requires students to think about the application of math concepts and articulate their conceptual understanding and problem-solving strategies. The i-Ready program, used in tandem with Ready Math, will help students fill the gaps in the learning of mathematical concepts and skills. Our goal is to have students engage in 45 minutes a week of i-Ready usage. In addition, targeted instruction in small groups and differentiated independent practice are essential in order to meet individual needs. Motivational strategies in class will be crucial to reaching the goal in the number of minutes and celebrate our students' ongoing progress.

Extra in-class or after-school support provided in mathematics for at-risk students in grades 3-5 needs to be targeted to meet specific weaknesses and focus on prerequisite skills necessary for success with grade level standards. Additional intervention in the form of Math Power Hour tutors and other volunteers will be crucial in supporting the needs of our students at all grade levels.

An intervention teacher would be ideal to meet the varied and multiple needs across the school by supporting the teachers' efforts on behalf of the students who are performing below grade level in mathematics.

Our instructional coach is instrumental in providing teachers the training needed to best deliver instruction. Provided through district-level funding resources, the cost of our Instructional Coach is included in the Proposed Expenditures section below, but she is also needed to provide services to teachers in all instructional areas, especially mathematics and English language arts. (*The cost is not reported in LCAP Goal 1 for English Language Arts to avoid duplication.)

Unrestricted funding has been allocated, and listed below, for materials and supplies from Staples to meet our students' needs in the classroom ($5,000 to begin the school year).

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

Amount(s)	Source(s)
100,000	District Funded
97,376	Title I Part A: Allocation
5,000	Unrestricted

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students will be served using the strategies below.

Strategy/Activity

ST Math provides another Internet-based experience for our students that complements the iReady program. While the iReady program fills in gaps in learning, ST Math provides visualization of grade-level concepts. It also provides significant practice in grade level problem-solving skills. We do not have sufficient funding in our site-level allocation at this time; therefore, we plan to use carryover Title 1 or LCAP funding to cover the cost of the ST Math program

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

Amount(s)	Source(s)
3,240	Other

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

PRIOR GOAL: Local measures include three administrations per year of the i-Ready Math Diagnostic Assessment. Scores will demonstrate a 5% increase school-wide or greater in students testing on or above grade level (Tier 1) on the December 2021 midyear administration (when compared to the December 2020 administration), resulting in 49% of our students in grades K-5. At the same time, there will be a 5% decrease or more in the students testing in the "At Risk for Tier 3" level (2 or more grade levels below), resulting in 16% or less of our K-5th grade students in need of Tier 3 interventions.

Based on the results in the current school year as compared to the 2020-21 school year, there has been a significant decrease in midyear iReady Math scores. Because the students were taking the test at home, the 2020-21 results may not be accurate representations of the true achievement levels of our students. Many parents were active participants in the education of their children during the COVID school closures, and they may have provided assistance when their children were taking summative exams.

Another factor negatively affecting the 2022 midyear iReady Math scores is the fact that our K-2nd grade SDLIP students were required to take the exam in Spanish. After a year of school closures, the Spanish skills of our students need developing. It would have been interesting to determine if the scores were higher in English, the native language of most of our SDLIP students.

THE FIRST GOAL WAS NOT MET. Our 1st through 5th grade student results indicated that 29% were on or above grade level, according to the 2022 midyear iReady Math Diagnostic (15% above

and 14% on grade level). Only 17% of our our 1st through 5th grade students tested on or above grade level at the beginning of the 2021-22 school year. Progress was made between the midyear and beginning-of-year assessments, but there was a decrease in scores from the 2021 midyear iReady Math Diagnostic (where 40% of our students in grades 1-5 were on or above grade level, based on the midyear 2021 results). Results of the November iReady Math Diagnostic for kindergarten showed that 31% of our students were on or above grade level (18% above and 13% on grade level). In 2020-21, 74% of our students tested on or above grade level (64% above and 10% on grade level).

Additionally, the percentage of 1st through 5th grade students who tested two or more years below grade level on the 2022 midyear iReady Diagnostic exam was 24%, whereas in 2021, the midyear percentage was 21%. There is no significant difference between the two results. On the 2022 midyear iReady Diagnostic exam, only 2% of our kindergarten students tested 2 or more years below grade level, whereas 0% did so in the 2020-21 school year. There is no significant difference between the two results.

PRIOR GOAL: Midyear 2021 i-Ready Math Diagnostic results (administered in December 2021) for grades 3-5 will increase by at least 5% over the midyear 2020 administration, resulting in 38.33% of our students or more scoring at the on or above grade level range (Tier 1). Meanwhile, there will be a 5% decrease or more in the students scoring in the "At Risk for Tier 3" range (2 or more grade levels below), resulting in 25.33% or less of our students in grades 3-5 in need of Tier 3 interventions.

THE GOAL WAS NOT MET, BUT RESULTS WERE MAINTAINED. Average results for students in grades 3-5 were higher than the average results for grades 1-5 on the midyear iReady Math administration. The percentage of students in grades 3-5 who tested on grade level or above was 34% for both years. The unanticipated higher results on the 2022 midyear exam is due to the significantly higher scores of our third grade students (42% tested on grade level or above when compared to the 2020-21 scores of 33%).

On the 2022 midyear iReady Math Diagnostic 29.33% of the students in grades 3-5 tested two years or more below grade level. Similarly, 30.33% of the students in grades 3-5 tested two years below grade level on the 2021 midyear iReady Math Diagnostic. The difference between the scores are statistically equivalent, but the scores in 2022 do not show a significant difference in the percentage of students significantly below grade level. This analysis shows that in our testing grades, the scores between the two years (2020-21 and 2021-22) were very similar despite possible assistance from the parents of our students in the 2020-21 school year.

PRIOR GOAL: After a 2-year pause due to COVID-19 school closures and resulting remote instruction, the CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -30.1 (Yellow) from 2019 by a total of 5.1 points or more (to reach Green) with a stretch goal of 30.1 points or more (to reach Blue), ending at -25 to 0 or higher by the end of the 2021-2022 school year.

This goal WILL NOT BE DETERMINED until the 2021-22 ADMINISTRATION of the CAASPP. We will know in the summer of 2022 if the goal was met. We will continue to use this goal in the 2022-23 school year to measure the growth in our students.

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

Substitute teachers needed for the purpose of providing teacher release time would be funded via school site funds (for collaborative planning and professional development). As funds become available, it may be necessary to increase the allocation for this purpose as well as for classroom supplies.

ST Math would continue to be funded as well as money set aside for additional professional development.

Our instructional coach will continue to be paid for with district funding.

The intervention teacher would be funded by school site Title 1 funding.

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.

Changes to the goal would depend upon local and ongoing testing of students showing the effectiveness of implementation (Ready Math unit tests, iReady Diagnostic, and teacher-made standards tests). Adjustments can be made according to test results as the initially identified students gain proficiency and others demonstrate the need for support. Changes to professional development can be made according to teacher feedback provided via personal contact, surveys, and principal/instructional coach observations.

Learning activities and the allocation of funds will be responsive to public policy adopted to slow the spread of the COVID-19 virus (and the student needs determined as a result).

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

ENGLISH LANGUAGE ARTS: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

Local measures include three administrations per year of the i-Ready Reading Diagnostic Assessment. Midyear scores (November 1st through March 1st) will demonstrate a 5% increase in K-5th grade students testing at grade level or above on the midyear administration (Tier 1), resulting in 48% of our students school-wide who would be meeting or exceeding standards. At the same time, there will be an 5% decrease in K-5th grade students testing below grade level, resulting in 14% of our students school-wide at the lowest range (Tier 3).

Students in grades 3-5 will demonstrate a 5% increase or greater on the midyear i-Ready Reading Diagnostic Assessment, resulting in 47% of our 3rd-5th grade students or more meeting or exceeding standards. There will also be a 5% decrease or greater in 3rd-5th grade students testing at the "At Risk for Tier 3 Interventions" (Tier 3), resulting in 24% or less at the lowest range.

After a 2-year pause due to COVID-19 school closures and resulting remote instruction, the CAASPP English Language Arts (ELA) Average Distance From Standard for All Students will decrease the baseline of -20 (Yellow) from 2019 by a total of 15 or more (to reach Green) with a stretch goal of 30 or more (to reach Blue), ending at -5 or higher by the end of the 2021-2022 school year.

Identified Need

The three administrations of the i-Ready assessment for reading established a baseline in the 2020-21 school year from which progress was measured in 2021-22 and in subsequent years, including beginning, middle, and end-of-year scores. A focus on the midyear administration will provide time for teachers to focus on the standards on which their students are having difficulty in preparation for the spring administrations of the CAASPP.

After the school closures of the 2020-21 school year and the interrupted learning that characterized the 2021-22 school year (with its essential COVID-19 protocols, isolation procedures, and quarantine periods), data demonstrated that student scores were statistically maintained, as demonstrated through key data points. Although the percentage of students scoring at or above grade level on the midyear iReady Reading exam was maintained, there were statistically significant decreases in students scoring two years or more below grade level (5% for grades K-5 and 4.67% in grades 3-5). Continued emphasis on refining classroom instruction during Reading Workshop is needed, including targeted differentiation of instruction based on the assessed needs of our students.

Prior to the COVID-19 pandemic that resulted in school closures and remote-only instruction, the students at Jackson Magnet had demonstrated a trajectory towards continued significant

improvement in English language arts and were nearing standard (defined as zero points from meeting standards, or right at the cut point) as measured by the May 2019 administration of the CAASPP. Nevertheless, 20 points below standards is considered to be a low performance level according to the five-by-five color placement grid, the accountability system that establishes five Status and Change Levels for the California Dashboard. There is a need to continue making significant gains each year on the CAASPP to approach what would be considered medium and ultimately, high achievement levels.

Between May 2017 and May 2019, there have been significant overall increases in the percentages of students exceeding standards in reading, writing, listening, and research/inquiry (11.74%, 6.44%, 11.03%, and 10.9% increases, respectively). Increases in students above standard in writing were more modest, and decreases in below standard scores were more less significant in the area of research and inquiry when compared with the other three domains (-22.02% in reading, -20.49% in writing, -15.86% in listening, and -6.92% in research/inquiry). The focus of professional development needs to center around writing and its relationship to research and inquiry to more significantly affect positive change in ELA scores. The Spring 2022 administration of the CAASPP will demonstrate updated figures and signal the standards that need additional reinforcement among our 3rd-5th grade students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-23 Midyear Administration of the i-Ready Diagnostic Reading Assessment (11/16/22-3/01/23: Grades K-5	2021-22 Midyear Administration of the i-Ready Diagnostic Reading Assessment (11/16/22-3/01/22): Grades K-5 On or Above Grade Level: 43% School-Wide 2+ Years Below Grade Level: 19% School-Wide	2022-23 Midyear Administration of the i-Ready Diagnostic Assessment (11/16/22-3/01/22) ~ Grades K-5: On Grade Level: 48% School-Wide 2+ Years Below Grade Level: 14% School-Wide
2022-23 Midyear Administration of the i-Ready Diagnostic Reading Assessment: Grades 3-5	2021-22 Midyear Administration of the i-Ready Diagnostic Reading Assessment: Grades 3-5 On or Above Grade Level: 42% (Grades 3-5) 2+ Years Below Grade Level: 29% (Grades 3-5)	2022-23 Midyear Administration of the i-Ready Diagnostic Assessment ~ Grades 3-5: On Grade Level: 47% (Grades 3-5) 2+ Years Below Grade Level: 24% (Grades 3-5)
Spring 2022 Administrations of the CAASPP: Mean Score for All Students (Grades 3-5)	Spring 2019 CAASPP Mean Score for ALL STUDENTS (Grades 3-5):	Spring 2022 Administrations of the CAASPP Mean Score ~ ALL STUDENTS:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All Students: -20 Points Below Standards (Yellow)	All Students: -5 Points Below Standard or Higher (Performance Level Change from Yellow to Green)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students would receive the services described below except the support meant for targeted students (Reading Partners individual tutoring and push-in/push-out intervention).

Strategy/Activity

Effective instruction in reading foundations in the lower grades needs to progress towards the explicit teaching of critical thinking strategies, vocabulary development, and in-depth word study in order for our students to meet or exceed standards. Similarly, writing strategies and conventions need to be explicitly taught. Increased attention will be placed on effective instructional strategies during Reader's and Writer's Workshop, especially during mini-lessons and the way they relate to independent work. Small group instruction needs to be increasingly targeted to meet the assessed needs of all students. We will continue to explore ways to help our students make meaningful connections as they develop their critical thinking and communication skills when listening, speaking, reading, and writing.

Our instructional coach is crucial in training teachers to refine instruction, and due to the extra demands placed on DLIP teachers (as well as turn-over rates), much attention needs to be placed on all teachers, especially our newest, and their successful implementation of our academic programs. Our instructional coach leads collaborative planning meetings and is instrumental in providing invaluable professional development. A Mondays will be used more often for grade levels to meet with our specialists and plan instructional units, crucial for the cohesiveness of instruction across each grade level and throughout the school. (The funding necessary to fund the Instructional Coach position is reflected in the Proposed Expenditures under LCAP Goal 1 for Mathematics.) Substitute teachers are also necessary to provide half-day or all-day release time for teachers for the purpose of collaborative planning meetings.

Our 50% library coordinator orders books used to support instruction, including fiction and nonfiction books to be used as read-alouds and leveled books for guided reading. The library coordinator plans with classroom teachers during collaborative planning meetings and consults with our instructional coach when ordering appropriate books to support instruction. For example, we subscribe to the Junior Library Guild in order to receive several new books every month from contemporary authors. We also subscribe to World Book Online for students to access nonfiction articles for the purpose of research and inquiry. Our library coordinator reads to students, asks guiding questions to aid in comprehension, and checks out books and other reading materials to students and teachers. She provides recess and lunchtime opportunities for students to enjoy reading and working on projects in our attractive library. We hope that in the 2022-23 school year, she will be able to schedule a variety of author visits to encourage students to read books written

by contemporary authors (an activity that could not be provided in the 2021-22 school year due to the COVID-19 pandemic).

The SKIES platform provides a versatile way to differentiate instruction and assign independent work using a tiered approach. Teachers can design the independent work while teaching in a workshop model with videotaped lessons, leveled reading books and articles, and tasks to meet the needs of each student. Professional development is included in the subscription, and ongoing coaching is available.

Reading Partners provides individual tutoring to students reading far below grade level. Second grade continues to be the focus so that all students will be able to read by third grade. A secondary focus will be placed on third grade students who need additional support and any students retained in the first grade. We are hoping that Reading Partners tutoring will be paid for with help from the school district.

After-school tutoring through LEARNs was provided in the 2020-21 school year once or twice a week beginning after the winter holidays. The tutoring allowed teachers to provide focused assistance in language arts (in Spanish or English) and/or math to their own students as well as others from their respective grade levels.

LEXIA Core 5 is an effective online platform that provides practice with grade level English language arts skills and beyond, differentiating practice opportunities for our students and filling gaps in learning. Our contract expires at the end of the 2021-22 school year, and we are currently exploring options for a more cost-effective Internet-based ELA program. We use Reading A-Z, paid for by district-level funding (previously paid for by our PTA) and would like to continue using the platform for our students.

Our copier lease is ongoing and serves our students by providing templates, worksheets, homework materials, and other classroom activities.

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

Amount(s)	Source(s)
22,147	LCFF - Supplemental
9,596	Unrestricted

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will benefit from the strategy below.

Strategy/Activity

Funding has been allocated for materials and supplies from Staples to meet our students' needs in the classroom (reported as $10,000 in Goal 1 with the likely need to increase the funds with the use of carryover or other additional funding after the school year begins).

LEXIA Core 5 is an effective online platform that provides practice with grade level English language arts skills and beyond, differentiating practice opportunities for our students and filling gaps in learning. Our contract expires at the end of the 2021-22 school year, and we need to pay for the program before the summer begins.

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

Amount(s)	Source(s)
5,000	Other
9,500	Other

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

PRIOR GOAL: Local measures include three administrations per year of the i-Ready Reading Diagnostic Assessment. Midyear scores will demonstrate a 5% increase in K-5th grade students testing at grade level or above on the midyear administration (Tier 1), resulting in 52% of our students school-wide who would be meeting or exceeding standards. At the same time, there will be an 5% decrease in K-5th grade students testing below grade level, resulting in 20% of our students school-wide at the lowest range (Tier 3).

Based on the results in the current school year as compared to the 2020-21 school year, there has been a 5% decrease in the percentage of K-5th grade students testing on or above grade level on the midyear i-Ready Reading scores. Because the students were taking the test at home, the 2020-21 results may not be accurate representations of the true achievement levels of our students. Many parents were active participants in the education of their children during the COVID school closures, and they may have provided assistance when their children were taking summative exams, especially in the lower grades. Based on these circumstances, a 4% decrease is minimal after the school closures of the 2020-21 school year and the interrupted learning experienced in the 2021-22 school year (when isolation and quarantine have been necessary to mitigate the spread of COVID-19 during in-person instruction).

THE FIRST PART OF THE GOAL WAS NOT MET. Our kindergarten through 5th grade student results indicated that 43% were on or above grade level, according to the 2022 midyear i-Ready Reading Diagnostic (23% above and 20% on grade level). Although relatively minimal given the circumstances brought about by the COVID-19 pandemic, there was a 4% decrease in scores from the 2021 midyear i-Ready Reading Diagnostic (where 47% of our students in grades K-5 were on or above grade level).

THE SECOND PART OF THE GOAL WAS MET. The percentage of K through 5th grade students who tested two or more years below grade level on the 2022 midyear i-Ready Diagnostic exam was 19%, whereas in 2021, the midyear percentage was 24%.

PRIOR GOAL: Students in grades 3-5 will demonstrate a 5% increase or greater on the midyear i-Ready Reading Diagnostic Assessment, resulting in 49% of our 3rd-5th grade students or more meeting or exceeding standards. There will also be a 5% decrease or greater in 3rd-5th grade students testing at the "At Risk for Tier 3 Interventions" (Tier 3), resulting in 28.33% or less at the lowest range.

THE GOAL WAS NOT MET, BUT RESULTS WERE MAINTAINED. Average results for students in grades 3-5 were almost equal to the results for grades K-5 on the midyear i-Ready Reading Diagnostic administration. The percentage of students in grades 3-5 who tested on grade level or above was 42% on the 2021-22 midyear administration, representing a minimal 2% decrease from the midyear results in 2020-21 when 44% of our students tested on or above grade level on the i-Ready Reading Diagnostic Assessment.

THE GOAL WAS ALMOST MET. The results on the midyear iReady Reading Diagnostic Assessment were fairly inconsistent because the exam was not required of all students. Many teachers opted to use the informal reading assessments (DRA2 and EDL2) because of the greater accuracy of individualized testing. Classes with some of our higher performing students in the 5th grade were not tested in the middle of the year, and some students within classes did not take the assessment. If using the most recent scores (the report of which includes the scores from the beginning of the school year for students who did not take the midyear exam), then the average percentage of students two years or more below grade level in grades 3-5 would be 29%. Used as a data point and assuming that students on or above grade level in the beginning of the school year would have maintained that level of progress, 29% was very close to the goal of 28.33% of students with scores two or more years below grade level.

PRIOR GOAL: After a 2-year pause due to COVID-19 school closures and resulting remote instruction, the CAASPP English Language Arts (ELA) Average Distance From Standard for All Students will decrease the baseline of -20 (Yellow) from 2019 by a total of 15 or more (to reach Green) with a stretch goal of 30 or more (to reach Blue), ending at -5 or higher by the end of the 2021-2022 school year.

This goal WILL NOT BE DETERMINED until the SPRING 2022 ADMINISTRATION of the CAASPP. We will know in the summer of 2022 if the goal was met. We will continue to use this goal in the 2022-23 school year to measure the growth in our students.

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

Any supplemental literature subscriptions, such as Junior Library Guild and World Book Online, are paid for with LCAP, Unrestricted, or carry-over money from any source, including Title 1. The payments are typically due at the beginning and middle of a given school year, respectively; therefore we can use the carry-over available to us.

Substitute teachers needed for the purpose of providing teacher release time would be funded via Title 1, LCAP, or unrestricted funds (for collaborative planning and professional development). As funds become available, it may be necessary to increase the allocation for this purpose.

Hourly teacher rates for tutoring or aides for push-in services would be paid for through the LEARNs and/or LADD departments.

Our instructional coach will continue to be paid for with district funding (as stated in LCAP Goal 1 for Mathematics).

Funding for Reading Partners individual tutoring is undetermined at this time. The school district has previously helped to fund this much-needed service, and it is expected that the same would be true in the 2022-23 school year (cost: approximately $10,000 per year per school).

SKIES is a platform that facilitates differentiated instructional elements, including independent work and videotaped lessons provided by classroom teachers, creating an ideal environment for small group instruction. SKIES can be used for all subject matter and is an instrument that makes cross-curricular connections feasible and plentiful. The cost of $1,350 for the 2023-24 school year will most likely be paid via carryover funding (the term of license of May 20, 2022 - May 20, 2023 has been paid for). Because the payments are due in the middle of the school year, LCAP or Title 1 carryover or funding available in other resources, are used to pay the yearly license.

Funding for LEXIA Core 5 will be allocated through LCAP for 2022-23 if the SSC decides to fund the program another 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.

Changes to the goals would depend upon local and ongoing testing of students showing the effectiveness of implementation (midyear i-Ready Math and Reading Diagnostics Assessments, midyear informal reading inventory and teacher analysis of daily reading and writing activities in the classroom). Adjustments can be made according to test results as the initially-identified students gain proficiency and others demonstrate the need for support.

Push-in or pull-out intervention (tutoring) groups would be flexible, and students can be added (or dropped) as progress in standards and attendance are monitored.

Changes to professional development can be made according to teacher feedback provided via personal contact, surveys, and principal/instructional coach observations. This would include any professional development sessions or series of sessions the school site would pay for, according to the availability of funds.

The allocation of funds will be responsive to public policy adopted to slow the spread of the COVID-19 virus and the developing needs of our students.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

CLOSING THE ACHIEVEMENT GAP: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 3

ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS FOR ENGLISH LEARNERS will be based on overall progress made towards English language proficiency on the written domains (reading and writing) as demonstrated by the results of the annually administered ELPAC exam.

THE ENGLISH LEARNER GOAL FOR THE 2022-2023 SCHOOL YEAR: Mastery of written language skills in English (composed of reading and writing domains) present the biggest challenge for our English learners as demonstrated by the scores on the Summative ELPAC administered in the Spring of 2021. Our goal is to affect positive change with an decrease of 5% (and a stretch goal of 10%) in the students scoring at ELPI level 1 coupled with an increase of 5% (and a stretch goal of 10%) in students scoring at ELPI level 4, resulting in 22.27-17.27% scoring at Level 1 and 8.03-13.03% scoring at Level 4 on the Summative ELPAC administered in the Spring of 2022.

OUR FORMATIVE READING GOAL for the 2022-23 school year will focus on the progress of our English learners (ELs) and African American students (AAs). The assessment used will be the midyear iReady Reading Diagnostic exam administered in the Winter of 2023.

The midyear iReady Reading Diagnostic Exam was administered by February 2022, resulting in 42% of ALL STUDENTS in grades 3-5 scoring on or above grade level and 29% scoring two years or more below grade level. The following results for English learners and African American students serve as comparison, and the performance goals for the two subgroups in grades 3-5 will be reported as follows:

- The percentage of ELs in grades 3-5 scoring on grade level or above on the midyear iReady Reading Diagnostic Exam in February 2023 will increase by at least 5% over the 8% who tested on grade level in February 2022, resulting in 13% testing on grade level or above by February 2023. A stretch goal will be the percentage of ELs testing on or above grade level to increase by 10%, resulting in 18% testing within or above grade level range on the iReady Diagnostic Exam administered by February 2023.
- The percentage of ELs in grades 3-5 scoring 2 years or more below grade level will decrease by 5% when compared to the 57% scoring in the lowest range in February 2022, resulting in 52% scoring 2 years below grade level by February 2023. The stretch goal is to reduce the percentage of ELs scoring 2 years or more below grade level by 10%, resulting in 47% scoring in the lowest range on the midyear iReady Reading Diagnostic Exam administered by February 2023.

- The percentage of AAs in grades 3-5 scoring on grade level or above on the midyear iReady Reading Diagnostic Exam in February 2023 will increase by at least 5% over the 41% who tested on grade level in February 2022, resulting in 46% testing on grade level or

above by February 2023. A stretch goal will be the percentage of 3rd-5th grade AAs testing on or above grade level to increase by 10%, resulting in 51% testing within or above grade level range on the iReady Diagnostic Exam administered by February 2023.

- The percentage of AAs in grades 3-5 scoring 2 years or more below grade level will decrease by 5% when compared to the 30% scoring in the lowest range in February 2022, resulting in 25% scoring 2 years below grade level by February 2023. The stretch goal is to reduce the percentage of 3rd-5th grade AAs scoring 2 years or more below grade level by 10%, resulting in 20% scoring in the lowest range on the midyear iReady Reading Diagnostic Exam administered by February 2023.

OUR FORMATIVE MATHEMATICS GOAL for the 2022-23 school year will focus on the progress of our English learners (ELs) and African American students (AAs). The assessment used will be the midyear iReady Math Diagnostic exam administered in the Winter of 2023.

The midyear iReady Math Diagnostic Exam was administered by February 2022, resulting in 34% of ALL STUDENTS in grades 3-5 scoring on or above grade level and 29.67% scoring two years or more below grade level. The following results for English learners and African American students serve as comparison, and the performance goals for the two subgroups in grades 3-5 will be reported as follows:

Performance of English Learners in grades 3-5 in February 2022 on the midyear iReady Diagnostic Math Assessment resulted in 0% above grade level, 4% on grade level, 33% within a year below grade level, and 61% two or more years below grade level. ELs will perform as follows on the same exam in February 2023, reflecting a 5% gain (and a stretch goal of 10%) in 3rd-5th grade English learners scoring on or above grade level, resulting in 9%-14% scoring at the highest tier. There will be an equivalent 5% decrease in EL students in grades 3-5 scoring 2 or more years below grade level (and a stretch goal of 10%), resulting in 56%-51% scoring at the lowest tier.

Performance of African-Americans in grades 3-5 in February 2022 resulted in 5% above grade level, 10% on grade level, 49% within a year below grade level, and 36% two years or more below grade level. African American students will perform as follows on the same exam in February 2023, reflecting a 5% gain (and a stretch goal of 10%) in 3rd-5th grade African Americans scoring on or above grade level, resulting in 19%-25% scoring at the highest tier. There will be an equivalent 5% decrease in AA students in grades 3-5 scoring 2 or more years below grade level (and a stretch goal of 10%), resulting in 31%-26% scoring at the lowest tier.

Identified Need

In order to foster developing minds and prepare our students to be positive contributors in a global society, the ability to read and comprehend what is read on a deep, critical level is paramount as our students learn to make connections across disciplines and apply their knowledge towards solving real-world problems. Equity is key as we consider the learning gaps in our student subgroups and plan to provide the means by which the gaps are closed over time.

The most populous low-scoring group at Jackson is that of our English learners (ELs). Of special concern is their ability to read critically due to limited vocabulary and understanding of the complex language structures one encounters when reading grade level text, especially in grades 3-5.

The African American subgroup at Jackson is of special concern, although far less populous and higher-achieving in comparison to ELs.

Reading ability affects all other subjects including writing, math, social studies, and science due to its fundamental nature and importance in every discipline. Written text is the vehicle with which communication is increasingly achieved in a global society.

Over the years, performance data has consistently shown a significant decrease in the mathematics scores of our students between the 4th and 5th grades. Due to the difficulty level of the 5th grade CA Common Core Math Standards, it would be worthwhile to focus on the performance of our 5th grade students when determining the effectiveness of our instruction in mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 ELPAC Administration	2020-21 ELPAC Administration, Written Language Scores: 27.27% at Level 1 (Lowest Tier) 3.03% at Level 4 (Highest Tier)	2021-2022 Administration of the ELPAC, Written Language scores: A decrease of 5% in EL students scoring at ELPI Level 1 coupled with an increase of 5% in EL students scoring at ELPI Level 4, resulting in 22.27% scoring at Level 1 and 8.03% scoring at Level 4. A stretch goal would be a 10% decrease in EL students scoring at ELPI Level 1 coupled with an increase of 10% in EL students scoring at ELPI Level 4, resulting in 17.27% scoring at Level 1 and 13.03% scoring at Level 4.
2022-23 Midyear Administration of the iReady Reading Diagnostic Exam	2021-22 Midyear Administration of the iReady Reading Diagnostic Exam- Results for English Learners and African American students in grades 3-5: ALL STUDENTS IN GRADES 3-5: 42% on or above grade level; 29% two years+ below grade level 1. ELs in grades 3-5:	2022-23 Midyear Administration of the iReady Reading Diagnostic Exam- Results for English Learners and African American students in grades 3-5: 1. ELs in grades 3-5: 13% on or above grade level; 52% two years + below grade level, with a stretch goal of 18% on or above grade level and 47% two years or more below grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	8% on or above grade level; 57% two years + below grade level 2. AAs in grades 3-5: 41% on or above grade level; 30% two years + below grade level	2. AAs in grades 3-5: 46% on or above grade level; 25% two years + below grade level, with a stretch goal of 51% on or above grade level and 20% two years or more below grade level.
2022-23 Midyear Administration of the iReady Math Diagnostic Exam	2021-22 Midyear Administration of the iReady Math Diagnostic Exam-Results for English Learners and African American students in grades 3-5: ALL STUDENTS IN GRADES 3-5: 34% on or above grade level; 29.67% two years+ below grade level 1. ELs in grades 3-5: 4% on or above grade level; 61% two years + below grade level 2. AAs in grades 3-5: 15% on or above grade level; 36% two years + below grade level	2022-23 Midyear Administration of the iReady Math Diagnostic Exam-Results for English Learners and African American students in grades 3-5: 1. ELs in grades 3-5: 9% on or above grade level; 56% two years + below grade level, with a stretch goal of 14% on or above grade level and 51% two years or more below grade level. 2. AAs in grades 3-5: 20% on or above grade level; 31% two years + below grade level, with a stretch goal of 25% on or above grade level and 26% two years or more below grade level.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners will benefit from professional development for teachers and intervention programs designed to meet their needs in English language development. Other interventions, such as Reading Partners individual tutoring and the Math Power Hour, benefit students from all subgroups, including foster youth. Special education services will continue to address the needs of our students with disabilities. All students benefit from in-class interventions, professional development for teachers, Scholastic Magazines, and online platforms such as LEXIA Core 5.

Strategy/Activity

Professional development is needed for teachers to fully understand the ways to help English learners perform higher on the ELPAC, especially after over a year of remote-only instruction, interrupted learning due to COVID isolation and quarantine protocols, and expected decreases in performance as a result. Effective strategies to teach the necessary skills will be a focus of collaborative planning and individual coaching in the 2022-23 academic year. The Reader's Workshop model must be continuously refined to target students' individual needs and give them multiple opportunities to practice their reading. Our current school-wide focus on Writer's Workshop needs to continue, including increasingly refined implementation of the Writer's Units of Study, goal-oriented mini-lessons, individual writing conferences, and targeted guided writing lessons in small groups.

In order to assist teachers in their capacity to support students, collaborative planning time and classroom visitations among colleagues are needed so that teachers can continuously improve their instructional strategies, resulting in optimum benefits for their students, especially those from under-performing subgroups. Collaborative meetings, individual coaching opportunities for teachers, and professional development will be facilitated mainly by our instructional coach and science teacher, but would include collaboration with other specialists such as our RSP teacher, speech and language specialist, occupational therapist, library coordinator, music teacher, clinical social worker, and garden instructors.

Scholastic Magazines, paid for through the Language Assessment and Development Department, provide high interest reading material and the opportunity to work on specific comprehension skills and vocabulary to develop the oral and written language of our English learners and other students who struggle with reading and reading comprehension.

In the 2021-22 school year, LADD (Language Assessment and Development Department) utilized funding to hire an instructional assistant who provided in-class, push-in support for English learners during the school day. Students are more alert during the morning hours, and this alternate use of funds (as opposed to after-school tutoring for ELs, some of whom would often miss their after school class) was effective in meeting the needs of our long-term English learners (LTELs), in particular.

There is a need for other subgroups to receive after-school tutoring and/or in-class support. One possibility is to extend the hours of our playground aides so that they can support the students that need it most in the classroom. LEARNS has also provided supplemental pay for teachers to tutor their own students (and those within their own grade level). In the 2022-23 School Year, it is recommended to begin this intervention earlier in the school year (rather than in February as was the case in 2022).

Targeted support in math is needed for struggling students of all subgroups. The AAPC Math Power Hour, implemented in the 2019-20 School Year, supported a limited number of students in first and second grade classes and helped them progress in their understanding of math concepts.

Reading Partners will continue to prioritize second grade primarily and third grade as well, but there may be a few fourth and fifth grade students participating in the intervention program, as well as first grade students who have been retained. Funding at this time is uncertain. Supervised by a site coordinator, the organization has had much success in helping struggling students from all subgroups learn the phonics, word recognition, reading comprehension, and vocabulary skills needed to become literate individuals.

LEXIA Core 5 is an Internet-based program used by many of our teachers to support the upward trajectory in English language arts for many of our students, especially during independent work periods. Targeted, individualized per student, and possessing the capacity to track the progress of each, LEXIA provides valuable differentiated support for our students.

The RAZ-Kids Internet-based reading assessment/program and electronic leveled library will continue to be funded by the school district for the students in the Spanish dual language immersion program and English mainstream classes through the 2022-23 school year.

Jackson has a 50% Speech Teacher and a full time RSP teacher. Ongoing collaboration between classroom teachers and our Special Education team is necessary to ensure that students with disabilities have the support they need to continue accessing grade level content, both in the general education classroom and the RSP and Speech centers. A special group of English learners with disabilities, not identified specifically in the CAASPP and ELPAC data, need carefully-selected, targeted interventions.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with special focus on English learners and African American students will benefit from the strategy below.

Strategy/Activity

Collaboration among teachers and individual coaching require substitutes teachers to provide teacher release time. This strategy is very important, but Jackson does not have enough funding to meet the cost in the 2022-23 School Year. We plan on using carryover Title 1 and LCAP money to meet this need and cover the cost of the substitute teachers to allow teachers to meet in grade level teams during two complete days of the 2022-23 School Year.

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

Amount(s)	Source(s)
10,400	Other

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS FOR ENGLISH LEARNERS will be based on overall progress made towards English language proficiency on four domains (listening, speaking, reading, and writing) as demonstrated by the results of the annually administered ELPAC exam. The accountability system within the California Dashboard determines the percentage of students who made enough progress to increase their scores by at least one of six ELPI levels, maintained their previous level, or decreased by at least one ELPI level. Progress is determined by the percentage of students who increased their scores by at least one ELPI level and range from very low to very high progress as follows:

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

PRIOR GOAL ~ THE ENGLISH LEARNER GOAL FOR THE 2021-2022 SCHOOL YEAR: An increase from the baseline of 38.2% progress (in the 2018-19 School Year) to an increase of one ELPI level or more by 45% of our English learners (in the 2021-22 School Year) will result in MEDIUM OVERALL PROGRESS as measured by the ELPAC. A stretch goal would be for 55% of our English learners to progress one ELPI level, resulting in a HIGH level of progress overall by the end of the 2021-2022 School Year.

THE GOAL ABOVE IS NOT DETERMINABLE. ALTHOUGH THE 2021 ELPAC SCORES ARE AVAILABLE, THE CALIFORNIA DASHBOARD HAS NOT RELEASED INFORMATION ABOUT THE PERCENTAGE OF EL STUDENTS WHO INCREASED THEIR SCORES BY ONE OR MORE ELPI LEVELS.

OUR READING GOAL for the 2021-22 school year will focus on the progress of our English learners (ELs) and African American students (AAs). The assessment used will be the iReady Reading diagnostic exam due to the recent cancellations or changes in statewide testing experienced in the last two years.

The midyear iReady Reading Diagnostic Exam was administered by February 5, 2021, resulting in 44% of ALL STUDENTS in grades 3-5 scoring on or above grade level and 33.33% scoring two years or more below grade level. The following results for English learners and African American students serve as comparison, and the performance goals for the two subgroups in grades 3-5 are reported as follows:

PRIOR GOALS:
- The percentage of ELs scoring on grade level or above on the midyear iReady Reading Diagnostic Exam in February 2022 will increase by at least 5% over the 12% who tested on grade level in February 2021, resulting in 17% testing on grade level or above by February 2022. A stretch goal will be the percentage of ELs testing on or above grade

level to increase by 10%, resulting in 22% testing within or above grade level range on the iReady Diagnostic Exam administered by February 2022.

THE GOAL WAS NOT MET. THE PERCENTAGE OF EL STUDENTS IN GRADES 3-5 TESTING ON OR ABOVE GRADE LEVEL ON THE 2022 MIDYEAR I-READY READING DIAGNOSTIC EXAM WAS 8%, REPRESENTING A 4% DECREASE WHEN COMPARED TO THE 2021 MIDYEAR I-READY READING DIAGNOSTIC EXAM.

- The percentage of ELs scoring 2 years or more below grade level will decrease by 5% when compared to the 53% scoring in the lowest range in February 2021, resulting in 48% scoring 2 years below grade level by February 2022. The stretch goal is to reduce the percentage of ELs scoring 2 years or more below grade level by 10%, resulting in 43% scoring in the lowest range on the midyear iReady Reading Diagnostic Exam administered by February 2022.

THE GOAL WAS NOT MET, BUT THE SCORES WERE MAINTAINED STATISTICALLY. ON THE 2022 MIDYEAR I-READY READING DIAGNOSTIC EXAM, 57% OF OUR EL STUDENTS IN GRADES 3-5 SCORED 2 GRADES OR MORE BELOW GRADE LEVEL, REPRESENTING A 4% INCREASE IN THE PERCENTAGE OF EL STUDENTS TESTING 2 GRADE LEVELS OR MORE BELOW GRADE LEVEL WHEN COMPARED WITH THE RESULTS OF THE 2021 MIDYEAR I-READY READING DIAGNOSTIC EXAM.

THE RESULTS OF THE 2022 MIDYEAR I-READY DIAGNOSTIC EXAM INDICATE THAT OUR EL STUDENTS WERE NEGATIVELY AFFECTED BY THE SCHOOL CLOSURES OF THE 2020-21 SCHOOL YEAR, AND MORE TME IS NEEDED TO BRIDGE THE GAP IN THEIR READING ACHIEVEMENT. IN ADDITION, IT IS IMPORTANT TO NOTE THAT NOT ALL TEACHERS ADMINISTERED THE MIDYEAR ASSESSMENT, AND THE SCORES SHOULD BE VIEWED WITH THAT INFORMATION IN MIND. WHEN THE MIDYEAR SCORES WERE NOT AVAILABLE, WE USED BEGINNING-OF-YEAR SCORES TO DETERMINE GRADE-LEVEL PROFICIENCY.

PRIOR GOALS:
- The percentage of AAs scoring on grade level or above on the midyear iReady Reading Diagnostic Exam in February 2022 will increase by at least 5% over the 29% who tested on grade level in February 2021, resulting in 34% testing on grade level or above by February 2022. A stretch goal will be the percentage of AAs testing on or above grade level to increase by 10%, resulting in 39% testing within or above grade level range on the iReady Diagnostic Exam administered by February 2022.

THE STRETCH GOAL WAS SURPASSED WITH 41% OF OUR AFRICAN AMERICAN STUDENTS IN GRADES 3-5 TESTING ON OR ABOVE GRADE LEVEL ON THE 2021-2022 MIDYEAR I-READY READING EXAM. These results were very close to the 42% of all students in grades 3-5 who tested on or above grade level on the Midyear iReady Reading Diagnostic Exam and demonstrate that our African American students are closing the achievement gap.

- The percentage of AAs scoring 2 years or more below grade level will decrease by 5% when compared to the 39.58% scoring in the lowest range in February 2021, resulting in 34.58% scoring 2 years below grade level by February 2022. The stretch goal is to reduce the percentage of AAs scoring 2 years or more below grade level by 10%, resulting in 29.58% scoring in the lowest range on the midyear iReady Reading Diagnostic Exam administered by February 2022.

THE GOAL WAS SURPASSED AND THE STRETCH GOAL WAS ALMOST MET WITH 30% OF OUR AFRICAN AMERICAN STUDENTS IN GRADES 3-5 TESTING 2 OR MORE YEARS BELOW GRADE LEVEL ON THE 2022 MIDYEAR I-READY READING DIAGNOSTIC EXAM. This is significant because 29% of all students tested two years below grade level on the 2022 Midyear iReady Reading Diagnostic Exam. In addition, 30% of our AA students in grades 3-5 tested within one year below grade level; therefore, the results show significant progress towards closing the achievement gap and reducing the number of AA students in need of Tier 3 interventions.

IT IS IMPORTANT TO NOTE THAT NOT ALL TEACHERS ADMINISTERED THE MIDYEAR I-READY READING EXAM. WHEN MIDYEAR SCORES WERE NOT AVAILABLE, WE USED THE BEGINNING-OF-YEAR SCORES. THE SCORES SHOULD BE VIEWED ACCORDINGLY ALONG WITH THE KNOWLEDGE THAT THEY DO NOT ACCOUNT FOR GROWTH WITHIN THE SCHOOL YEAR.

THE 2022 MIDYEAR I-READING READING DATA shows that the African American subgroup has come within 1% of closing the achievement gap in reading achievement when their scores are compared to those of all students at Jackson. Our English learners, however, need more targeted interventions to help them reach grade level standards and close the achievement gap in reading ability.

MATHEMATICS GOAL: The ability to disaggregate data has not been readily provided by the iReady diagnostic exams in the past; in fact, the reading scores reported above were extracted from the data individually. It is unknown if such a feature will be available in the 2021-22 school year. Due to the uncertainty, the math goal for each targeted subgroup (ELS and AAs) will focus on our 5th grade students using the midyear SBAC Math IAB Performance Task (PT). The exam was last administered to our 5th graders in February 2020, and comparisons will be made between these earlier results and the scores on the Performance Task administered in the Winter of 2022.

PRIOR GOAL: The results for All 5th Grade Students demonstrated that 21.05% performed above standard, 56.84% performed near standard, and 22.11% were below standard. The goal for All 5th Grade Students, including subgroups, will demonstrate a 5% flow towards exceeding standards on the February 2022 5th Grade SBAC Math IAB Performance Task, with a stretch goal of 10%, ending in 26.05%-31.05% performing above standard and 17.11%-12.11% performing below standard for All 5th Grade Students. The goals per subgroup, based on February 2020 5th Grade SBAC IAB Performance Task metrics are reported as follows and can be compared to the performance of All 5th Grade Students:

PRIOR GOAL:
 Performance of English Learners in February 2020 resulted in 0% above standard, 38.89% near standard, and 61.11% below standard. ELS will perform as follows in February 2022: 5% above standard and 56.11% below standard on the SBAC IAB PT. The stretch goal will be 10% above standard and 51.11% below standard.

PRIOR GOAL:
 Performance of African-Americans in February 2020 resulted in 20% above standard, 50% near standard, and 30% below standard (however, there were only 10 students tested in this subgroup in February 2020. AAs will perform as follows in February 2022: 25% above standard and 25% below standard on the SBAC IAB PT. The stretch goal will be 30% above standard and 20% below standard.

IN THE 2021-22 SCHOOL YEAR, TEACHERS DID NOT ADMINISTER THE SBAC IAB PERFORMANCE TASK; THEREFORE, IT IS NOT POSSIBLE TO DETERMINE WHETHER OR NOT THE GOALS BASED ON THIS ASSESSMENT WERE MET.

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

The differences in the intended implementation and available funding will be addressed in other sections of the SPSA, specifically, the two prior sections for English Language Arts and Mathematics.

Some proposed expenditures are not reported in this section because they will overlap with that which has been reported in other sections of this SPSA (Mathematics and English Language Arts). The district-funded instructional aide for English learners is not reported, but would be greatly needed in the 2022-23 School Year considering the analysis of our EL midyear iReady reading scores.

Intervention for English learners in English language arts has been funded by the LADD office in the past few years and will most likely continue, hopefully providing push-in intervention. After-school tutoring made available through LEARNs was implemented at the midyear point of the 2021-22 School Year (with the goal of beginning sooner in the 2022-23 School Year). This way, any available school-based funds can be used to provide math intervention for students who demonstrate the greatest needs.

The Reading Partners organization provides effective and needed support in reading instruction for students who are struggling with decoding, fluency, vocabulary, and reading comprehension. The organization provides a well-trained site coordinator who oversees the program and trains volunteers from the community to work with individual students twice a week (45-minute sessions each for a total of 1.5 hours weekly). The curriculum used is sequential in nature and designed to teach fundamental skills needed for success as a reader. Reading Partners has greatly supported our students and has shown much effectiveness in the teaching of reading to students in need of individual support. In 2022-23, it is not clear how Reading Partners will be funded, and the cost per school site is generally $10,000.00.

Funds to pay for substitutes for teacher-release time would need to be determined based on our carry-over money and other funding resources (such as Permits and PEF).

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.

Changes to the goals described above would depend upon local and ongoing testing of students showing the effectiveness of implementation (midyear i-Ready Reading and Math Diagnostic Assessments). Adjustments can be made according to test results as the initially-identified students gain proficiency and others demonstrate the need for support. Intervention would be flexible, and students can be added (or released) as progress towards standards mastery and attendance are monitored. Changes to professional development can be made according to teacher feedback provided via personal contact and surveys. Needed interventions can be added as funds become available.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

SCHOOL SAFETY, CLIMATE AND CULTURE: Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

Goal 4

All students will thrive in a warm and nurturing learning environment that is intellectually, emotionally, socially, and physically safe.

The goal is to maintain a school-wide suspension rate of 0.5% or less for all students, including a suspension rate of 0.5% or less for Socioeconomically Disadvantaged Students, Hispanics, English learners, Students with Disabilities, African-Americans, and White students in the 2022-2023 School Year.

Teachers will rate their students on their social-emotional development on the Spring 2023 administration of the Review 360 Universal Screener. The results will reflect a steady decrease of externalizing behaviors, in particular. Spring 2023 results will be as follows using both externalizing and internalizing rating scales reported as school-wide percentages and compared to the Spring 2022 results:

EXTERNALIZING BEHAVIORS: Not at Risk ~ Green (80%, or 3% gain); On the Radar ~ Yellow (Maintain 11% as students flow out of the red range and into the green range); At Risk ~ Red (9%, or 3% loss)
INTERNALIZING BEHAVIORS: Not at Risk ~ Green (85%, or 3% gain); On the Radar ~ Yellow (Maintain 9% as students flow out of the red range and into the green range); At Risk ~ Red (6%, or 3% loss)

To see a steady improvement in results, the Fall of 2022 Universal Screener will be used as a formative assessment. Please note that the Universal Screener was not administered in the Fall of 2021; therefore, the results will be compared to the Spring 2022 scores and represent an intermediary step between the Spring 2022 and Spring 2023 Universal Screeners.

Identified Need

In tough times such as these when unprecedented measures have been taken to slow the spread of COVID-19, students returned to school in the 2021-2022 School Year with a diverse set of heightened and lingering social-emotional needs. All school staff would benefit from continued professional development to respond appropriately when students display social or emotional issues. Students would benefit from consistent fidelity to our school-wide Behavior RtI Plan, Second Step SEL lessons, and the guidance from a licensed clinical social worker (LCSW). Students in need of Tier 2 and Tier 3 interventions would require either group or individual therapy provided by our LCSW, especially if they do not qualify for individual Pacific Clinics counseling. The support of a counseling intern through the CWA Department has also been valuable in meeting the needs of our students.

While the Review 360 Universal Screener was not administered in the 2020-21 School Year, we resumed its administration district-wide in the Spring of 2022. Now that we have a baseline once again available, we can determine progress from the results. The Spring 2022 results were as follows using both externalizing and internalizing rating scales and reported in percentages of all students:

EXTERNALIZING BEHAVIORS: Not at Risk ~ Green (77%); On the Radar ~ Yellow (11%); At Risk ~ Red (12%)
INTERNALIZING BEHAVIORS: Not at Risk ~ Green (82%); On the Radar ~ Yellow (9%); At Risk ~ Red (9%)

We have substantially more externalizing behaviors among our student enrollment than we do internalizing behaviors. We need to focus our efforts especially on the students who display at risk behaviors in both categories.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-23 Yearly Suspension Rates	2021-22 Suspension Rates, including all students and subgroups: 0%	2022-23 Suspension Rates of all students and subgroups: All Students: Maintain <0.5% SED: Maintain <0.5% Hispanics: Maintain <0.5% English Learners: Maintain <0.5% Students With Disabilities: Maintain <0.5% African-Americans: Maintain <0.5% White Students: Maintain <0.5%
November 2023 Administration of the Review 360 Universal Screener	Spring 2022 Administration of the Review 360 Universal Screener: EXTERNALIZING BEHAVIORS: Not at Risk ~ Green (77%); On the Radar ~ Yellow (11%); At Risk ~ Red (12%)	Fall 2022 Administration of the Review 360 Universal Screener: EXTERNALIZING BEHAVIORS: Not at Risk ~ Green (78%); On the Radar ~ Yellow (11%); At Risk ~ Red (11%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	INTERNALIZING BEHAVIORS: Not at Risk ~ Green (82%); On the Radar ~ Yellow (9%); At Risk ~ Red (9%)	INTERNALIZING BEHAVIORS: Not at Risk ~ Green (83%); On the Radar ~ Yellow (9%); At Risk ~ Red (8%)
Spring 2023 Administration of the Review 360 Universal Screener	Spring 2022 Administration of the Review 360 Universal Screener: EXTERNALIZING BEHAVIORS: Not at Risk ~ Green (77%); On the Radar ~ Yellow (11%); At Risk ~ Red (12%) INTERNALIZING BEHAVIORS: Not at Risk ~ Green (82%); On the Radar ~ Yellow (9%); At Risk ~ Red (9%)	Spring 2023 Administration of the Review 360 Universal Screener: EXTERNALIZING BEHAVIORS: Not at Risk ~ Green (80%); On the Radar ~ Yellow (11%); At Risk ~ Red (9%) INTERNALIZING BEHAVIORS: Not at Risk ~ Green (85%); On the Radar ~ Yellow (9%); At Risk ~ Red (6%)

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students and subgroups will benefit from Tier 1 social-emotional learning strategies. Tier 2 and Tier 3 interventions will be provided for the students who display the need for additional social-emotional support.

Strategy/Activity

Specific interventions will be focused on individual students demonstrating the need for Tier 2 and Tier 3 support. Continued professional development on effective positive behavior support strategies and consistent use among teachers are needed to form the foundation for social-emotional learning (SEL). Teachers need to build strong positive relationships with their students to guide them effectively, understand the root causes of the negative behavior in some students, and utilize strategies that address the root causes. A trauma-informed approach is needed to affect positive changes in individual students and to build a supportive community of learners. Jackson teachers have the option of using two SEL curricula, Second Step and Sanford Harmony, and more consistent use of one or the other will provide effective Tier 1 support for our students.

An effective school-wide and classroom Tier 1 foundation must be supported by Tier 2 strategies for students demonstrating behaviors that are "on the radar." Often, students need more guidance on the playground when interacting with peers in a less structured environment. To keep students

safely engaged in positive interactions, it is crucial to have ample supervision on the playground during recesses, in the pergola or picnic areas, and in the cafeteria at lunchtime. At least two cafeteria and six playground aides are needed for the number of students served as well as strategically-timed recesses that effectively ensure sufficient space on the playground for students to interact and engage in sports and other play activities safely. Morning arrival and afternoon dismissal procedures also account for support from our aides.

A behavior aide is needed to provide peer mediation and classroom support when conflicts arise or when students cannot regulate themselves and cause serious disruptions to the learning environment.

More intensive support will be provided for students who are seriously at risk. We will continue our partnership with Pacific Clinics and CWAS interns to provide individual counseling and family services. We will also utilize the district-wide referral system for students and families in crisis.

The Behavior RTI Team will hold triennial Behavior RtI meetings to identify needs and monitor student social-emotional progress. The team will consist of the Principal, instructional coach, and licensed clinical social worker, as well as other interested members of staff (such as the science teacher or key classroom teacher). The Behavior RTI team will address "at-risk" students who are identified as having social-emotional needs through observation and discipline referrals.

Health supplies are necessary to meet our students' first aid needs and cost approximately $410 per year.

Trimester awards will recognize students who have demonstrated outstanding citizenship and academic achievement or improvement.

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

Amount(s)	Source(s)
410	Unrestricted
18,913	LCFF - Supplemental
28,320	LCFF - Supplemental
9,500	Unrestricted

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by the strategy outlined below.

Strategy/Activity

A licensed clinical social worker (LCSW), an 80% position considering the affordability, is needed to provide professional development and strengthen the instructional core outlining positive school-wide structures in which students function according to established norms. The LCSW will teach social emotional learning lessons in classrooms on a regular basis (depending on the grade level

and the individual schedules of the teachers.) The LCSW will help organize small group sessions for social skills training and other methods of social-emotional support and assist in trained individual support of students demonstrating ongoing or extreme negative behaviors, further teaching "at risk" students to positively interact with peers. The licensed clinical social worker will implement and monitor the school-wide Behavior RtI Plan. ESSER III funds will be used for this purpose.

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

Amount(s)

100,000

Source(s)

Other

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

PRIOR GOAL: ALL STUDENTS WILL THRIVE IN A WARM AND NURTURING SCHOOL ENVIRONMENT THAT IS INTELLECTUALLY, EMOTIONALLY, SOCIALLY, AND PHYSICALLY SAFE.

The goal is to maintain a school-wide suspension rate of under 0.5% for all students, including a suspension rate of 0.5% or less for Socioeconomically Disadvantaged Students, Hispanics, English learners, Students with Disabilities, African-Americans, and White students in the 2021-2022 School Year.

TO DATE, THE GOAL WAS MET. Our suspension rate in the 2021-22 school year has been 0%. As the end of the school year approaches and the possibility of a suspension still exists, it does not seem possible that the rate would surpass 0.5%.

PRIOR GOAL: Our site-based clinical social worker randomly asked 20 students three survey questions in February 2021 to determine the success of our Behavior RtI Plan. The questions were as follows, along with the percentage of students who responded positively:

1. What are the 3 Bs? (20%)
2. Have you received positive praise in the past month? (75%)
3. If someone gets in trouble in class, do you know the consequences? (70%)

The goal in the 2021-22 school year is to improve the positive response rate to 80% for each survey question. This would require a 60%, 5%, and 10% increase, respectively, in the positive responses to questions 1-3, regardless of the number of students participating in the survey.

THE GOAL WAS MET. 80% of our students responded correctly to the first question, and 86.66% responded correctly to the second and third questions. Students know our school rules, and their teachers ensure that they receive positive praise when merited and that they know the consequences for their negative behaviors.

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

Major differences between the budgeted expenditures and the intended implementation of our plan to support a positive school-wide climate and optimum student engagement in learning depend upon the changing school-wide landscape in the face of the COVID-19 pandemic.

Other difficulties involve increasing costs to fund each position, including our clinical social worker, behavior aide, and playground aides.

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.

Changes will depend on the monitored effectiveness of the plan and on the students displaying the greatest needs, determined by the beginning- and middle-of-year Response to Intervention (RtI) Survey and daily observations of student interactions both in the classroom and on the playground and cafeteria. Data-analysis and effective communication among staff are crucial in identifying areas of need, and flexibility is key in providing support as situations arise.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

ATTENDANCE, CHRONIC ABSENTEEISM, AND DROP-OUT RATE: Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

Goal 5

Jackson Magnet will maintain a 95% average daily attendance rate in the 2022-23 School Year, representing an increase of 1.56% when compared to the 2021-22 School Year. Monthly attendance rates will demonstrate steady averages of 95% or greater as the school year progresses.

Excessive Absenteeism for all students will decline by 10% in the 2022-23 School Year, resulting in 19.06% or less.

Identified Need

The 2020-21 school year saw a significant rise in the average annual daily attendance attendance rate of 1.54% when compared to the annual average daily attendance rate of 2019-20. Despite the challenges of remote instruction, technological equity issues among families, and the rising cases of COVID-19 in the general community, the annual rate in 2020-21 exceeded the goal of 97% and was documented in Aeries to be 97.74% for the first 8 months of the 2020-21 school year.

In stark contrast, the 2021-22 school year, with its necessary COVID protocols, isolations, and quarantine periods, (and widespread concern among the community) saw a dramatic decline in its annual average daily attendance rate, decreasing by 4.3% when compared to the 2020-21 school year and resulting in a cumulative attendance rate of 93.44% in the first 8 months of school. Many parents kept their children home when they exhibited any symptoms of COVID out of respect for the school and district protocols to curb the spread of COVID-19. In years past, a runny nose and a slight cough (without fever) would not have signaled to parents to keep their children home, but the heightened vigilance during the pandemic affected the attendance rate of our students.

ADA credit for short-term independent study helped increase the monthly averages somewhat, but not all of our students submitted work after their respective isolation or quarantine periods. Office staff consistently communicated with families, but the pandemic, and especially the Omicron variant, infected a large number of children and their families and negatively affected the attendance of many of our students, including close contacts.

The average annual excessive absenteeism rate tor 2021-22 was 29.06% in the first 8 months of the school year for which data was available, representing an increase of 21.5% in excessive absentee averages in the 2021-22 School Year (August through April 26, 2022) when compared to the 2020-21 School Year. More support is needed at our school site to communicate consistently with the families of students who demonstrate excessive absences, many of which were not related necessarily to the COVID-19 pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-23 Yearly Average Daily Attendance Rate	2021-22 Yearly Average Daily Attendance Rate (August 2021 through April 2022): 93.44% Attendance Rate for First 8 Months of the 2021-22 School Year	2022-2023 Yearly Average Daily Attendance Rate of 95%
2022-23 Monthly Average Daily Attendance Rates	2021-22 Monthly Average Daily Attendance Rates (first 8 months): Month 1: 94.38% Month 2: 95.20% Month 3: 94.31% Month 4: 94.93% Month 5: 94.27% Month 6: 86.82% Month 7: 93.98% Month 8: 93.68	2022-23 Monthly Average Daily Attendance Rates (first 8 months): Monthly attendance rates will demonstrate steady averages of 95% or greater as the school year progresses.
2022-23 Average Excessive Absenteeism Rate for All Students	2021-22 Chronic Absenteeism Rate for All Students: 29.06%	2022-23 Excessive Absenteeism Rate for All Students: All Students: Decrease of 10% (from 2021-22), resulting in a yearly chronic absenteeism rate of 19.06%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students will be served by the following interventions.

Strategy/Activity

The importance of average daily attendance will continue to be communicated to parents through meetings and parent education, parent groups, special events, and periodic email and phone blasts. It is important to begin promoting excellent attendance from the very beginning of the school year.

Each teacher will implement incentives in the classroom to improve individual class rates of attendance.

In order to increase our annual average daily attendance rate to 95% or greater, we will hold friendly school-wide competitions between our students as incentives.

Perfect attendance awards will be given to students who demonstrate outstanding attendance, as appropriate.

The pop-up "most improved attendance" awards assembly that the CWAS Department implemented in November of 2019 at Jackson was a validation of individual efforts on the part of identified students and parents to improve attendance. A similar event in November 2022 may be effective in curtailing the decreases in average daily attendance typically occurring in December each year (and documented by prior data). Twice a year would be more effective, and the involvement on the part of school district officials and members of the community reinforce the efforts at the school site.

The school district will continue to communicate to our school site the list of excessively absent students each month, enabling our office staff to contact families.

Consistent use of the SART process is needed to discourage chronic (excessive) absenteeism. More support is needed at the school site to monitor the average daily attendance of excessively absent students and to schedule frequent SART meetings in order to prevent the need for SARB meetings. Monitoring and responding to chronic absenteeism demands a great deal of time and persistence. A community assistant would greatly help to ensure that the practice is used fairly and regularly, supporting our attendance clerk to make sure that the SART meetings are happening on a regular basis. (The funding for a community assistant was added to Goal 6: Parent and Community Engagement.)

It is crucial for a school with over 600 students to have an 8-hour attendance clerk, but currently, the position is a 6-hour one. The school site has regularly paid for 2 additional hours, ensuring that the Clerk/Typist position is an 8-hour per day monthly position.

Creating a positive, nurturing, and trusting school-wide climate for learning is essential to instill in students a desire to come to school every day. Our clinical social worker, working alongside CWAS interns and Jackson Magnet staff, would be able to intervene in special cases where social-emotional concerns are interfering with school attendance. (The funding for a clinical social worker was added to Goal 6: Parent and Community Engagement.)

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

Amount(s)	Source(s)
16,592	Unrestricted

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

PRIOR GOAL: Jackson Magnet will maintain a 97% average daily attendance rate in the 2021-22 School Year.

THE GOAL WAS NOT MET. The 2021-22 school year saw COVID cases among students and staff with resulting isolation and quarantine protocols to follow. We typically strive for a 97% average attendance rate every year, but the goal proved to be unrealistic during a pandemic. Although we offered independent study for our students, we were not able to give the attendance credit to all of our students because some of them did not turn in their assignments. The cumulative average attendance rate for months 1-8, was a very uncharacteristic 93.44%. The month of January saw a surge in Omicron-fueled cases and a significant decrease in our attendance, negatively skewing our totals with a monthly average of 86.81%.

PRIOR GOAL: Chronic Absenteeism for all students will drop to 5% or less.

THE GOAL WAS NOT MET. The average annual excessive absenteeism rate tor 2021-22 was 29.06% in the first 8 months of the school year for which data was available, representing an increase of 21.5% in excessive absentee averages in the 2021-22 School Year (August 12 through April 26, 2022) when compared to the 2020-21 School Year. Chronic Absenteeism is a direct result of the pandemic and the heightened concern among parents surrounding it.

PRIOR GOAL: All subgroups will decrease the rate of Chronic Absenteeism needed per subgroup, either a decrease of 5% or more or the percentage needed to result in a Chronic Absenteeism yearly average of 5% or less (whichever is less).

Subgroup data is not available; therefore the second part of the goal for Chronic Absenteeism is not determinable.

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

Our attendance clerk is an 8-hour position due to additional funding provided by the school site. The school district provides a 75% attendance clerk to all school sites. An elementary school of over 600 students needs special consideration and the provision of a 100% attendance clerk to serve all students and to implement the strategies outlined in this section to ensure equity in school attendance and educational opportunity.

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.

As updated monthly average daily attendance data continues to become available and more recent excessive absenteeism data is made known, we will determine the outcomes of our interventions, especially as they relate to the attendance rates of our subgroups. Changes to strategies and activities will be made according to the data. Decisions can be made to continue a strategy, adapt a strategy, or add or discontinue a practice based on documented effectiveness.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

PARENT AND COMMUNITY ENGAGEMENT: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Goal 6

1. Parent engagement focused on the needs of English learners at English Language Advisory Committee (ELAC) meetings is instrumental in the academic and social-emotional success of EL students. Our goal is to continue to attract more participants, especially parents and members of the community, to our monthly ELAC meetings. We will track attendance monthly to determine the success of our strategies to maintain the goal of 13 average participants as the school year progresses.

OUR GOAL IS TO ELEVATE THE AVERAGE NUMBER OF PARTICIPANTS BY AT LEAST 2.83 ATTENDEES AT THE MONTHLY ELAC MEETINGS, INCREASING THE ANNUAL AVERAGE OF 10.167 PARTICIPANTS IN 2021-22 TO AN ANNUAL AVERAGE OF 13 INDIVIDUALS IN THE 2022-23 SCHOOL YEAR.

2. Enrollment in Parent Portal among our parents decreased by 6.95% in the 2021-22 School year, and more participation is needed to optimize two-way communication between the school and the home regarding attendance, grades, and academic assessment results.

OUR GOAL IS TO INCREASE THE PARENT PARTICIPATION RATE OF 66.45% IN ACTIVE PARENT PORTAL ACCOUNTS AS OF MARCH 25, 2022 BY AT LEAST 5.55%, RESULTING IN A PARTICIPATION RATE OF 72% OR MORE BY MARCH 31, 2023.

A. FORMATIVE GOAL: TO INCREASE THE PARENT PARTICIPATION RATE OF 65.2% IN ACTIVE PARENT PORTAL ACCOUNTS AS OF OCTOBER 27, 2021 BY AT LEAST 3.8%, RESULTING IN A PARTICIPATION RATE OF 69% OR MORE BY OCTOBER 31, 2022.

Identified Need

Increased participation at stakeholder groups is essential for parents to understand the needs of their children as well as the resources available to meet their needs. English learners and students with disabilities (including ELs with disabilities) are the subgroups with the greatest academic needs. In order to better serve the children in these subgroups, it is essential to engage their parents in school activities and informational gatherings such as the monthly ELAC meetings.

Parent Portal allows parents to check their children's attendance as well as their grades and achievement test results, resulting in optimum two-way communication between parents and classroom teachers. Keeping parents well-informed in a timely manner of the average daily attendance for their children and of grades to date would result in appropriate supports put in place according to student needs (both at school and at home). When parents and school personnel work together toward the same goals, students are optimally benefited by the consistent communication of the expectations for school performance.

Parent Portal accounts, in addition to the benefits they offer as described above, help to fill the need for increased average daily attendance when parents inform school officials of errors in the reporting of attendance for their children, resulting in a positive change (often, substitute teachers mark students absent who arrive at school tardy). We need to continue the effort to encourage parents to create and use their own Parent Portal accounts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-23 Virtual Sign-In Sheets or Electronic Google Meet Attendance Reports at English Learner Advisory Committee (ELAC) Meetings	2021-22 Yearly Average Attendance at ELAC Meetings (virtual and in-person): 10.167 Parents or Members of the Community	2022-2023 Average Attendance at Monthly ELAC Meetings: Goal: Average increase of at least 2.83 attendees average across 8 reported months, resulting in 13 participants or more
2022-23 Virtual Sign-In Sheets or Electronic Google Meet Attendance Reports at Monthly English Learner Advisory Committee (ELAC) Meetings	2021-22 Monthly Attendance at ELAC Meetings: September 2020: Not scheduled October 2020: 9 attendees November 2020: 16 attendees December 2020: Not scheduled January 2021: 11 attendees February 2021: 11 attendees March 2021: 7 attendees April 2021: 7 attendees	Monthly ELAC attendance sheets will demonstrate average participation of 13 attendees or more at as the school year progresses. Goal: Average increase of at least 2.83 attendees average across 8 reported months, resulting in 13 participants or more
2022-23 Percentage of Students with One Parent having Access to Aries Parent Portal	2021-22 Percentage of Students with Parents Enrolled in the Parent Portal System: As of October 27, 2021: 65.2%	2022-2023 Percentage of Students with Parents Enrolled in the Parent Portal System: As of October 31, 2022: Increase of at least 3.8%, resulting in 69% or more
2022-23 Percentage of Students with One Parent having Access to Aries Parent Portal	2021-22 Percentage of Students with Parents Enrolled in the Parent Portal System: As of March 25, 2022: 66.45%	2022-2023 Percentage of Students with Parents Enrolled in the Parent Portal System: As of March 31, 2023: Increase of at least 5.55%, resulting in 72% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

The parents of all students will benefit from parent education classes and enrollment in the Parent Portal system. English learners will benefit from their parents' involvement in ELAC meetings.

Strategy/Activity

To involve the parents of one of the student populations most at risk, English learners, an incentive to take a first step in school participation is needed. Incentives given to their children such as homework passes, ice cream scoops, certificates to restaurants, pizza parties, popcorn and a movie, and extra recesses would be promoted by the most important and influential people in the lives of our parents: their children. Many of these incentives were difficult to offer in the 2021-22 school year, but increased attention is needed in this area despite the meeting format. In addition to incentives, and very effective in attracting parents to our monthly meetings, listening to the voices of EL parents and offering the information and support they desire would encourage their continued and heightened participation.

Continued efforts are needed to help parents establish Parent Portal accounts and learn how to use them to increase communication between home and school and have access to their children's data. An effort in the 2022-2023 School Year on the part of school personnel to offer assistance at different times right before report cards are posted would provide the incentive, support, and flexibility to parents who have not activated Parent Portal accounts. We can have parents create Parent Portal accounts upon registration so new parents will have them from the start. Increased effort and communication at the beginning of the school year would also encourage existing parents to open new or reactivate existing accounts.

Title 1 funding earmarked for parent involvement will be used to provide snacks at parent education classes and stakeholder meetings as well as incentives for the parents of English learners to participate in ELAC meetings. In general, the parent involvement money would be used to increase parent engagement among all underserved families.

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

Amount(s)	Source(s)
1,744	Title I Part A: Parent Involvement

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students and their families would benefit from the strategy below, especially our underserved populations.

Strategy/Activity

Considering the amount of personal contact necessary to reach, communicate with, and benefit our most underserved families, Jackson Magnet is in great need of a 5-hour community assistant to support our parent involvement goals as well as meet the previously unforeseen needs among our families, especially those from traditionally underserved populations who qualify for free/reduced meals. Funding to pay for a community assistant may come from school district funds. Otherwise, a combination of carryover Title 1 or LCAP funds and money raised by our parents in our Annual Fund can be used for this purpose.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	Other

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

1. Parent engagement focused on the needs of English learners at English Language Advisory Committee (ELAC) meetings is instrumental in the academic and social-emotional success of EL students.

PRIOR GOAL: OUR GOAL IN THE 2021-2022 SCHOOL YEAR IS TO INCREASE THE AVERAGE NUMBER OF PARTICIPANTS BY AT LEAST 57.69% (3.75 ATTENDEES) AT THE MONTHLY ELAC MEETINGS, INCREASING THE AVERAGE OF 6.25 INDIVIDUALS IN THE 2020-21 SCHOOL YEAR TO 10 PARTICIPANTS OR MORE IN THE 2021-2022 SCHOOL YEAR.

THE GOAL WAS MET. On a monthly basis, Jackson Magnet's meetings averaged 10.167 participants overall throughout the 2021-22 School Year. After analyzing the months of greatest participation (November, January, and February), it would appear that the topic of discussion was important to the ELAC members and the greatest determining factor for a higher turn out. November was one of only two in-person meetings held the 2021-22 School Year. The other was held in April and was not well-attended; therefore, the setting alone was not solely responsible for attracting parents. In November, the month of highest attendance, the updates and discussions related to COVID-19 protocol proved to be of great interest to our parents. In January, Young and Healthy was invited to speak about the tax preparation assistance available to qualifying parents through the organization. In February, we gave awards to the students who had been reclassified

throughout the school year. The parents appreciated joining virtually and witnessing their children receive a trophy and certificate.

In the 2022-23 School Year, it would appear that understanding the interests of our English learner parent community would allow us to schedule presentations, in addition to the state-required topics, that would attract more parents to our monthly meetings.

2. Efforts to increase enrollment in Parent Portal have been successful in the 2019-20 and 2020-21 school years, but more participation is needed to optimize two-way communication regarding attendance, grades, and academic assessment results between the school and the home.

PRIOR GOAL: OUR GOAL IS TO INCREASE THE PARENT PARTICIPATION RATE OF 73.4% IN PARENT PORTAL ACCOUNTS AS OF APRIL 30, 2021 BY 6.6%, RESULTING IN A PARTICIPATION RATE OF 80% BY APRIL 30, 2022.

THE GOAL WAS NOT MET. The percentage of active Parent Portal accounts decreased by 6.95% in the 2021-22 School Year, resulting in 66.45% of our students having at least one parent with an active Parent Portal account. For the sake of equity, the ITS Department printed and sent student report cards home by mail. Although very important to ensure that all parents are aware of their children's progress in school, online report cards provided a strong incentive for parents to open a Parent Portal account.

The turn-over in our office staff also heavily impacted our ability to focus on this goal. We welcomed a new attendance clerk and interim office manager in the Autumn of 2021, and they have been efficient and very supportive to our students, teachers, parents, and staff. In the midst of the labor intensive protocols involving COVID-19, however, there were other items that were prioritized, and both members of our office staff were learning as they performed their duties. Parent Portal was not a priority in the 2021-22 School Year.

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

Title 1 Parent Involvement funding would pay for refreshments at parent meetings and training sessions as well as any other method for supporting parent involvement at a variety of events. Any additional money needed for food, or paper for flyers, will be supplemented by School Site Title 1 funding and our PTA.

A community assistant would greatly support school staff and parents in promoting events, parent education offerings, participation in ELAC and other stakeholder group meetings, and Parent Portal accounts. Although not added to the SPSA budget, the ability to pay for this position would go a long way in supporting our parent population, answering their questions, inviting them personally to ELAC meetings and other events on campus, and understanding the importance of 2-way communication that a Parent Portal account would provide.

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.

Changes to the goal would be made according to the availability of trainers, unanticipated costs, the changing landscape amid the COVID-19 pandemic, and the shifting needs and interests of our parents.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

SCIENCE (SITE-SELECTED): Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 7

5th grade students took the California Science Test for the first time in May 2019. Due to the COVID-19 pandemic, the CAST was not administered in the Spring of 2020, nor did students take it in the Spring of 2021. An assessment of much of the science standards students have learned throughout their elementary education, the CAST provides culminating data of spiraling standards, particularly from the 3rd through the 5th grades. The 2019 administration established a baseline from which subsequent goals each year can be determined.

All 5th Grade Students who take the Spring 2022 CAST will increase the percentage of 17.08% meeting or exceeding standards on the 2019 CAST by 17.92%, with a stretch goal of increasing by 22.92%, resulting in 35% through 40% of students meeting or exceeding standards on the Spring 2022 CAST administration.

All 5th Grade Students who take the Spring 2022 CAST will decrease the percentage of 43.90% not meeting standards on the 2019 CAST by 15.90%, with a stretch goal of decreasing by 20.90%, resulting in 28% through 23% of students not meeting standards on the Spring 2022 CAST administration.

Because the CAST will be administered at the end of the 2021-2022 School Year, with results not known until the Fall of 2022, an interim assessment is necessary in order to make a comparison. The 5th grade students typically take a district-wide science benchmark exam in the Fall and the Winter or Spring of a given school year, the results of which can be used to determine a goal for the Fall 2022 and Winter or Spring 2023 administrations. The interim goal for 5th grade students in the 2022-2023 School Year will be measured against Fall 2021 and Winter 2022 results as follows:

The 5th grade students will increase the mean score of 49% on the 2021 Fall Science Benchmark by at least 5 percentage points, resulting in a 54% average or higher on the 2021 Fall Science Benchmark.

The 5th grade students will increase the mean score of 59.67% by at least 5.33%, resulting in an average score of 65% or higher on the Winter or Spring Science Benchmark assessment taken in the 2022-23 School Year.

Identified Need

Science instruction needs to focus strategically on standards so that the 5th grade students will have the knowledge and experience to meet or exceed standards on the 2022 CA Science Test (CAST). Hands-on science activities will be followed by STEMScopes lessons that strengthen the initial understanding of grade level content for all students and prepare them to apply their scientific

knowledge to engineering challenges and help them develop keen problem-solving skills. Research skills that extend their knowledge and require students to make claims and provide evidence supporting their claims will further deepen their critical thinking skills and augment their understanding of how science affects everyday life.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2022 Fifth Grade CA Science Test (CAST)	The Spring 2019 CA Science Test (CAST) Administration established a baseline upon which to determine subsequent goals. Percentage of 5th Grade Students Meeting and Exceeding Standards: 17.08% Percentage of 5th Grade Students Not Meeting Standards: 43.90%	Spring 2022 Administration of the CAST: Percentage of 5th Grade Students Meeting or Exceeding Standards and Reduction of those Not Meeting Standards: Increase by at least 17.92%, resulting in 35% or more of students meeting or exceeding standards. A stretch goal would be to increase by 22.92%, resulting in 40% of students meeting standards. Decrease by at least 15.90%, resulting in 28% or less of students not meeting standards. A stretch goal would be to decrease by 20.9%, resulting in 23% of students not meeting standards.
Fall 2022 5th Grade Science Benchmark	Fall 2021 5th Grade Science Benchmark: Mean Score: 49%	Fall 2022 5th Grade Science Benchmarks: Mean Score: 54% or higher
Spring 2023 5th Grade Science Benchmark	Spring 2022 5th Grade Science Benchmark: Mean Score: 59.67%	Midyear (Winter or Spring) 5th Grade Science Benchmark: Mean Score: 65% or higher

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by the following strategies. English learners, socioeconomically disadvantaged students, and other subgroups will benefit from the hands-on learning experiences and the opportunities for academic dialogue when working in collaboration to investigate scientific principles and complete engineering challenges.

Strategy/Activity

Jackson has a dedicated science teacher who works with teachers and provides ongoing PD on the implementation of the Next Generation Science Standards (NGSS) in the regular classroom. Professional development will take into account the STEM Lab and the advantages of having a science teacher who can provide real-life explorations for our students that help them connect the concepts they are learning to important applications in the world around them. Students begin to understand that science is not only fun, but that it is a vibrant, ever-changing discipline that depends on people to take risks and build on prior knowledge (and that in this way, our collective knowledge is continuously growing). Infusing science knowledge into other subjects, such as math, language arts, and fine arts help students understand the synergy between all fields.

Professional development will include A Monday presentations and workshops, individual coaching, and time for teacher collaboration to carefully craft a cohesive instructional program across individual grade levels as well as vertically from one grade to another. Through collaborative grade level planning, we systematically have embedded science, technology, and engineering into the math, reading, and writing units of study, but the process must be continuous in order for ideas to be refined and include input from all teachers and key members of staff, as well.

Teacher collaboration time is essential for grade level teams to augment science-infused lessons in creative ways and offer instruction that is challenging, relevant, and motivational for our students. There is currently a limited budget allocated for substitute teachers to provide classroom teacher release time and enable collaborative planning meetings and coaching sessions. We will, therefore, be strategically using A Mondays to provide time for teacher collaboration and planning. (The expense of $12,000 for substitute teachers was included in the Closing the Gap section, but carryover money needs to be utilized because there are not enough funds available in our total allocation for the 2022-23 School Year).

Our Annual Fund has set aside $10,000 for a "Scientist in Residence" to provide coaching and consultation to our instructional staff so that we can infuse more varied hands-on experiences for our students and expose them to the most up-to-date discoveries related to the grade level standards they are working on. The "Scientist in Residence" can be a person or an organization, and the Annual Fund Committee will be identifying the direction we would like to take to offer our students another avenue to critical thinking through the STEM fields.

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

Amount(s)	Source(s)
113,000	District Funded

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

PRIOR GOAL: 5th grade students took the California Science Test for the first time in May 2019. An assessment of much of the science standards students have learned throughout their elementary education, the CAST provides culminating data of spiraling standards, particularly from the 3rd through the 5th grades. The 2019 administration established a baseline from which subsequent goals each year can be determined. Due to the COVID-19 pandemic and subsequent school closures, the administration of the CAST was cancelled in the Spring of 2020 and 2021. The goal previously set for the 2020 CAST administration will be carried over to the Spring of 2022:

All 5th Grade Students who take the Spring 2022 CAST will increase the percentage of 17.08% meeting or exceeding standards on the 2019 CAST by 17.92%, with a stretch goal of increasing by 22.92%, resulting in 35% through 40% of students meeting or exceeding standards on the Spring 2022 CAST administration.

All 5th Grade Students who take the Spring 2022 CAST will decrease the percentage of 43.90% not meeting standards on the 2019 CAST by 15.90%, with a stretch goal of decreasing by 20.90%, resulting in 28% through 23% of students not meeting standards on the Spring 2022 CAST administration.

PROGRESS TOWARDS THE GOALS WILL BE DETERMINED IN THE AUTUMN OF 2022 WHEN THE RESULTS OF THE CAST WILL BE RELEASED.

PRIOR GOAL: Because the CAST will not be administered by the end of the 2020-2021 School Year, an interim assessment is necessary in order to make a comparison. The 5th grade students took a district-wide science benchmark exam in the Fall of 2019, the results of which can be used to determine a goal for the Fall 2021 administration. Fifth grade students did not take the science benchmark assessment in the Fall of 2020 due to the COVID-19 pandemic and subsequent school closures requiring 100% remote instruction. The interim goal for 5th grade students in the 2021-2022 School Year will be as follows:

The 5th grade students will increase the mean score of 47.8% on the 2019 Fall Science Benchmark by at least 12.2 percentage points, resulting in a 60% average or higher on the 2021 Fall Science Benchmark and will maintain an average score of 60% or higher on the Winter Science Benchmark assessment taken in the 2021-22 School Year.

THE AUTUMN GOAL WAS NOT MET, BUT THE SCORES WERE STATISTICALLY MAINTAINED. The mean score of the 5th grade students on the 2021 Fall Science Benchmark was 49%. Although representing an increase in scores, the results were not statistically significant and did not meet the growth goal of 60%. It is interesting to note that the 5th grade students did not take a Winter 2022 assessment. They did, however, take a Spring Science Benchmark in March 2022. The average score, much higher than the average Fall 2021 Score, was 59.67% and only 0.33% from meeting the goal originally set for the Winter of 2022.

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

As money becomes available, we will be able to allocate funds for classroom teacher release time to continue collaborative planning efforts to ensure cohesiveness among instruction across each grade level and vertically throughout the school.

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.

Changes to the goal would depend upon local and ongoing testing of students demonstrating the effectiveness of implementation. Adjustments can be made according to test results as more difficult concepts are proactively pre-taught and others are revisited according to student needs. Changes to professional development can be made according to teacher feedback provided via personal contact, surveys, and principal/instructional coach observations.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # N/A

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

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

Briefly 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.

LCAP Goal # N/A

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

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

Briefly 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.

LCAP Goal # N/A

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$99120
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$99120
Other State/Local Funds provided to the school	$69475

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)
Title I	$97376
Title I Part A: Parent Involvement	$1744

Subtotal of additional federal funds included for this school: $99,120

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

State or Local Programs Funding Sources	Allocation ($)
LCFF - Supplemental and Concentration (S/C)	$69475

Subtotal of state or local funds included for this school: $69,475

Total of federal, state, and/or local funds available for this school: $168,595

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I Part A: Allocation	97376	0.00
Title I Part A: Parent Involvement	1744	0.00
LCFF - Supplemental	69475	95.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	213,000.00
LCFF - Supplemental	69,380.00
Other	148,140.00
Title I Part A: Allocation	97,376.00
Title I Part A: Parent Involvement	1,744.00
Unrestricted	41,098.00

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

N/A Secondary Students

Name of Members	Role
Debbie Ayala	Classroom Teacher
Sandra Banuelos	Other School Staff
Lissett Barron	Classroom Teacher
Janneke VerHoeven Briggs	Classroom Teacher
Rita Exposito	Principal
Emily Morrill	Parent or Community Member
Marcy Ramirez	Parent or Community Member
Monique Sims	Parent or Community Member
Neil Tyler	Parent or Community Member
Catherine Zlab	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
Alma Granvoc	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 12, 2022.

Attested:

Signature	
Rita Exposito	Principal, Rita Exposito on May 12, 2022
Monique Sims	SSC Chairperson, Monique Sims on May 12, 2022

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that 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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

         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; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

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

2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019

School Name: Jackson STEM Dual Language Magnet Academy
Date: Thursday, May 12, 2022
Location: Remote Location
Time: 2:45 p.m.

Agenda Items

	Items	
I.	Call to Order: Monique Sims	
II.	Public Comment	
III.	Business Items	
	Review of 4/28/22 Minutes: Catherine Zlab	
	Updates from 5/02/22 DAC Meeting	No DAC meeting in May.
	Review and Discussion of Each Remaining SPSA Planned Improvement Section	Closing the Gap
		Parent and Community Engagement
		Science (Site Selected)
	Overview of Spending Priorities ⊞ **2022-23 Expenditures Per Funding Resour...**	
IV.	Adjournment	

NOTES:

School Site Council Agenda: Template

School Name: Jackson STEM Dual Language Magnet Academy
Date: Thursday, April 28, 2022
Location: Remote Location
Time: 2:45 p.m.

Agenda Items

	Items	
I.	Call to Order: Monique Sims	
II.	Public Comment	
III.	Business Items	
	Review of 3/24/22 Minutes: Catherine Zlab	
	Updates from 4/11/22 DAC Meeting	No DAC meeting in April.
	<u>ELAC Recommendations to the SSC for the 2022-23 School Year</u>	❖ Continue providing opportunities for after-school tutoring. ❖ Provide additional opportunities for math support. ❖ Provide additional support through intervention teachers. ❖ Create and fund a continuous incentive program to motivate students.
	<u>Review of SPSA Organization of Planned Improvements</u>	❖ Seven planned improvements in the following areas: ➢ Mathematics ➢ English Language Arts ➢ Closing the Gap ➢ School Safety, Climate, and Culture ➢ Attendance and Chronic Absenteeism ➢ Parent and Community Engagement ➢ Site Selected: Science
	<u>Review of Each Planned Improvement Section</u>	❖ District Level LCAP Goal ❖ Site Goal(s) ❖ Identified Need ❖ Annual Measurable Outcomes ❖ Strategies/Activities ❖ Proposed Expenditures ❖ Analysis
	<u>Review and Discussion of Planned Improvements</u>	Mathematics
		English Language Arts
		School Safety, Climate, and Culture
		Attendance and Chronic Absenteeism

IV.	Adjournment	
		Next Meeting: Thursday, May 12, 2022: We will finish discussing the school improvement sections of the 2022-23 School Plan for Student Achievement.

PASADENA UNIFIED SCHOOL DISTRICT
Jackson STEM Dual Language Magnet Academy
SCHOOL COMPACT
2021-2022

Staff
As a Pasadena Unified School District teacher/administrator I will:

- Teach classes through interesting and challenging lessons that promote student achievement, engagement and mastery of grade level standards.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Encourage parent involvement in school activities.
- Enforce rules equitably and provide a safe, orderly and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning.
- Support the formation of partnerships with families and the community.
- Participate in collaborative decision making with other school staff and families for the benefit of students.
- Respect the school, students, staff and families.

_____

Teacher Signature/Date Principal Signature/Date Superintendent Signature/Date

Student
I agree to carry out the following responsibilities:

- Come to school ready to learn, work hard and engage in my own learning.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and playing of video games and instead study or read after school.
- Respect the school, classmates, staff and families.

_____

Student Signature/Date Grade

Family/Parent
I agree to carry out the following responsibilities:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Support the school's discipline and dress codes.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences, Open House and Back to School Night.
- Communicate the importance of education and learning to my child.
- Respect the school, staff and families.

_____

Parent Signature/Date

DISTRITO ESCOLAR UNIFICADO DE PASADENA
Jackson STEM Dual Language Magnet Academy
ACUERDO DE ESCUELA ELEMENTAL
2021-2022

MAESTROS:
Como maestro de Distrito Escolar unificado de Pasadena yo:
- Enseñaré lecciones interesantes y desafiantes, promoviendo el logro académico del estudiante, el compromiso y la maestría de los estándares del nivel de grado.
- Intentaré motivar a mis estudiantes a aprender.
- Tendré altas expectativas y ayudar a cada estudiante a desarrollar el amor al aprendizaje.
- Me comunicaré regularmente con los padres de familia acerca del progreso del estudiante.
- Motivaré a los padres de familia a involucrarse en las actividades de la escuela.
- Esforzaré las reglas de una manera justa, proporcionaré seguridad, orden y cuidando el ambiente escolar.
- Proveeré y asignare tareas diariamente para reforzar y extender el aprendizaje del estudiante.
- Participaré en las oportunidades del desarrollo profesional para mejorar la enseñanza y el aprendizaje.
- Apoyaré la información de asociaciones con familias y la comunidad.
- Participaré tomando decisiones colaborativas con maestros y familias de otras escuelas para el beneficio del estudiante.
- Respetaré a la escuela, estudiantes, maestros, administradores y padres de familias.

_____
Firma del maestro/fecha Firma de la directora/ fecha Firma del superintendente/fecha

ESTUDIANTE:
Yo estoy de acuerdo en cumplir las siguientes responsabilidades:
- Venir a la escuela preparado para aprender, trabajar duro y comprometerme en mi propio aprendizaje.
- Traer materiales necesarios, tareas y trabajos asignados.
- Conocer y seguir las reglas de la escuela y la clase.
- Comunicarme regularmente con mis padres y maestros acerca de las experiencias escolares para que me puedan ayudar a ser exitoso en la escuela.
- Limitar el tiempo de ver televisión y de jugar videojuegos en lugar de estudiar o leer después de la escuela.
- Respetar la escuela, compañeros, maestros y padres de familias.

_____
Firma del estudiante/ fecha/ Grado

PADRE DE FAMILIA:
Yo estoy de acuerdo en cumplir las siguientes responsabilidades:
- Proporcionar un lugar y tiempo calmado para hacer las tareas y limitar el tiempo de mirar televisión.
- Leer con mi hijo o motivarlo a leer todos los días.
- Asegurarme que mi hijo asista a la escuela todos los días, duerma adecuadamente, tenga atención médica y nutrición adecuada.
- Monitorear regularmente el progreso de mi hijo en la escuela.
- Apoyar la disciplina de la escuela y el reglamento del uso de uniformes.
- Participar en actividades escolares, tomando decisiones escolares, siendo voluntaria, asistiendo a conferencia de padres y maestros y la noche de regreso a clases.
- Comunicar la importancia de educación y aprendizaje para mi hijo.
- Respetar la escuela, maestros, administradores y padres de familias.

_____
Firma de Padre de familia

Pasadena Unified School District
Jackson STEM Dual Language Magnet Academy
Parent Involvement Policy

This policy and the related implementation procedures were jointly developed with and agreed upon by parents of participating children in the Student Support Programs at Jackson STEM Dual Language Magnet Academy.

Policy Involvement

Annual Meeting: September 4, 2019 (Meetings in 2020-21 and 2021-22 were not held due to difficulties with early implementation of remote instruction and procedural changes due to the pandemic, respectively).

The purpose of the annual meeting is to inform parents of their school's participation in Student Support Programs to explain what the program is about, its requirements, and the right of parents to be involved. The annual meeting includes a description of the Student Support Programs services and how the services are delivered.

Planning, Review and Improvement of the Student Support Programs:

- Parents are presented with the plans and design of the Student Support Programs according to the District's funding timeline at the various parent group meetings throughout the school year.
- The school has an ELAC (English Learner Advisory Committee, SSC (School Site Council), AAPC (African American Parent Council), PTA (Parent Teacher Association), and Annual Fund Committee. All parents are encouraged to join these parent advisory committees. Nominations and elections are held in early May or September.
- An African American Parent Council was organized in 2018-19 and reinstated in the 2020-21 School Year. In the 2021-22 School Year, Jackson formed part of a northwest schools partnership and held meetings collaboratively.
- The District Uniform Complaint Procedure is available in the school office (BP 1312.3) and parents have been informed on how to contact the district with complaints.

Scheduling and Special Support for Parent Involvement Meetings:

- ELAC meetings at Jackson Magnet are generally scheduled on the second Thursday of the month at 8:30 a.m. in the school auditorium, but all but two meetings were held remotely in the 2021-22 School Year.
- The School Site Council meetings are scheduled on the fourth Thursday of the month at 2:45 p.m. in the Library, but they were held remotely in the 2021-22 School Year.
- PTA meetings are held on the third Tuesday of the month at 8:00 a.m. and, to accommodate parents and teachers, on some afternoons and evenings at 2:30 and 5:30 p.m. In the 2021-22 school year, all PTA meetings were held remotely at 6:00 p.m. to avoid school hours and accommodate working parents.
- The AAPC continued to meet in the 2021-22 Academic Year as determined by the parent leadership and partner school administrations.
- The Annual Fund Oversight Committee meets at the beginning and end of the school year to determine school-wide goals and fund-raising needs. The Annual Fund Committee traditionally held informational community meetings four times a year before the COVID-19 pandemic.

Maintaining Two-Way Communication with Parents:

Parents formulate suggestions and participate in decisions related to the School Plan and other concerns during the open forum portion of the meetings: ELAC and SSC, primarily. The School Plan for Student Achievement is an annual focus of the January ELAC meeting and throughout the year at SSC meetings. Continuous communication is achieved in the following ways:

- o Jackson STEM Dual Language Magnet Academy provides a calendar for parents to ensure that they are informed about parent meetings and school events to be held during the year. The calendar is on our website.
- o Jackson STEM Dual Language Magnet Academy provides a bilingual parent letter before the start of the school year that is posted on the school website.
- o Jackson STEM Dual Language Magnet Academy sends weekly bilingual messages about meetings and school information through the district's Blackboard Messaging communication system.
- o Upcoming events are sent weekly via phone, text, and email blasts, including a Weekly Message.
- o Jackson STEM Dual Language Magnet Academy maintains a parent bulletin board next to the auditorium where notices and agendas for parent meetings are posted 72 hours prior to the meetings.
- o A hard copy of the most recent Weekly Message is found on the Parent Involvement bulletin board.
- o Events at Jackson STEM Dual Language Magnet Academy have been posted on the marquee in front of the school building in English and Spanish.
- o Jackson STEM Dual Language Magnet Academy informs parents about:
    - School performance through the School Accountability Report Card, individual student assessment results and what they mean through district mailed test information, October Teacher/Parent Conferences, and Individual Learning Plans, as needed.
    - Description and explanation of the curriculum, assessments used to measure student progress, and expectations for student performance are presented at Back-To-School Night in mid-September.
- o The Student Study Team (SST) process is used when there is a concern about a student that needs to be communicated to the parents. Additional support for the student through cooperation between the home and school is discussed at an SST meeting. All parties brainstorm possible interventions that are available during and after school.

Shared Responsibilities to High Student Performance

School/Parent Compact: The Jackson STEM Dual Language Magnet Academy/Parent Compact outlines how parents, the entire school staff, and students share the responsibility for improved student achievement and the means by which the school can collaborate with parents to build and develop a partnership to help children achieve the state's high standards. Parents had input into the development of the Parent/School Compact on October 20, 2009. Parents, teachers and students review the compact in the fall.

Building Capacity for Involvement

Parent Education Opportunities and Topics:

- o Jackson STEM Dual Language Magnet Academy provides information at Back-To-School Night about the California Common Core State Standards and programs such as Balanced Literacy, the Ready and iReady Math programs, STEM Magnet Academy, science lab, and various learning settings such as Structured English Immersion, Spanish Dual Language Immersion Program, English mainstream, and after-school programs.
- o Information about the GATE (Gifted and Talented Education) Program will be provided four times annually: during parent education offerings in the middle of the year and immediately preceding Back-to-School Night and Open House.

- o Understanding the California Common Core State Standards, Balanced Literacy, academic expectations, assessments and supplemental programs are addressed at parent meetings, workshops, parent letters, and conferences.
- o Monitoring a child's progress and working with the teacher to improve student performance are addressed at the October parent conferences, SST meetings, and when writing Individual Learning Plans.
- o Participation in decisions related to the education of our students is explained at meetings.
- o Skills and strategies for improving the child's success are ongoing themes at meetings and parent education offerings.
- o Jackson STEM Dual Language Magnet Academy coordinates with other resources:
  - PEN for training to assist parents in helping their children
  - Education Center Program Coordinators
  - Parenting Classes coordinated by the principal or through the Parent University.

Training for Teachers, Principals and Other Staff

Jackson STEM Dual Language Magnet Academy provides ongoing coaching to staff regarding:
- The use of volunteers in the classroom
- The value, benefits and purpose of contributions of parents
- Communication, reaching out and working with parents as partners
- Building ties between home and school
- Implementing and coordinating parent programs

Jackson STEM Dual Language Magnet Academy has coordinated with the Pasadena Education Network (PEN) the PUSD Parent Engagement Office, the PUSD GATE Office, PUSD Health Programs, Day One, Young and Healthy, Planned Parenthood, and other organizations in providing opportunities for parents to learn about child development and child rearing issues.

Accessibility

Jackson STEM Dual Language Magnet Academy makes every effort to increase opportunities for the participation of parents with limited English proficiency or with disabilities, through the translation of all information and school profiles in a language and form that all parents understand.

This policy has been read and agreed to by the Jackson STEM Dual Language Magnet Academy School Site Council and the English Learner Advisory Committee and will be presented at the beginning of each school year for changes and approval.

School Site Council Minutes: Template

School Name: Jackson STEM Dual Language Magnet Academy
Date: Thursday, April 28, 2022
Location: Remote Location
Minutes Recorder: Catherine Zlab
Time: 2:45 p.m.

Members Present (* indicates the Chair of the SSC)

Member Name * SSC Chair's Name	Membership Category	Present/Absent
Debbie Ayala	Teacher	Absent
Sandra Banuelos	Other Staff	Present
Lissett Barron	Teacher	Absent
Janneke Briggs-VerHoeven	Teacher	Present
Rita Exposito	Principal	Present
Emily Morrill	Parent	Absent
Marcy Ramirez	Parent	Absent
* Monique Sims	Parent	Present
Neil Tyler	Parent	Present
Catherine Zlab	Parent	Present

Others Present:

Agenda Items

	Items	
I.	Call to Order: Monique Sims	Monique Sims called the meeting to order at 2:59
II.	Public Comment	Rita noted that the Book Fair is going well and how nice it has been to see so many parents on campus again. Rita is moving forward with filling staff vacancies and would like to revise the funding sources for the Clinical Social Worker and the Intervention Teacher that were previously approved to better align with the salary costs.

III.	Business Items	Prior to adjournment, a vote was taken on changing the funding source for the LCSW (at 80%) to come from ESSER and having the Intervention Teacher come from Title I funding instead of vice-versa. Catherine Zlab made a motion to approve, Monique Sims seconded. The motion was unanimously approved.
	Review of 3/24/22 Minutes: Catherine Zlab	The minutes were unanimously approved. Sandra Banuelos moved to approve the minutes, and Janneke Briggs-VerHoeven seconded.
	Updates from 4/11/22 DAC Meeting	No DAC meeting in April.
	❖ **ELAC Recommendations to the SSC for the 2022-23 School Year**	❖ Continue providing opportunities for after-school tutoring. ❖ Provide additional opportunities for math support. ❖ Provide additional support through intervention teachers. ❖ Create and fund a continuous incentive program to motivate students. We should not need additional funding for these recommendations because LEARNS is hiring teachers for after-school tutoring in English and Math and LADD is providing in-school tutoring.
	Review of SPSA Organization of Planned Improvements Statewide testing was placed on hold the past two years due to COVID, so 2019 test results were used for this review. There will be new scores for next year.	❖ Seven planned improvements in the following areas: ➢ Mathematics ➢ English Language Arts ➢ Closing the Gap ➢ School Safety, Climate, and Culture ➢ Attendance and Chronic Absenteeism ➢ Parent and Community Engagement ➢ Site Selected: Science
	Review of Each Planned Improvement Section	❖ District Level LCAP Goal ❖ Site Goal(s) ❖ Identified Need ❖ Annual Measurable Outcomes ❖ Strategies/Activities ❖ Proposed Expenditures ❖ Analysis
	Review and Discussion of Planned Improvements	Mathematics: ● Performance suffered across the board in all metrics. Math assessments include both written and oral communication of strategies. This was especially challenging for K-2 DLIP students who had to take the assessment in Spanish. None of the goals were met, but the iReady assessment for grades 3-5 were essentially equivalent year over year rather than declining. ● Professional development, leveraging the Ready Math program along with i-Ready, as well as in-school and after school

		support will be used to bolster student learning and performance.
		English Language Arts: ● These results were much better than math. LEARNS tutoring was very effective because they hired teachers who could teach their own students and/or grade level. Although all of the goals were not met, some were partially met while others narrowly missed the mark. Also, the mid-year i-Ready English diagnostic wasn't required this year, so less students took the test and some teachers opted for other diagnostics. ● In addition to professional development and instruction in reading fundamentals in lower grades, increased attention will be placed on effective instructional strategies during Reader's and Writer's Workshop. Reading Partners provides tutorial intervention and LEARNS will continue after school tutoring.
		School Safety, Climate, and Culture ● Year to date, our suspension rate goal has been met since there have not been any suspensions. Review 360 Universal Screener wasn't able to be administered during the 2020-2021 school year, but it was administered in Spring 2022, which will be used as a baseline for next year. Externalizing behaviors were in line with the District average while Internalizing behaviors were slightly better than the District average. Finally, a survey was administered to students to determine the success of our Behavior Response to Intervention Plan. The goal to improve the positive response rate to 80% for each of the questions was met. ● There are two SEL curricula teachers can use in their classrooms to benefit the entire student body. Specific interventions will target students who need escalated support. Ample supervision is necessary in common areas during drop off, recess, lunch, and pick up times. Licensed Clinical Social worker is needed for professional development, school-wide SEL lessons, small group, as well as individual interventions. We want to ensure those with needs have the appropriate support systems in place.
		Attendance and Chronic Absenteeism ● Attendance has not been great this year, echoing the experience at District and national levels. This is due to parents keeping students home due to COVID and COVID screening. The cumulative average for the first eight months of the school year was 93.44% with a significant decrease in January to 86.81% due to Omicron. Our goal for average attendance of 97% was not met. Chronic absenteeism increased dramatically.

		The average for the first eight months of the school year was 29.06%. Prior to the pandemic it was closer to 13%. The goal to decrease chronic absenteeism was not met either. • Communications and school-wide incentives to encourage attendance will continue, but classroom incentives are the most effective tool. The jump in chronic absenteeism highlights the importance of on site support needed for consistent follow up with families.
IV.	Adjournment	The meeting was adjourned at 4:11 p.m.
		Next Meeting: Thursday, May 12, 2022: We will finish discussing the school improvement sections of the 2022-23 School Plan for Student Achievement.

Pasadena Unified School District
Jackson STEM Dual Language Magnet Academy
Política de Participación de Padres

Esta política y los procedimientos de implementación relacionados fueron desarrollados y aprobados conjuntamente por padres de niños participantes en los Programas de Soporte al Estudiante en la escuela Jackson STEM Dual Language Magnet Academy.

Política de Participación

Reunión Anual: 4 de septiembre del 2019 (Las reuniones en 2020-21 y 2021-22 no se llevaron a cabo debido a dificultades con la implementación temprana de instrucción remota y cambios de procedimiento debido a la pandemia, respectivamente).

El propósito de la reunión anual es informar a los padres de la escuela sobre su participación en los Programas de Soporte al Estudiante; explicar de qué se tratan, sus requisitos, y el derecho de los padres de estar involucrados. La reunión anual incluye una descripción de los servicios del Programa de Soporte al Estudiante y como los servicios son entregados.

Planeamiento, Revisión y Mejoramiento de los Programas de Soporte al Estudiante:

- Se presentan a los padres los planes y el diseño de los Programas de Soporte al Estudiante de acuerdo con el calendario de financiamiento del Distrito en las reuniones de los diferentes grupos de padres en el año escolar.
- La escuela cuenta con un Comité de ELAC (Comité asesor para la educación de alumnos en proceso de aprender inglés), SSC (Concilio escolar), AAPC (Consejo de Padres Afroamericanos), PTA (Asociación de Padres y Maestros), y el Comité del Fondo Anual. Todos los padres están invitados a unirse a estos comités asesores. Las nominaciones y elecciones se llevan a cabo al principio de mayo o septiembre.
- Se organizó un Consejo de Padres Afroamericanos en el año escolar 2018-19 y se reinstaló en el año escolar 2020-21. En el año escolar 2021-22, Jackson formó parte de una asociación de escuelas del noroeste y celebró reuniones en colaboración.
- El procedimiento uniforme para quejas del Distrito está disponible en la oficina de la escuela (BP 1312.3) y los padres han sido informados sobre cómo contactar al distrito sobre los reclamos.

Programación y Apoyo Especial para las Reuniones de Participación de Padres:

- Las reuniones de ELAC en Jackson Magnet generalmente están programadas para el segundo jueves de cada mes a las 8:30 a. m. en el auditorio de la escuela, pero todas menos dos reuniones se llevaron a cabo de forma remota en el año escolar 2021-22.
- Las reuniones del Consejo del Sitio Escolar están programadas para el cuarto jueves del mes a las 2:45 p.m. en la biblioteca, pero se llevaron a cabo de forma remota en el año escolar 2021-22.
- Las reuniones de la PTA se llevan a cabo el tercer martes del mes a las 8:00 a.m., y para acomodar a los padres y maestros, también algunas tardes a las 2:30 p.m. o las 5:30 p.m. En el año escolar 2021-22, todas las reuniones de la PTA se llevaron a cabo de forma remota a las 6:00 p.m. para evitar el horario escolar y acomodar a los padres que trabajan.
- El AAPC se reunirá en el año académico 2022-23 según lo que determine el liderazgo de los padres y las administraciones escolares asociadas.

- La supervisión del Fondo Anual se reúne al comienzo y al final del año escolar para determinar las metas de la escuela y las necesidades de recaudación de fondos. El Comité del Fondo Anual tradicionalmente realizaba reuniones comunitarias informativas cuatro veces al año antes de la pandemia de COVID-19.

Mantenimiento de Comunicación Bilateral con los padres:

Los padres proponen sugerencias y participan en decisiones relacionadas con el Plan Escolar y otros asuntos relacionados en las juntas del SSC y durante la parte del foro abierto de las reuniones de ELAC. El Plan escolar para el logro estudiantil tiene un enfoque anual en la reunión de ELAC en enero y a través del año escolar en las reuniones del SSC. La comunicación continua se logra de las siguientes maneras:

- Jackson STEM Dual Language Magnet Academy provee un calendario para padres con información sobre las reuniones y eventos escolares que se realizan durante el año. El calendario se encuentra en el sitio web de la escuela.
- Jackson STEM Dual Language Magnet Academy provee una carta bilingüe antes del inicio del año escolar que se encuentra en el sitio web de la escuela.
- Jackson STEM Dual Language Magnet Academy envía mensajes bilingües semanales acerca de reuniones e información escolar a través del sistema de comunicación de mensajes ¨Blackboard¨ del Distrito escolar.
- Anuncios sobre eventos próximos son enviados semanalmente por teléfono, mensajes de texto, y correo electrónico.
- Jackson STEM Dual Language Magnet Academy mantiene una pizarra de anuncios al lado del auditorio. Todas las notificaciones y agendas de las reuniones de padres son colocadas con 72 horas de anticipación.
- Una copia impresa del Mensaje de la semana más reciente, incluyendo eventos cercanos, se puede encontrar en la pizarra de anuncios de participación de padres.
- Eventos en la escuela Jackson STEM Dual Language Magnet Academy son anunciados en la marquesina al frente de la escuela en inglés y español.
- Jackson STEM Dual Language Magnet Academy informa a los padres sobre:
    - El rendimiento escolar a través del Reporte de Responsabilidad, resultados de las evaluaciones individuales a los estudiantes y el significado de las mismas, conferencias de maestros y padres, y planes individuales de aprendizaje.
    - Descripción y explicación del currículo, evaluaciones utilizadas para medir el progreso estudiantil, y las expectativas para el estudiante son presentadas en la ¨Noche de Regreso a la escuela¨ a mediados de septiembre.
- El método del ¨Equipo de estudio del estudiante¨ (SST por sus siglas en inglés) es utilizado cuando existe preocupación acerca de un estudiante y es necesario comunicárselo a los padres. Soporte adicional para el estudiante a través de cooperación entre el hogar y la escuela se discute en la reunión del SST. Todas las partes proponen posibles soluciones que estén disponibles durante y después de la escuela.

Responsabilidades Compartidas para estudiantes de alto rendimiento

Manual de Escuela/Padres: El manual de la escuela Jackson STEM Dual Language Magnet Academy describe la manera en que los padres, el personal, y los estudiantes comparten la responsabilidad de mejorar el rendimiento escolar y los medios por los cuales la escuela y los padres construyen y desarrollan conjuntamente un compromiso para ayudar a alcanzar los estándares estatales. Los padres colaboraron en el desarrollo del manual de Escuela/Padres el 20 de octubre de 2009. Padres, maestros y estudiantes revisan y firman este manual durante el otoño.

Construyendo la capacidad para la participación

Oportunidades de Educación para Padres y los temas:

- Jackson STEM Dual Language Magnet Academy provee información durante la Noche de regreso a la escuela acerca de los estándares y programas de ¨California Common Core.¨ Ejemplos incluyen:

la alfabetización balanceada, programas de matemáticas ¨Ready¨ y ¨iReady,¨ Academia STEM, laboratorio de ciencia, y varios entornos de aprendizaje como Inmersión Estructurada en Inglés, Programas de Doble Inmersión en Español e Inglés, el programa de inglés regular, y programas después de la escuela.

o Información sobre el programa GATE (estudiantes dotados y talentosos) será proporcionada cuatro veces al año: en reuniones especiales para los padres e inmediatamente antes de la noche del regreso a la escuela y la casa abierta.

o Entendiendo los estándares del Common Core del estado de California, Alfabetización Balanceada, expectativas académicas, las evaluaciones, y los programas complementarios se explican en las reuniones de padres, talleres, cartas a padres, y conferencias.

o El monitoreo del progreso del niño y el trabajo en colaboración con el maestro(a) para mejorar el desempeño del estudiante se explican durante las conferencias con padres en octubre, reuniones de SST, y cuando se crean planes individuales de aprendizaje.

o Participación en las decisiones relacionadas con la educación de los alumnos es explicada durante las reuniones.

o Estrategias para mejorar el éxito de los alumnos son temas comunes en las reuniones y en las clases de educación para padres.

o Jackson STEM Dual Language Magnet Academy coordina con otros recursos:
  ▪ PEN (Red de Educación de Pasadena) para entrenar a los padres en maneras de ayudar a sus hijos
  ▪ Coordinadores de programas del Centro de Educación
  ▪ Clases de crianza coordinadas por la directora y el Centro Familiar a través de la Universidad para Padres.

Entrenamiento para Maestros, Directores y otros empleados

Jackson STEM Dual Language Magnet Academy provee entrenamiento a los empleados acerca de:
  ▪ El uso de voluntários en el salón
  ▪ El valor, beneficios y propósito de las contribuciones de los padres
  ▪ Comunicación y trabajo con padres como socios
  ▪ Construyendo conexiones entres el hogar y la escuela
  ▪ Implementación y coordinación de los programas de padres

Jackson STEM Dual Language Magnet Academy proporciona varias oportunidades para que los padres aprendan sobre el desarrollo y crecimiento de sus hijos en coordinación con PEN (Red de Educación de Pasadena), la oficina de participación de padres de PUSD, la oficina GATE de PUSD, la oficina de salud de PUSD, Day One, Young and Healthy, Planned Parenthood, y otras organizaciones.

Accesibilidad

Jackson STEM Dual Language Magnet Academy hace el mayor esfuerzo en incrementar las oportunidades de participación a los padres con el dominio de inglés limitado o con discapacidades, a través de la traducción de la información en una forma que los padres entiendan.

Esta política fue leída y aprobada por el Consejo Escolar de Jackson STEM Dual Language Magnet Academy y el Comité Asesor para la educación de alumnos en proceso de aprender inglés y será presentada al inicio de cada año escolar para hacer cambios y aprobación.

PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District Unified School District

Jackson STEM Dual Language Magnet Academy

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

February 24, 2022 **Update**

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Jackson STEM Dual Language Magnet Academy and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on January 27, 2022 at Jackson STEM Dual Language Magnet Academy. Notice was provided by announcement at prior SSC meeting, phone call, email, posting on our school's informational bulletin board..

Jackson STEM Dual Language Magnet Academy's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan for Comprehensive School Safety has been properly implemented and approved.
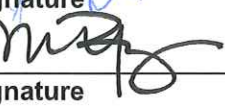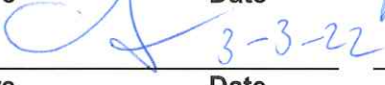
Amendments
Evacuation Plan in the Event of Emergencies or Disasters

School Site Council
Approved in February 2022

<u>**Signatures of Jackson STEM Dual Language Magnet Academy's Site Council Members**</u>

Signature	Date	Signature	Date
	3/1/22	Rita Esposito	3/1/2022
	3.3.22		3/3/2022
	3-3-22		3/4/2022
	3-3-22		

			This strategy [was/was not] implemented.
Done?	**Goal/Strategy ID**	**Action/Strategy**	**Was the Action/Strategy Implemented?**
	Goal 1 Strategy	In the 2021-22 School Year, professional development and instructional focus will be placed on mitigating the learning losses and widening gap in achievement in 3rd-5th grade students after a year of remote instruction and the inequities it revealed among traditionally underserved students. Professional development will be provided for teachers in the multiple tools of Ready Math, i-Ready, and ST Math in conjunction with effective strategies to provide differentiated instruction and the teaching of prerequisite skills to ensure mastery of grade level math standards. PD will include strategies to strengthen basic skills while augmenting critical thinking and engaging in number talks, mini-lessons, and homogeneous small group instruction.	yes
	Goal 1 Strategy	The Ready program requires students to think about the application of math concepts and articulate their conceptual understanding and problem-solving strategies. The i-Ready program, used in tandem with Ready Math, will help students fill the gaps in the learning of mathematical concepts and skills. Our goal is to have students engage in 45 minutes a week of i-Ready usage. In addition, targeted instruction in small groups and differentiated independent practice are essential in order to meet individual needs. Motivational strategies in class will be crucial to reaching the goal in the number of minutes and celebrate our students' ongoing progress.	yes

Done?	**Goal/Strategy ID**	**Action/Strategy**	**If the strategy was implemented, describe HOW it was implemented.** **If the strategy was not implemented, why was the action not implemented?**
	Goal 1 Strategy	In the 2021-22 School Year, professional development and instructional focus will be placed on mitigating the learning losses and widening gap in achievement in 3rd-5th grade students after a year of remote instruction and the inequities it revealed among traditionally underserved students. Professional development will be provided for teachers in the multiple tools of Ready Math, i-Ready, and ST Math in conjunction with effective strategies to provide differentiated instruction and the teaching of prerequisite skills to ensure mastery of grade level math standards. PD will include strategies to strengthen basic skills while augmenting critical thinking and engaging in number talks, mini-lessons, and homogeneous small group instruction.	We were able to provide a training session on August 10th orienting our teachers to enhancements available through Ready and iReady Math. We held an A Monday session where our teachers analyzed data from the BOY iReady math and reading assessments an discussed next steps. Our K-2nd grade teachers were able to anayze midyear data on a separate A Monday. We did not have an PD session on ST Math in the 2021-22 School Year.
	Goal 1 Strategy	The Ready program requires students to think about the application of math concepts and articulate their conceptual understanding and problem-solving strategies. The i-Ready program, used in tandem with Ready Math, will help students fill the gaps in the learning of mathematical concepts and skills. Our goal is to have students engage in 45 minutes a week of i-Ready usage. In addition, targeted instruction in small groups and differentiated independent practice are essential in order to meet individual needs. Motivational strategies in class will be crucial to reaching the goal in the number of minutes and celebrate our students' ongoing progress.	Our teachers used the Workshop Model to teach math, reading, and writing, and these strategies are used by all teachers, although some use the strategies with more fidelity than others. The iReady Math program is part of the daily independent practice provided for students daily.

			This strategy [was/was not] effective in meeting the needs of students.
Done?	Goal/Strategy ID	Action/Strategy	Was the strategy effective in addressing the needs of students?
	Goal 1 Strategy	In the 2021-22 School Year, professional development and instructional focus will be placed on mitigating the learning losses and widening gap in achievement in 3rd-5th grade students after a year of remote instruction and the inequities it revealed among traditionally underserved students. Professional development will be provided for teachers in the multiple tools of Ready Math, i-Ready, and ST Math in conjunction with effective strategies to provide differentiated instruction and the teaching of prerequisite skills to ensure mastery of grade level math standards. PD will include strategies to strengthen basic skills while augmenting critical thinking and engaging in number talks, mini-lessons, and homogeneous small group instruction.	yes
	Goal 1 Strategy	The Ready program requires students to think about the application of math concepts and articulate their conceptual understanding and problem-solving strategies. The i-Ready program, used in tandem with Ready Math, will help students fill the gaps in the learning of mathematical concepts and skills. Our goal is to have students engage in 45 minutes a week of i-Ready usage. In addition, targeted instruction in small groups and differentiated independent practice are essential in order to meet individual needs. Motivational strategies in class will be crucial to reaching the goal in the number of minutes and celebrate our students' ongoing progress.	yes

Done?	Goal/Strategy ID	Action/Strategy	*Basis for effectiveness determination* *OR* *Barriers to implementation* **How do you know?** **CTRL + ENTER while typing to make new lines**
	Goal 1 Strategy	In the 2021-22 School Year, professional development and instructional focus will be placed on mitigating the learning losses and widening gap in achievement in 3rd-5th grade students after a year of remote instruction and the inequities it revealed among traditionally underserved students. Professional development will be provided for teachers in the multiple tools of Ready Math, i-Ready, and ST Math in conjunction with effective strategies to provide differentiated instruction and the teaching of prerequisite skills to ensure mastery of grade level math standards. PD will include strategies to strengthen basic skills while augmenting critical thinking and engaging in number talks, mini-lessons, and homogeneous small group instruction.	Increase in iReady Math and Reading Diagnostic scores between the beginning-of-year and midyear assessments.
	Goal 1 Strategy	The Ready program requires students to think about the application of math concepts and articulate their conceptual understanding and problem-solving strategies. The i-Ready program, used in tandem with Ready Math, will help students fill the gaps in the learning of mathematical concepts and skills. Our goal is to have students engage in 45 minutes a week of i-Ready usage. In addition, targeted instruction in small groups and differentiated independent practice are essential in order to meet individual needs. Motivational strategies in class will be crucial to reaching the goal in the number of minutes and celebrate our students' ongoing progress.	Increase in iReady Math Diagnostic scores between the beginning-of-year and midyear assessments.

Done?	Goal/Strategy ID	Action/Strategy	Based on the available data and observed outcomes, this action will be... [continued / stopped/ modified] for the next planning cycle.
			Will this action/strategy be stopped, continued, or modified in the upcoming planning year?
	Goal 1 Strategy	In the 2021-22 School Year, professional development and instructional focus will be placed on mitigating the learning losses and widening gap in achievement in 3rd-5th grade students after a year of remote instruction and the inequities it revealed among traditionally underserved students. Professional development will be provided for teachers in the multiple tools of Ready Math, i-Ready, and ST Math in conjunction with effective strategies to provide differentiated instruction and the teaching of prerequisite skills to ensure mastery of grade level math standards. PD will include strategies to strengthen basic skills while augmenting critical thinking and engaging in number talks, mini-lessons, and homogeneous small group instruction.	Continued.
	Goal 1 Strategy	The Ready program requires students to think about the application of math concepts and articulate their conceptual understanding and problem-solving strategies. The i-Ready program, used in tandem with Ready Math, will help students fill the gaps in the learning of mathematical concepts and skills. Our goal is to have students engage in 45 minutes a week of i-Ready usage. In addition, targeted instruction in small groups and differentiated independent practice are essential in order to meet individual needs. Motivational strategies in class will be crucial to reaching the goal in the number of minutes and celebrate our students' ongoing progress.	Continued

Done?	Goal/Strategy ID	Action/Strategy	Done?
	Goal 1 Strategy	In the 2021-22 School Year, professional development and instructional focus will be placed on mitigating the learning losses and widening gap in achievement in 3rd-5th grade students after a year of remote instruction and the inequities it revealed among traditionally underserved students. Professional development will be provided for teachers in the multiple tools of Ready Math, i-Ready, and ST Math in conjunction with effective strategies to provide differentiated instruction and the teaching of prerequisite skills to ensure mastery of grade level math standards. PD will include strategies to strengthen basic skills while augmenting critical thinking and engaging in number talks, mini-lessons, and homogeneous small group instruction.	
	Goal 1 Strategy	The Ready program requires students to think about the application of math concepts and articulate their conceptual understanding and problem-solving strategies. The i-Ready program, used in tandem with Ready Math, will help students fill the gaps in the learning of mathematical concepts and skills. Our goal is to have students engage in 45 minutes a week of i-Ready usage. In addition, targeted instruction in small groups and differentiated independent practice are essential in order to meet individual needs. Motivational strategies in class will be crucial to reaching the goal in the number of minutes and celebrate our students' ongoing progress.	

Done?	Goal/Strategy ID	Action/Strategy	This strategy [was/was not] implemented. Was the Action/Strategy Implemented?
	Goal 1 Strategy	Extra in-class or after-school support provided in mathematics for at-risk students in grades 3-5 needs to be targeted to meet specific weaknesses and focus on prerequisite skills necessary for success with grade level standards. Additional intervention in the form of Math Power Hour tutors and other volunteers will be crucial in supporting the needs of our students at all grade levels.	no
	Goal 1 Strategy	Our instructional coach is instrumental in providing teachers the training needed to best deliver instruction. Provided through district-level funding resources, the cost of our Instructional Coach is included in the Proposed Expenditures section below, but she is also needed to provide services to teachers in all instructional areas, especially mathematics and English language arts. (*The cost is not reported in LCAP Goal 1 for English Language Arts to avoid duplication.) Unrestricted funding has been allocated, and listed below, for materials and supplies from Staples to meet our students' needs in the classroom.	yes

			Activities related to the implementation of this strategy included... Use CTRL + ENTER while typing for newlines.
Done?	**Goal/Strategy ID**	**Action/Strategy**	**If the strategy was implemented, describe HOW it was implemented.** **If the strategy was not implemented, why was the action not implemented?**
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	Goal 1 Strategy	Our instructional coach is instrumental in providing teachers the training needed to best deliver instruction. Provided through district-level funding resources, the cost of our Instructional Coach is included in the Proposed Expenditures section below, but she is also needed to provide services to teachers in all instructional areas, especially mathematics and English language arts. (*The cost is not reported in LCAP Goal 1 for English Language Arts to avoid duplication.) Unrestricted funding has been allocated, and listed below, for materials and supplies from Staples to meet our students' needs in the classroom.	Our instructional coach is crucial in teacher training, coaching, and facilitating collaboration among our instructional teams. She also provides professional development and assists in the implementation of all district academic programs. She is an instrumental member of our team we would not be able to do without. School supplies have been identified and purchased to the specifications and needs of our teachers.

			This strategy [was/was not] effective in meeting the needs of students.
Done?	**Goal/Strategy ID**	**Action/Strategy**	**Was the strategy effective in addressing the needs of students?**
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	Goal 1 Strategy	Our instructional coach is instrumental in providing teachers the training needed to best deliver instruction. Provided through district-level funding resources, the cost of our Instructional Coach is included in the Proposed Expenditures section below, but she is also needed to provide services to teachers in all instructional areas, especially mathematics and English language arts. (*The cost is not reported in LCAP Goal 1 for English Language Arts to avoid duplication.) Unrestricted funding has been allocated, and listed below, for materials and supplies from Staples to meet our students' needs in the classroom.	yes

			Basis for effectiveness determination OR Barriers to implementation
Done?	**Goal/Strategy ID**	**Action/Strategy**	**How do you know?** **CTRL + ENTER while typing to make new lines**
	Goal 1 Strategy	Extra in-class or after-school support provided in mathematics for at-risk students in grades 3-5 needs to be targeted to meet specific weaknesses and focus on prerequisite skills necessary for success with grade level standards. Additional intervention in the form of Math Power Hour tutors and other volunteers will be crucial in supporting the needs of our students at all grade levels.	
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Done?	Goal/Strategy ID	Action/Strategy	Based on the available data and observed outcomes, this action will be... [continued / stopped/ modified] for the next planning cycle.
			Will this action/strategy be stopped, continued, or modified in the upcoming planning year?
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Unrestricted funding has been allocated, and listed below, for materials and supplies from Staples to meet our students' needs in the classroom. | Continued |

Done?	Goal/Strategy ID	Action/Strategy	Done?
	Goal 1 Strategy	Extra in-class or after-school support provided in mathematics for at-risk students in grades 3-5 needs to be targeted to meet specific weaknesses and focus on prerequisite skills necessary for success with grade level standards. Additional intervention in the form of Math Power Hour tutors and other volunteers will be crucial in supporting the needs of our students at all grade levels.	
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			This strategy [was/was not] implemented.
Done?	Goal/Strategy ID	Action/Strategy	Was the Action/Strategy Implemented?
	Goal 2 Strategy	Our instructional coach is crucial in training teachers to refine instruction, and due to the extra demands placed on DLIP teachers (as well as turn-over rates), much attention needs to be placed on all teachers, especially our newest, and their successful implementation of our academic programs. Our instructional coach leads collaborative planning meetings and is instrumental in providing invaluable professional development. A Mondays will be used more often for grade levels to meet with our specialists and plan instructional units, crucial for the cohesiveness of instruction across each grade level and throughout the school. (The funding necessary to fund the Instructional Coach position is reflected in the Proposed Expenditures under LCAP Goal 1 for Mathematics.) Substitute teachers are also necessary to provide release time for teachers to participate in IEP meetings for students receiving special education services.	no

Done?	**Goal/Strategy ID**	**Action/Strategy**	**If the strategy was implemented, describe HOW it was implemented.** **If the strategy was not implemented, why was the action not implemented?**
	Goal 2 Strategy	Our instructional coach is crucial in training teachers to refine instruction, and due to the extra demands placed on DLIP teachers (as well as turn-over rates), much attention needs to be placed on all teachers, especially our newest, and their successful implementation of our academic programs. Our instructional coach leads collaborative planning meetings and is instrumental in providing invaluable professional development. A Mondays will be used more often for grade levels to meet with our specialists and plan instructional units, crucial for the cohesiveness of instruction across each grade level and throughout the school. (The funding necessary to fund the Instructional Coach position is reflected in the Proposed Expenditures under LCAP Goal 1 for Mathematics.) Substitute teachers are also necessary to provide release time for teachers to participate in IEP meetings for students receiving special education services.	Although our instructional coach worked with our teachers in a coaching capacity, as reported above, A Mondays were increasingly used to manage the changes in protocol and procedures due to the COVID pandemic. Substitute teachers were in very short supply throughout most of the school year; therefore, we could not use them to provide teacher coverage for the purpose of collaboration.

Done?	Goal/Strategy ID	Action/Strategy	This strategy [was/was not] effective in meeting the needs of students. Was the strategy effective in addressing the needs of students?
	Goal 2 Strategy	Our instructional coach is crucial in training teachers to refine instruction, and due to the extra demands placed on DLIP teachers (as well as turn-over rates), much attention needs to be placed on all teachers, especially our newest, and their successful implementation of our academic programs. Our instructional coach leads collaborative planning meetings and is instrumental in providing invaluable professional development. A Mondays will be used more often for grade levels to meet with our specialists and plan instructional units, crucial for the cohesiveness of instruction across each grade level and throughout the school. (The funding necessary to fund the Instructional Coach position is reflected in the Proposed Expenditures under LCAP Goal 1 for Mathematics.) Substitute teachers are also necessary to provide release time for teachers to participate in IEP meetings for students receiving special education services.	

Done?	Goal/Strategy ID	Action/Strategy	Basis for effectiveness determination OR Barriers to implementation
			How do you know? CTRL + ENTER while typing to make new lines
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Done?	Goal/Strategy ID	Action/Strategy	Based on the available data and observed outcomes, this action will be... *[continued / stopped/ modified]* for the next planning cycle.
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			Done?
Done?	**Goal/Strategy ID**	**Action/Strategy**	**Done?**
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			This strategy [was/was not] implemented.
Done?	**Goal/Strategy ID**	**Action/Strategy**	**Was the Action/Strategy Implemented?**
	Goal 2 Strategy	Our 50% library coordinator orders books used to support instruction, including fiction and nonfiction books to be used as read-alouds and leveled books for guided reading. The library coordinator plans with classroom teachers during collaborative planning meetings and consults with our instructional coach when ordering appropriate books to support instruction. For example, we subscribe to the Junior Library Guild in order to receive several new books every month from contemporary authors. We also subscribe to World Book Online for students to access nonfiction articles for the purpose of research and inquiry. Our library coordinator reads to students, asks guiding questions to aid in comprehension, and checks out books and other reading materials to students and teachers. She provides recess and lunchtime opportunities for students to enjoy reading and working on projects in our attractive library. She coordinates a variety of author visits to encourage students to read books written by contemporary authors.	yes
	Goal 2 Strategy	The SKIES platform provides a versatile way to differentiate instruction and assign independent work using a tiered approach. Teachers can design the independent work while teaching in a workshop model with videotaped lessons, leveled reading books and articles, and tasks to meet the needs of each student. Professional development is included in the subscription, and ongoing coaching is available.	yes

			Activities related to the implementation of this strategy included... Use CTRL + ENTER while typing for newlines.
Done?	Goal/Strategy ID	Action/Strategy	If the strategy was implemented, describe HOW it was implemented. If the strategy was not implemented, why was the action not implemented?
	Goal 2 Strategy	Our 50% library coordinator orders books used to support instruction, including fiction and nonfiction books to be used as read-alouds and leveled books for guided reading. The library coordinator plans with classroom teachers during collaborative planning meetings and consults with our instructional coach when ordering appropriate books to support instruction. For example, we subscribe to the Junior Library Guild in order to receive several new books every month from contemporary authors. We also subscribe to World Book Online for students to access nonfiction articles for the purpose of research and inquiry. Our library coordinator reads to students, asks guiding questions to aid in comprehension, and checks out books and other reading materials to students and teachers. She provides recess and lunchtime opportunities for students to enjoy reading and working on projects in our attractive library. She coordinates a variety of author visits to encourage students to read books written by contemporary authors.	We hired a 50% library coordinator, and she was able to organize our new books and check-in borrowed books on Destiny since the lockdown in March 2020. She reads to students and manages a library book check-out system for them and for their teachers. We continue to subscribe to the Junior Library Guild and World Book Online.
	Goal 2 Strategy	The SKIES platform provides a versatile way to differentiate instruction and assign independent work using a tiered approach. Teachers can design the independent work while teaching in a workshop model with videotaped lessons, leveled reading books and articles, and tasks to meet the needs of each student. Professional development is included in the subscription, and ongoing coaching is available.	SKIES offers our teachers the opportunity to sequence instruction and provide practice activities during independent work time while managing math, reading, and writing workshops. Articles can be posted and differentiated per student reading level, worksheets and other forms of independent work can be submitted, and assignments can also be easiy differentiated depending on the progress of each student. Teachers can easily record their voices, read to students, or provide a targeted, pre-recorded lesson, and students can respond orally, as needed, using the recording capacity of the program.

Done?	Goal/Strategy ID	Action/Strategy	This strategy [was/was not] effective in meeting the needs of students.
			Was the strategy effective in addressing the needs of students?
	Goal 2 Strategy	Our 50% library coordinator orders books used to support instruction, including fiction and nonfiction books to be used as read-alouds and leveled books for guided reading. The library coordinator plans with classroom teachers during collaborative planning meetings and consults with our instructional coach when ordering appropriate books to support instruction. For example, we subscribe to the Junior Library Guild in order to receive several new books every month from contemporary authors. We also subscribe to World Book Online for students to access nonfiction articles for the purpose of research and inquiry. Our library coordinator reads to students, asks guiding questions to aid in comprehension, and checks out books and other reading materials to students and teachers. She provides recess and lunchtime opportunities for students to enjoy reading and working on projects in our attractive library. She coordinates a variety of author visits to encourage students to read books written by contemporary authors.	yes
	Goal 2 Strategy	The SKIES platform provides a versatile way to differentiate instruction and assign independent work using a tiered approach. Teachers can design the independent work while teaching in a workshop model with videotaped lessons, leveled reading books and articles, and tasks to meet the needs of each student. Professional development is included in the subscription, and ongoing coaching is available.	yes

Done?	Goal/Strategy ID	Action/Strategy	Basis for effectiveness determination OR Barriers to implementation
			How do you know? CTRL + ENTER while typing to make new lines
	Goal 2 Strategy	Our 50% library coordinator orders books used to support instruction, including fiction and nonfiction books to be used as read-alouds and leveled books for guided reading. The library coordinator plans with classroom teachers during collaborative planning meetings and consults with our instructional coach when ordering appropriate books to support instruction. For example, we subscribe to the Junior Library Guild in order to receive several new books every month from contemporary authors. We also subscribe to World Book Online for students to access nonfiction articles for the purpose of research and inquiry. Our library coordinator reads to students, asks guiding questions to aid in comprehension, and checks out books and other reading materials to students and teachers. She provides recess and lunchtime opportunities for students to enjoy reading and working on projects in our attractive library. She coordinates a variety of author visits to encourage students to read books written by contemporary authors.	Observable enthusiasm for reading among our students, increased library visits among 2nd-5th grade teachers during lunch, and increased midyear iReady Reading Diagnostic scores between the beginning-of-year and midyear administrations.
	Goal 2 Strategy	The SKIES platform provides a versatile way to differentiate instruction and assign independent work using a tiered approach. Teachers can design the independent work while teaching in a workshop model with videotaped lessons, leveled reading books and articles, and tasks to meet the needs of each student. Professional development is included in the subscription, and ongoing coaching is available.	Observable student engagement and collaboration among our students and increased midyear iReady Math and Reading Diagnostic scores between the beginning-of-year and midyear administrations.

Done?	Goal/Strategy ID	Action/Strategy	*Based on the available data and observed outcomes, this action will be...* *[continued / stopped/ modified]* *for the next planning cycle.* **Will this action/strategy be stopped, continued, or modified in the upcoming planning year?**
	Goal 2 Strategy	Our 50% library coordinator orders books used to support instruction, including fiction and nonfiction books to be used as read-alouds and leveled books for guided reading. The library coordinator plans with classroom teachers during collaborative planning meetings and consults with our instructional coach when ordering appropriate books to support instruction. For example, we subscribe to the Junior Library Guild in order to receive several new books every month from contemporary authors. We also subscribe to World Book Online for students to access nonfiction articles for the purpose of research and inquiry. Our library coordinator reads to students, asks guiding questions to aid in comprehension, and checks out books and other reading materials to students and teachers. She provides recess and lunchtime opportunities for students to enjoy reading and working on projects in our attractive library. She coordinates a variety of author visits to encourage students to read books written by contemporary authors.	Continued
	Goal 2 Strategy	The SKIES platform provides a versatile way to differentiate instruction and assign independent work using a tiered approach. Teachers can design the independent work while teaching in a workshop model with videotaped lessons, leveled reading books and articles, and tasks to meet the needs of each student. Professional development is included in the subscription, and ongoing coaching is available.	Continued

			Done?
Done?	**Goal/Strategy ID**	**Action/Strategy**	**Done?**
	Goal 2 Strategy	Our 50% library coordinator orders books used to support instruction, including fiction and nonfiction books to be used as read-alouds and leveled books for guided reading. The library coordinator plans with classroom teachers during collaborative planning meetings and consults with our instructional coach when ordering appropriate books to support instruction. For example, we subscribe to the Junior Library Guild in order to receive several new books every month from contemporary authors. We also subscribe to World Book Online for students to access nonfiction articles for the purpose of research and inquiry. Our library coordinator reads to students, asks guiding questions to aid in comprehension, and checks out books and other reading materials to students and teachers. She provides recess and lunchtime opportunities for students to enjoy reading and working on projects in our attractive library. She coordinates a variety of author visits to encourage students to read books written by contemporary authors.	
	Goal 2 Strategy	The SKIES platform provides a versatile way to differentiate instruction and assign independent work using a tiered approach. Teachers can design the independent work while teaching in a workshop model with videotaped lessons, leveled reading books and articles, and tasks to meet the needs of each student. Professional development is included in the subscription, and ongoing coaching is available.	

			This strategy [was/was not] implemented.
Done?	Goal/Strategy ID	Action/Strategy	Was the Action/Strategy Implemented?
	Goal 2 Strategy	Reading Partners provides individual tutoring to students reading far below grade level. Second grade continues to be the focus so that all students will be able to read by third grade. A secondary focus will be placed on third grade students who need additional support and any students retained in the first grade. We are hoping that Reading Partners tutoring will be paid for with help from the school district.	yes
	Goal 2 Strategy	After-school tutoring in English language arts was provided in the 2020-21 school year once a week beginning after the winter holidays (paid for through the Language Assessment and Development Department of the PUSD). The tutoring allowed teachers to provide focused assistance to English learners struggling with English language arts, in particular with reading. I would like to explore ways, in collaboration with LADD to more effectively use funding to provide in-class push-in support for English learners to receive additional assistance during the school day. Students are more alert during the morning hours, and this alternate use of funds may be more effective in meeting their needs. (The expense of $10,000 is included in the Closing the Gap section.)	yes
	Goal 2 Strategy	LEXIA Core 5 is an effective online platform that provides practice with grade level English language arts skills and beyond, differentiating practice opportunities for our students and filling gaps in learning. Half of a two year contract will be paid for using 2021-22 site funds.	yes

			Activities related to the implementation of this strategy included... *Use CTRL + ENTER while typing for newlines.*
Done?	**Goal/Strategy ID**	**Action/Strategy**	**If the strategy was implemented, describe HOW it was implemented.** **If the strategy was not implemented, why was the action not implemented?**
	Goal 2 Strategy	Reading Partners provides individual tutoring to students reading far below grade level. Second grade continues to be the focus so that all students will be able to read by third grade. A secondary focus will be placed on third grade students who need additional support and any students retained in the first grade. We are hoping that Reading Partners tutoring will be paid for with help from the school district.	A Reading Partners site coordinator managed online tutors, and after the middle of the year, in-person tutors who provided individual tutoring to 44 students in grades 1-4. The frequency of service per pupil is twice weekly, and each session is 45 minutes in duration.
	Goal 2 Strategy	After-school tutoring in English language arts was provided in the 2020-21 school year once a week beginning after the winter holidays (paid for through the Language Assessment and Development Department of the PUSD). The tutoring allowed teachers to provide focused assistance to English learners struggling with English language arts, in particular with reading. I would like to explore ways, in collaboration with LADD to more effectively use funding to provide in-class push-in support for English learners to receive additional assistance during the school day. Students are more alert during the morning hours, and this alternate use of funds may be more effective in meeting their needs. (The expense of $10,000 is included in the Closing the Gap section.)	Both of these interventions began at or near the midyear point. LADD provided an instructional aide to work with targeted English learners, especially LTELS. She would pull 4th and 5th grade students for specific support during the school day. She also helped with ELPAC testing. After-school tutoring, provided by LEARNs, was made available for English language arts mainly, but some teachers also provided math tutoring. Classroom teachers were paid to tutor students in small groups after school. Students in need of support were identified and referred by teachers, but some students were referred through the SST process.
	Goal 2 Strategy	LEXIA Core 5 is an effective online platform that provides practice with grade level English language arts skills and beyond, differentiating practice opportunities for our students and filling gaps in learning. Half of a two year contract will be paid for using 2021-22 site funds.	LEXIA is often used for independent practice during Workshop time and can be assigned for homework, especially for students who have gaps in English language arts skills.

| Done? | Goal/Strategy ID | Action/Strategy | This strategy [was/was not] effective in meeting the needs of students. |
			Was the strategy effective in addressing the needs of students?
	Goal 2 Strategy	Reading Partners provides individual tutoring to students reading far below grade level. Second grade continues to be the focus so that all students will be able to read by third grade. A secondary focus will be placed on third grade students who need additional support and any students retained in the first grade. We are hoping that Reading Partners tutoring will be paid for with help from the school district.	yes
	Goal 2 Strategy	After-school tutoring in English language arts was provided in the 2020-21 school year once a week beginning after the winter holidays (paid for through the Language Assessment and Development Department of the PUSD). The tutoring allowed teachers to provide focused assistance to English learners struggling with English language arts, in particular with reading. I would like to explore ways, in collaboration with LADD to more effectively use funding to provide in-class push-in support for English learners to receive additional assistance during the school day. Students are more alert during the morning hours, and this alternate use of funds may be more effective in meeting their needs. (The expense of $10,000 is included in the Closing the Gap section.)	yes
	Goal 2 Strategy	LEXIA Core 5 is an effective online platform that provides practice with grade level English language arts skills and beyond, differentiating practice opportunities for our students and filling gaps in learning. Half of a two year contract will be paid for using 2021-22 site funds.	yes

Done?	Goal/Strategy ID	Action/Strategy	Basis for effectiveness determination OR Barriers to implementation
			How do you know? CTRL + ENTER while typing to make new lines
	Goal 2 Strategy	Reading Partners provides individual tutoring to students reading far below grade level. Second grade continues to be the focus so that all students will be able to read by third grade. A secondary focus will be placed on third grade students who need additional support and any students retained in the first grade. We are hoping that Reading Partners tutoring will be paid for with help from the school district.	Reading Partners STAR testing shows gains in all areas of reading in the student participants when beginning-of-year and midyear scores are measured and compared. The students who are participating in Reading Partners show increases in classroom assessments, as well.
	Goal 2 Strategy	After-school tutoring in English language arts was provided in the 2020-21 school year once a week beginning after the winter holidays (paid for through the Language Assessment and Development Department of the PUSD). The tutoring allowed teachers to provide focused assistance to English learners struggling with English language arts, in particular with reading. I would like to explore ways, in collaboration with LADD to more effectively use funding to provide in-class push-in support for English learners to receive additional assistance during the school day. Students are more alert during the morning hours, and this alternate use of funds may be more effective in meeting their needs. (The expense of $10,000 is included in the Closing the Gap section.)	The effects seem to be significant, especially the after-school tutoring, but since the strategies began at the midyear point, data is not yet available for comparison.
	Goal 2 Strategy	LEXIA Core 5 is an effective online platform that provides practice with grade level English language arts skills and beyond, differentiating practice opportunities for our students and filling gaps in learning. Half of a two year contract will be paid for using 2021-22 site funds.	Increased midyear iReady Reading Diagnostic scores between the beginning-of-year and midyear administrations. LEXIA's own analytics show student progress. The more students use LEXIA, the more progress they show in ELA standards. We are currently considering another program because of the increased cost of LEXIA.

Done?	**Goal/Strategy ID**	**Action/Strategy**	**Will this action/strategy be stopped, continued, or modified in the upcoming planning year?**
	Goal 2 Strategy	Reading Partners provides individual tutoring to students reading far below grade level. Second grade continues to be the focus so that all students will be able to read by third grade. A secondary focus will be placed on third grade students who need additional support and any students retained in the first grade. We are hoping that Reading Partners tutoring will be paid for with help from the school district.	Continued
	Goal 2 Strategy	After-school tutoring in English language arts was provided in the 2020-21 school year once a week beginning after the winter holidays (paid for through the Language Assessment and Development Department of the PUSD). The tutoring allowed teachers to provide focused assistance to English learners struggling with English language arts, in particular with reading. I would like to explore ways, in collaboration with LADD to more effectively use funding to provide in-class push-in support for English learners to receive additional assistance during the school day. Students are more alert during the morning hours, and this alternate use of funds may be more effective in meeting their needs. (The expense of $10,000 is included in the Closing the Gap section.)	Continued
	Goal 2 Strategy	LEXIA Core 5 is an effective online platform that provides practice with grade level English language arts skills and beyond, differentiating practice opportunities for our students and filling gaps in learning. Half of a two year contract will be paid for using 2021-22 site funds.	Modified

Done?	Goal/Strategy ID	Action/Strategy	Done?
	Goal 2 Strategy	Reading Partners provides individual tutoring to students reading far below grade level. Second grade continues to be the focus so that all students will be able to read by third grade. A secondary focus will be placed on third grade students who need additional support and any students retained in the first grade. We are hoping that Reading Partners tutoring will be paid for with help from the school district.	
	Goal 2 Strategy	After-school tutoring in English language arts was provided in the 2020-21 school year once a week beginning after the winter holidays (paid for through the Language Assessment and Development Department of the PUSD). The tutoring allowed teachers to provide focused assistance to English learners struggling with English language arts, in particular with reading. I would like to explore ways, in collaboration with LADD to more effectively use funding to provide in-class push-in support for English learners to receive additional assistance during the school day. Students are more alert during the morning hours, and this alternate use of funds may be more effective in meeting their needs. (The expense of $10,000 is included in the Closing the Gap section.)	
	Goal 2 Strategy	LEXIA Core 5 is an effective online platform that provides practice with grade level English language arts skills and beyond, differentiating practice opportunities for our students and filling gaps in learning. Half of a two year contract will be paid for using 2021-22 site funds.	

Done?	Goal/Strategy ID	Action/Strategy	*This strategy [was/was not] implemented.* Was the Action/Strategy Implemented?
	Goal 3 Strategy	Scholastic Magazines, paid for through the Language Assessment and Development Department, provide high interest reading material and the opportunity to work on specific comprehension skills and vocabulary to develop the oral and written language of our English learners and other students who struggle with reading and reading comprehension.	yes
	Goal 3 Strategy	After-school tutoring is needed in English language arts for English learners, in particular. I would like to explore the possibility with the Language Assessment and Development Department (LADD) of using the funds for in-class intervention and take advantage of the earlier hours when students are most attentive. The strategy may be more effective in meeting the needs of our EL students. Since the 2018-19 school year, tutoring in ELA for ELs was paid for by LADD ($10,000).	yes
	Goal 3 Strategy	There is a need for other subgroups to receive after-school tutoring and/or in-class support. One possibility is to extend the hours of our playground aides so that they can support the students that need it most in the classroom.	yes

			Activities related to the implementation of this strategy included... Use CTRL + ENTER while typing for newlines.
Done?	**Goal/Strategy ID**	**Action/Strategy**	**If the strategy was implemented, describe HOW it was implemented.** **If the strategy was not implemented, why was the action not implemented?**
	Goal 3 Strategy	Scholastic Magazines, paid for through the Language Assessment and Development Department, provide high interest reading material and the opportunity to work on specific comprehension skills and vocabulary to develop the oral and written language of our English learners and other students who struggle with reading and reading comprehension.	Provides English articles of high interest to students to increase reading comprehension and critical thinking.
	Goal 3 Strategy	After-school tutoring is needed in English language arts for English learners, in particular. I would like to explore the possibility with the Language Assessment and Development Department (LADD) of using the funds for in-class intervention and take advantage of the earlier hours when students are most attentive. The strategy may be more effective in meeting the needs of our EL students. Since the 2018-19 school year, tutoring in ELA for ELs was paid for by LADD ($10,000).	Both of these interventions began at or near the midyear point. LADD provided an instructional aide to work with targeted English learners, especially LTELS. She would pull 4th and 5tth grade students for specific support during the school day. She also helped with ELPAC testing. After-school tutoring, provided by LEARNs, was made available for English language arts mainly, but some teachers also provided math tutoring. Classdroom teachers were paid to tutor students in small groups after school. Students in need of support were identified and referred by teachers, but some students were referred through the SST process.
	Goal 3 Strategy	There is a need for other subgroups to receive after-school tutoring and/or in-class support. One possibility is to extend the hours of our playground aides so that they can support the students that need it most in the classroom.	Plaground aides are placed in classrooms between 0.75 and 1.5 hours where behavior and academic support is needed.

Done?	Goal/Strategy ID	Action/Strategy	*This strategy [was/was not] effective in meeting the needs of students.*
			Was the strategy effective in addressing the needs of students?
	Goal 3 Strategy	Scholastic Magazines, paid for through the Language Assessment and Development Department, provide high interest reading material and the opportunity to work on specific comprehension skills and vocabulary to develop the oral and written language of our English learners and other students who struggle with reading and reading comprehension.	yes
	Goal 3 Strategy	After-school tutoring is needed in English language arts for English learners, in particular. I would like to explore the possibility with the Language Assessment and Development Department (LADD) of using the funds for in-class intervention and take advantage of the earlier hours when students are most attentive. The strategy may be more effective in meeting the needs of our EL students. Since the 2018-19 school year, tutoring in ELA for ELs was paid for by LADD ($10,000).	yes
	Goal 3 Strategy	There is a need for other subgroups to receive after-school tutoring and/or in-class support. One possibility is to extend the hours of our playground aides so that they can support the students that need it most in the classroom.	yes

Done?	Goal/Strategy ID	Action/Strategy	Basis for effectiveness determination OR Barriers to implementation How do you know? CTRL + ENTER while typing to make new lines
	Goal 3 Strategy	Scholastic Magazines, paid for through the Language Assessment and Development Department, provide high interest reading material and the opportunity to work on specific comprehension skills and vocabulary to develop the oral and written language of our English learners and other students who struggle with reading and reading comprehension.	Observed student enjoyment of the articles provided.
	Goal 3 Strategy	After-school tutoring is needed in English language arts for English learners, in particular. I would like to explore the possibility with the Language Assessment and Development Department (LADD) of using the funds for in-class intervention and take advantage of the earlier hours when students are most attentive. The strategy may be more effective in meeting the needs of our EL students. Since the 2018-19 school year, tutoring in ELA for ELs was paid for by LADD ($10,000).	The effects seem to be significant, especially the after-school tutoring, but since the strategies began at the midyear point, data is not yet available for comparison.
	Goal 3 Strategy	There is a need for other subgroups to receive after-school tutoring and/or in-class support. One possibility is to extend the hours of our playground aides so that they can support the students that need it most in the classroom.	The aides, as observed and reported by our teachers, have been paramount in providing individual and small group support for students who can be disruptive in class. They keep the students on task and ensure that they are following directions.

Done?	Goal/Strategy ID	Action/Strategy	Based on the available data and observed outcomes, this action will be... *[continued / stopped/ modified]* for the next planning cycle.
			Will this action/strategy be stopped, continued, or modified in the upcoming planning year?
	Goal 3 Strategy	Scholastic Magazines, paid for through the Language Assessment and Development Department, provide high interest reading material and the opportunity to work on specific comprehension skills and vocabulary to develop the oral and written language of our English learners and other students who struggle with reading and reading comprehension.	Continued
	Goal 3 Strategy	After-school tutoring is needed in English language arts for English learners, in particular. I would like to explore the possibility with the Language Assessment and Development Department (LADD) of using the funds for in-class intervention and take advantage of the earlier hours when students are most attentive. The strategy may be more effective in meeting the needs of our EL students. Since the 2018-19 school year, tutoring in ELA for ELs was paid for by LADD ($10,000).	Continued
	Goal 3 Strategy	There is a need for other subgroups to receive after-school tutoring and/or in-class support. One possibility is to extend the hours of our playground aides so that they can support the students that need it most in the classroom.	Continued

Done?	Goal/Strategy ID	Action/Strategy	Done?
	Goal 3 Strategy	Scholastic Magazines, paid for through the Language Assessment and Development Department, provide high interest reading material and the opportunity to work on specific comprehension skills and vocabulary to develop the oral and written language of our English learners and other students who struggle with reading and reading comprehension.	
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	Goal 3 Strategy	There is a need for other subgroups to receive after-school tutoring and/or in-class support. One possibility is to extend the hours of our playground aides so that they can support the students that need it most in the classroom.	

			This strategy [was/was not] implemented.
Done?	Goal/Strategy ID	Action/Strategy	Was the Action/Strategy Implemented?
	Goal 3 Strategy	Reading Partners will continue to prioritize second grade primarily and third grade as well, but there may be a few fourth and fifth grade students participating in the intervention program, as well as first grade students who have been retained. Funding at this time is uncertain. Supervised by a site coordinator, the organization has had much success in helping struggling students from all subgroups learn the phonics, word recognition, reading comprehension, and vocabulary skills needed to become literate individuals.	yes
	Goal 3 Strategy	LEXIA Core 5 is an Internet-based program used by many of our teachers to support the upward trajectory in English language arts for many of our students, especially during independent work periods. Targeted, individualized per student, and possessing the capacity to track the progress of each, LEXIA provides valuable differentiated support for our students. During school closures in the 2019-20 School Year, the LEXIA CORE 5 program provided consistent practice for our students and an opportunity to continue making progress in specific essential skills.	yes
	Goal 3 Strategy	The RAZ-Kids Internet-based reading assessment/program and electronic leveled library will continue to be funded by the school district for the students in the Spanish dual language immersion program through the 2022-23 school year. The district contract with RAZ-Kids for our English mainstream classes was for a one-year term only. The cost of RAZ-Kids for our 10 English mainstream classes will be paid for by our Annual Fund if not paid for through the school district.	yes

Done?	Goal/Strategy ID	Action/Strategy	Activities related to the implementation of this strategy included... Use CTRL + ENTER while typing for newlines.
			If the strategy was implemented, describe HOW it was implemented. If the strategy was not implemented, why was the action not implemented?
	Goal 3 Strategy	Reading Partners will continue to prioritize second grade primarily and third grade as well, but there may be a few fourth and fifth grade students participating in the intervention program, as well as first grade students who have been retained. Funding at this time is uncertain. Supervised by a site coordinator, the organization has had much success in helping struggling students from all subgroups learn the phonics, word recognition, reading comprehension, and vocabulary skills needed to become literate individuals.	A Reading Partners site coordinator managed online tutors, and after the middle of the year, in-person tutors who provided individual tutoring to 44 students in grades 1-4. The frequency of service per pupil is twice weekly, and each session is 45 minutes in duration.
	Goal 3 Strategy	LEXIA Core 5 is an Internet-based program used by many of our teachers to support the upward trajectory in English language arts for many of our students, especially during independent work periods. Targeted, individualized per student, and possessing the capacity to track the progress of each, LEXIA provides valuable differentiated support for our students. During school closures in the 2019-20 School Year, the LEXIA CORE 5 program provided consistent practice for our students and an opportunity to continue making progress in specific essential skills.	LEXIA is often used for independent practice during Workshop time and can be assigned for homework, especially for students who have gaps in English language arts skills.
	Goal 3 Strategy	The RAZ-Kids Internet-based reading assessment/program and electronic leveled library will continue to be funded by the school district for the students in the Spanish dual language immersion program through the 2022-23 school year. The district contract with RAZ-Kids for our English mainstream classes was for a one-year term only. The cost of RAZ-Kids for our 10 English mainstream classes will be paid for by our Annual Fund if not paid for through the school district.	Our students and teachers greatly appreciate what RAZ-Kids has to offer. For our dual language immersion students, the data base of books in Spanish, along with comprehension checks, fills the gap in printed reading materials between the English and Spanish programs.

Done?	Goal/Strategy ID	Action/Strategy	This strategy [was/was not] effective in meeting the needs of students.
			Was the strategy effective in addressing the needs of students?
	Goal 3 Strategy	Reading Partners will continue to prioritize second grade primarily and third grade as well, but there may be a few fourth and fifth grade students participating in the intervention program, as well as first grade students who have been retained. Funding at this time is uncertain. Supervised by a site coordinator, the organization has had much success in helping struggling students from all subgroups learn the phonics, word recognition, reading comprehension, and vocabulary skills needed to become literate individuals.	yes
	Goal 3 Strategy	LEXIA Core 5 is an Internet-based program used by many of our teachers to support the upward trajectory in English language arts for many of our students, especially during independent work periods. Targeted, individualized per student, and possessing the capacity to track the progress of each, LEXIA provides valuable differentiated support for our students. During school closures in the 2019-20 School Year, the LEXIA CORE 5 program provided consistent practice for our students and an opportunity to continue making progress in specific essential skills.	yes
	Goal 3 Strategy	The RAZ-Kids Internet-based reading assessment/program and electronic leveled library will continue to be funded by the school district for the students in the Spanish dual language immersion program through the 2022-23 school year. The district contract with RAZ-Kids for our English mainstream classes was for a one-year term only. The cost of RAZ-Kids for our 10 English mainstream classes will be paid for by our Annual Fund if not paid for through the school district.	yes

Done?	Goal/Strategy ID	Action/Strategy	Basis for effectiveness determination OR Barriers to implementation
			How do you know? CTRL + ENTER while typing to make new lines
	Goal 3 Strategy	Reading Partners will continue to prioritize second grade primarily and third grade as well, but there may be a few fourth and fifth grade students participating in the intervention program, as well as first grade students who have been retained. Funding at this time is uncertain. Supervised by a site coordinator, the organization has had much success in helping struggling students from all subgroups learn the phonics, word recognition, reading comprehension, and vocabulary skills needed to become literate individuals.	Reading Partners STAR testing shows gains in all areas of reading in the student participants when beginning-of-year and midyear scores are measured and compared. The students who are participating in Reading Partners show increases in classroom assessments, as well.
	Goal 3 Strategy	LEXIA Core 5 is an Internet-based program used by many of our teachers to support the upward trajectory in English language arts for many of our students, especially during independent work periods. Targeted, individualized per student, and possessing the capacity to track the progress of each, LEXIA provides valuable differentiated support for our students. During school closures in the 2019-20 School Year, the LEXIA CORE 5 program provided consistent practice for our students and an opportunity to continue making progress in specific essential skills.	Increased midyear iReady Reading Diagnostic scores between the beginning-of-year and midyear administrations. LEXIA's own analytics show student progress. The more students use LEXIA, the more progress they show in ELA standards. We are currently considering another program because of the increased cost of LEXIA.
	Goal 3 Strategy	The RAZ-Kids Internet-based reading assessment/program and electronic leveled library will continue to be funded by the school district for the students in the Spanish dual language immersion program through the 2022-23 school year. The district contract with RAZ-Kids for our English mainstream classes was for a one-year term only. The cost of RAZ-Kids for our 10 English mainstream classes will be paid for by our Annual Fund if not paid for through the school district.	Increased midyear iReady Reading Diagnostic scores between the beginning-of-year and midyear administrations of the assessments.

			Based on the available data and observed outcomes, this action will be... *[continued / stopped/ modified]* for the next planning cycle.
Done?	**Goal/Strategy ID**	**Action/Strategy**	**Will this action/strategy be stopped, continued, or modified in the upcoming planning year?**
	Goal 3 Strategy	Reading Partners will continue to prioritize second grade primarily and third grade as well, but there may be a few fourth and fifth grade students participating in the intervention program, as well as first grade students who have been retained. Funding at this time is uncertain. Supervised by a site coordinator, the organization has had much success in helping struggling students from all subgroups learn the phonics, word recognition, reading comprehension, and vocabulary skills needed to become literate individuals.	Continued
	Goal 3 Strategy	LEXIA Core 5 is an Internet-based program used by many of our teachers to support the upward trajectory in English language arts for many of our students, especially during independent work periods. Targeted, individualized per student, and possessing the capacity to track the progress of each, LEXIA provides valuable differentiated support for our students. During school closures in the 2019-20 School Year, the LEXIA CORE 5 program provided consistent practice for our students and an opportunity to continue making progress in specific essential skills.	Modified
	Goal 3 Strategy	The RAZ-Kids Internet-based reading assessment/program and electronic leveled library will continue to be funded by the school district for the students in the Spanish dual language immersion program through the 2022-23 school year. The district contract with RAZ-Kids for our English mainstream classes was for a one-year term only. The cost of RAZ-Kids for our 10 English mainstream classes will be paid for by our Annual Fund if not paid for through the school district.	Continued

Done?	Goal/Strategy ID	Action/Strategy	Done?
			Done?
	Goal 3 Strategy	Reading Partners will continue to prioritize second grade primarily and third grade as well, but there may be a few fourth and fifth grade students participating in the intervention program, as well as first grade students who have been retained. Funding at this time is uncertain. Supervised by a site coordinator, the organization has had much success in helping struggling students from all subgroups learn the phonics, word recognition, reading comprehension, and vocabulary skills needed to become literate individuals.	
	Goal 3 Strategy	LEXIA Core 5 is an Internet-based program used by many of our teachers to support the upward trajectory in English language arts for many of our students, especially during independent work periods. Targeted, individualized per student, and possessing the capacity to track the progress of each, LEXIA provides valuable differentiated support for our students. During school closures in the 2019-20 School Year, the LEXIA CORE 5 program provided consistent practice for our students and an opportunity to continue making progress in specific essential skills.	
	Goal 3 Strategy	The RAZ-Kids Internet-based reading assessment/program and electronic leveled library will continue to be funded by the school district for the students in the Spanish dual language immersion program through the 2022-23 school year. The district contract with RAZ-Kids for our English mainstream classes was for a one-year term only. The cost of RAZ-Kids for our 10 English mainstream classes will be paid for by our Annual Fund if not paid for through the school district.	

			This strategy [was/was not] implemented.
Done?	Goal/Strategy ID	Action/Strategy	Was the Action/Strategy Implemented?
	Goal 3 Strategy	Jackson has a 50% Speech Teacher and a full time RSP teacher. Ongoing collaboration between classroom teachers and our Special Education team is necessary to ensure that students with disabilities have the support they need to continue accessing grade level content, both in the general education classroom and the RSP and Speech centers. A special group of English learners with disabilities, not identified specifically in the CAASPP and ELPAC data, need carefully-selected, targeted interventions.	yes
	Goal 4 Strategy	An effective school-wide and classroom Tier 1 foundation must be supported by Tier 2 strategies for students demonstrating behaviors that are "on the radar." Often, students need more guidance on the playground when interacting with peers in a less structured environment. To keep students safely engaged in positive interactions, it is crucial to have ample supervision on the playground during recesses and in the cafeteria at lunchtime. At least two cafeteria and four playground aides are needed for the number of students served as well as strategically-timed recesses that effectively ensure sufficient space on the playground for students to interact and engage in sports and other play activities safely.	yes

			Activities related to the implementation of this strategy included... *Use CTRL + ENTER while typing for newlines.*
Done?	**Goal/Strategy ID**	**Action/Strategy**	**If the strategy was implemented, describe HOW it was implemented.** **If the strategy was not implemented, why was the action not implemented?**
	Goal 3 Strategy	Jackson has a 50% Speech Teacher and a full time RSP teacher. Ongoing collaboration between classroom teachers and our Special Education team is necessary to ensure that students with disabilities have the support they need to continue accessing grade level content, both in the general education classroom and the RSP and Speech centers. A special group of English learners with disabilities, not identified specifically in the CAASPP and ELPAC data, need carefully-selected, targeted interventions.	Our classroom teachers and special education professionals demonstrate much cooperation and collaborative spirit between them. This strategy does not entail extra funding.
	Goal 4 Strategy	An effective school-wide and classroom Tier 1 foundation must be supported by Tier 2 strategies for students demonstrating behaviors that are "on the radar." Often, students need more guidance on the playground when interacting with peers in a less structured environment. To keep students safely engaged in positive interactions, it is crucial to have ample supervision on the playground during recesses and in the cafeteria at lunchtime. At least two cafeteria and four playground aides are needed for the number of students served as well as strategically-timed recesses that effectively ensure sufficient space on the playground for students to interact and engage in sports and other play activities safely.	Supervision is absolutely necessary, and in this current pandemic year, it was fundamental in keeping our students safe while following COVID protocols. Increased supervision was needed because students ate outdoors. It was also needed to ensure that students arrived at school safely and were dismissed in an orderly manner without the assistance of parents on campus.

			This strategy [was/was not] effective in meeting the needs of students.
Done?	**Goal/Strategy ID**	**Action/Strategy**	**Was the strategy effective in addressing the needs of students?**
	Goal 3 Strategy	Jackson has a 50% Speech Teacher and a full time RSP teacher. Ongoing collaboration between classroom teachers and our Special Education team is necessary to ensure that students with disabilities have the support they need to continue accessing grade level content, both in the general education classroom and the RSP and Speech centers. A special group of English learners with disabilities, not identified specifically in the CAASPP and ELPAC data, need carefully-selected, targeted interventions.	yes
	Goal 4 Strategy	An effective school-wide and classroom Tier 1 foundation must be supported by Tier 2 strategies for students demonstrating behaviors that are "on the radar." Often, students need more guidance on the playground when interacting with peers in a less structured environment. To keep students safely engaged in positive interactions, it is crucial to have ample supervision on the playground during recesses and in the cafeteria at lunchtime. At least two cafeteria and four playground aides are needed for the number of students served as well as strategically-timed recesses that effectively ensure sufficient space on the playground for students to interact and engage in sports and other play activities safely.	yes

Done?	Goal/Strategy ID	Action/Strategy	*Basis for effectiveness determination* *OR* *Barriers to implementation* **How do you know?** **CTRL + ENTER while typing to make new lines**
	Goal 3 Strategy	Jackson has a 50% Speech Teacher and a full time RSP teacher. Ongoing collaboration between classroom teachers and our Special Education team is necessary to ensure that students with disabilities have the support they need to continue accessing grade level content, both in the general education classroom and the RSP and Speech centers. A special group of English learners with disabilities, not identified specifically in the CAASPP and ELPAC data, need carefully-selected, targeted interventions.	Increased midyear iReady Reading and Math Diagnostic scores among special education students between the beginning-of-year and midyear administrations of the assessments. Evidence of goals met by students receiving special education services.
	Goal 4 Strategy	An effective school-wide and classroom Tier 1 foundation must be supported by Tier 2 strategies for students demonstrating behaviors that are "on the radar." Often, students need more guidance on the playground when interacting with peers in a less structured environment. To keep students safely engaged in positive interactions, it is crucial to have ample supervision on the playground during recesses and in the cafeteria at lunchtime. At least two cafeteria and four playground aides are needed for the number of students served as well as strategically-timed recesses that effectively ensure sufficient space on the playground for students to interact and engage in sports and other play activities safely.	Smooth operations were evident throughout the school day. It is interesting to note that problems among students arose whenever we were short supervisory staff on the playground. When fully staffed, the problems were minimal. The number of aides for supervision will depend on the course of the COVID-19 pandemic and the resulting need for parental restrictions on campus and safety protocol necessary.

Done?	Goal/Strategy ID	Action/Strategy	*Based on the available data and observed outcomes, this action will be...* *[continued / stopped/ modified]* *for the next planning cycle.* **Will this action/strategy be stopped, continued, or modified in the upcoming planning year?**
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	Goal 4 Strategy	An effective school-wide and classroom Tier 1 foundation must be supported by Tier 2 strategies for students demonstrating behaviors that are "on the radar." Often, students need more guidance on the playground when interacting with peers in a less structured environment. To keep students safely engaged in positive interactions, it is crucial to have ample supervision on the playground during recesses and in the cafeteria at lunchtime. At least two cafeteria and four playground aides are needed for the number of students served as well as strategically-timed recesses that effectively ensure sufficient space on the playground for students to interact and engage in sports and other play activities safely.	Modified

Done?	Goal/Strategy ID	Action/Strategy	Done?
			Done?
	Goal 3 Strategy	Jackson has a 50% Speech Teacher and a full time RSP teacher. Ongoing collaboration between classroom teachers and our Special Education team is necessary to ensure that students with disabilities have the support they need to continue accessing grade level content, both in the general education classroom and the RSP and Speech centers. A special group of English learners with disabilities, not identified specifically in the CAASPP and ELPAC data, need carefully-selected, targeted interventions.	
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Done?	Goal/Strategy ID	Action/Strategy	This strategy [was/was not] implemented.
			Was the Action/Strategy Implemented?
	Goal 4 Strategy	A clinical social worker is needed to provide professional development and strengthen the instructional core outlining positive school-wide structures in which students function according to established norms. The clinical social worker will teach social emotional learning lessons in classrooms on a regular basis (depending on the grade level and the individual schedules of the teachers.) The clinical social worker will help organize small group sessions for social skills training during recesses and lunchtimes and assist in trained individual support of students demonstrating ongoing or extreme negative behaviors, further teaching "at risk" students to positively interact with peers. The clinical social worker will implement and monitor the school-wide Behavior RtI plan.	yes
	Goal 4 Strategy	In addition to the clinical social worker, a behavior aide is needed to provide peer mediation and classroom support when conflicts arise or when students cannot regulate themselves and cause serious disruptions to the learning environment.	yes

Done?	Goal/Strategy ID	Action/Strategy	*Activities related to the implementation of this strategy included...* *Use CTRL + ENTER while typing for newlines.*
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	Goal 4 Strategy	In addition to the clinical social worker, a behavior aide is needed to provide peer mediation and classroom support when conflicts arise or when students cannot regulate themselves and cause serious disruptions to the learning environment.	Our behavior aide is crucial in ensuring safe conditions throughout the school. He watches students on the playground and manages any difficult behavior through the use of varied strategies. He oversees sports during recesses and sets up games for the benefit of our students. He places students on contracts, as needed, and checks in and out with several throughout the course of the day. The behavior aide also responds to urgent situations involving students whenever it is necessary.

Done?	Goal/Strategy ID	Action/Strategy	*This strategy [was/was not] effective in meeting the needs of students.* Was the strategy effective in addressing the needs of students?
	Goal 4 Strategy	A clinical social worker is needed to provide professional development and strengthen the instructional core outlining positive school-wide structures in which students function according to established norms. The clinical social worker will teach social emotional learning lessons in classrooms on a regular basis (depending on the grade level and the individual schedules of the teachers.) The clinical social worker will help organize small group sessions for social skills training during recesses and lunchtimes and assist in trained individual support of students demonstrating ongoing or extreme negative behaviors, further teaching "at risk" students to positively interact with peers. The clinical social worker will implement and monitor the school-wide Behavior RtI plan.	yes
	Goal 4 Strategy	In addition to the clinical social worker, a behavior aide is needed to provide peer mediation and classroom support when conflicts arise or when students cannot regulate themselves and cause serious disruptions to the learning environment.	yes

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	Goal 4 Strategy	In addition to the clinical social worker, a behavior aide is needed to provide peer mediation and classroom support when conflicts arise or when students cannot regulate themselves and cause serious disruptions to the learning environment.	Significant decrease in student referrals to the office when compared to the 2019-20 School Year before the COVID-19 pandemic and school closures began. 0% suspension rate as of April 11, 2022. Observation of students playing organized games on the playground and having conversations with our behavior aide.

Done?	Goal/Strategy ID	Action/Strategy	Based on the available data and observed outcomes, this action will be... [continued / stopped/ modified] for the next planning cycle. Will this action/strategy be stopped, continued, or modified in the upcoming planning year?
	Goal 4 Strategy	A clinical social worker is needed to provide professional development and strengthen the instructional core outlining positive school-wide structures in which students function according to established norms. The clinical social worker will teach social emotional learning lessons in classrooms on a regular basis (depending on the grade level and the individual schedules of the teachers.) The clinical social worker will help organize small group sessions for social skills training during recesses and lunchtimes and assist in trained individual support of students demonstrating ongoing or extreme negative behaviors, further teaching "at risk" students to positively interact with peers. The clinical social worker will implement and monitor the school-wide Behavior RtI plan.	Continued
	Goal 4 Strategy	In addition to the clinical social worker, a behavior aide is needed to provide peer mediation and classroom support when conflicts arise or when students cannot regulate themselves and cause serious disruptions to the learning environment.	Continued

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			This strategy [was/was not] implemented.
Done?	Goal/Strategy ID	Action/Strategy	Was the Action/Strategy Implemented?
	Goal 5 Strategy	It is crucial for a school with over 650 students to have an 8-hour attendance clerk, but currently, the position is a 6-hour one. The school site has regularly paid for 2 additional hours, ensuring that the Clerk/Typist position is an 8-hour per day monthly position.	yes
	Goal 5 Strategy	Creating a positive, nurturing, and trusting school-wide climate for learning is essential to instill in students a desire to come to school every day. Our clinical social worker, working alongside CWAS interns and Jackson Magnet staff, would be able to intervene in special cases where social-emotional concerns are interfering with chronic absenteeism. (The funding for a clinical social worker was added to Goal 6: Parent and Community Engagement.)	no

				Activities related to the implementation of this strategy included... *Use CTRL + ENTER while typing for newlines.*
Done?		**Goal/Strategy ID**	**Action/Strategy**	**If the strategy was implemented, describe HOW it was implemented.** **If the strategy was not implemented, why was the action not implemented?**
		Goal 5 Strategy	It is crucial for a school with over 650 students to have an 8-hour attendance clerk, but currently, the position is a 6-hour one. The school site has regularly paid for 2 additional hours, ensuring that the Clerk/Typist position is an 8-hour per day monthly position.	School operations CANNOT run smoothly or safely without an 8-hour clerk/typist as part of our office staff. With the many interruptions, phone calls, visits, and responsibilities this position entails, I have long believed it should be paid for through the school district. Our clerk/typist is responsible for overeeing the accurate reporting of attendance by teachers: a crucial, ongoing task in any school year, but especially daunting during a pandemic. Our clerk/typist has been essential in calling parents when their children tested positive for COVID or were close contacts who needed to be quarantined. She assists in the gathering of independent study assignments and signatures. She assists the office manager with registrations and is crucial to the smooth operations and accounting systems our school site is required to maintain.
		Goal 5 Strategy	Creating a positive, nurturing, and trusting school-wide climate for learning is essential to instill in students a desire to come to school every day. Our clinical social worker, working alongside CWAS interns and Jackson Magnet staff, would be able to intervene in special cases where social-emotional concerns are interfering with chronic absenteeism. (The funding for a clinical social worker was added to Goal 6: Parent and Community Engagement.)	Our clinical social worker (CSW) concerntrated on all students experiencing emotional issues. It was difficult for her to reach those who were absent or to work with their families, especially when COVID infection was the reason for the absences. Our attendance clerk and principal worked with the most egregious cases of chronic absenteeism, and the CSW concentrated on all other students who needed her attention. The school needs were great, and it was more effective for our CSW to focus her attention on the students who were present in school and exhibited mental health issues (especially since that number was very high).

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	Goal 5 Strategy	It is crucial for a school with over 650 students to have an 8-hour attendance clerk, but currently, the position is a 6-hour one. The school site has regularly paid for 2 additional hours, ensuring that the Clerk/Typist position is an 8-hour per day monthly position.	yes
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Done?	Goal/Strategy ID	Action/Strategy	Basis for effectiveness determination OR Barriers to implementation
			How do you know? CTRL + ENTER while typing to make new lines
	Goal 5 Strategy	It is crucial for a school with over 650 students to have an 8-hour attendance clerk, but currently, the position is a 6-hour one. The school site has regularly paid for 2 additional hours, ensuring that the Clerk/Typist position is an 8-hour per day monthly position.	The results are evident through analysis of our accurate records and reporting systems.
	Goal 5 Strategy	Creating a positive, nurturing, and trusting school-wide climate for learning is essential to instill in students a desire to come to school every day. Our clinical social worker, working alongside CWAS interns and Jackson Magnet staff, would be able to intervene in special cases where social-emotional concerns are interfering with chronic absenteeism. (The funding for a clinical social worker was added to Goal 6: Parent and Community Engagement.)	

Done?	Goal/Strategy ID	Action/Strategy	Based on the available data and observed outcomes, this action will be... [continued / stopped/ modified] for the next planning cycle. Will this action/strategy be stopped, continued, or modified in the upcoming planning year?
	Goal 5 Strategy	It is crucial for a school with over 650 students to have an 8-hour attendance clerk, but currently, the position is a 6-hour one. The school site has regularly paid for 2 additional hours, ensuring that the Clerk/Typist position is an 8-hour per day monthly position.	Continued
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Done?	Goal/Strategy ID	Action/Strategy	This strategy [was/was not] implemented.
			Was the Action/Strategy Implemented?
	Goal 6 Strategy	To involve the parents of one of the student populations most at risk, English learners, an incentive to take a first step in school participation is needed. In February 2020, we had a spike in attendance when we offered a particular incentive to EL parents that was desired by their children. Incentives such as homework passes, ice cream scoops, certificates to restaurants, pizza parties, popcorn and a movie, and extra recesses would be promoted by the most important and influential people in the lives of our parents: their children. Many of these incentives were difficult to offer in the 2020-21 school year, but increased attention is needed in this area despite the meeting format. In addition to incentives, listening to the voices of EL parents and offering the information and support they desire would encourage their continued participation.	yes
	Goal 7 Strategy	Jackson has a dedicated science teacher who works with teachers and provides ongoing PD on the implementation of the Next Generation Science Standards (NGSS) in the regular classroom. Professional development will take into account the STEM Lab and the advantages of having a science teacher who can provide real-life explorations for our students that help them connect the concepts they are learning to important applications in the world around them. Students begin to understand that science is not only fun, but that it is a vibrant, ever-changing discipline that depends on people to take risks and build on prior knowledge (and that in this way, our collective knowledge is continuously growing). Infusing science knowledge into other subjects, such as math, language arts, and fine arts help students understand the synergy between all fields.	yes

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Done?	**Goal/Strategy ID**	**Action/Strategy**	**If the strategy was implemented, describe HOW it was implemented.** **If the strategy was not implemented, why was the action not implemented?**
	Goal 6 Strategy	To involve the parents of one of the student populations most at risk, English learners, an incentive to take a first step in school participation is needed. In February 2020, we had a spike in attendance when we offered a particular incentive to EL parents that was desired by their children. Incentives such as homework passes, ice cream scoops, certificates to restaurants, pizza parties, popcorn and a movie, and extra recesses would be promoted by the most important and influential people in the lives of our parents: their children. Many of these incentives were difficult to offer in the 2020-21 school year, but increased attention is needed in this area despite the meeting format. In addition to incentives, listening to the voices of EL parents and offering the information and support they desire would encourage their continued participation.	We offered ice cream and homework passes, and these incentives had some effect, but not significant results. The meeting that was significantly well-attended took place on November 18th. We offered homework passes, but what made the meeting most successful was the fact that it took place in person outdoors. People responded to the invitation to gather in-person, and as a result, we had 13 parents participate, some of whom had not previously attended an ELAC meeting. We did not place as much emphasis into increasing the percentage of our parents with a Parent Portal account. Report cards were mailed home, for the sake of equity, and there were many more pressing matters on which we needed to place our focus during this year of in-person instruction during a pandemic.
	Goal 7 Strategy	Jackson has a dedicated science teacher who works with teachers and provides ongoing PD on the implementation of the Next Generation Science Standards (NGSS) in the regular classroom. Professional development will take into account the STEM Lab and the advantages of having a science teacher who can provide real-life explorations for our students that help them connect the concepts they are learning to important applications in the world around them. Students begin to understand that science is not only fun, but that it is a vibrant, ever-changing discipline that depends on people to take risks and build on prior knowledge (and that in this way, our collective knowledge is continuously growing). Infusing science knowledge into other subjects, such as math, language arts, and fine arts help students understand the synergy between all fields.	Our science teacher instructs all students in K-5th grade and offers a program that is experiential and hands-on, making the sciences come to life for our students as vibrant, fascinating fields. Our science teacher, in addition, provides professional development and coaching to our teachers. He collaborates with them to provide a cohesive science program at Jackson.

Done?	Goal/Strategy ID	Action/Strategy	This strategy [was/was not] effective in meeting the needs of students.
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	Goal 7 Strategy	Jackson has a dedicated science teacher who works with teachers and provides ongoing PD on the implementation of the Next Generation Science Standards (NGSS) in the regular classroom. Professional development will take into account the STEM Lab and the advantages of having a science teacher who can provide real-life explorations for our students that help them connect the concepts they are learning to important applications in the world around them. Students begin to understand that science is not only fun, but that it is a vibrant, ever-changing discipline that depends on people to take risks and build on prior knowledge (and that in this way, our collective knowledge is continuously growing). Infusing science knowledge into other subjects, such as math, language arts, and fine arts help students understand the synergy between all fields.	Test results are not available at this time, but observations readily show the enthusiasm of our students as they explore science concepts in our lab and the depth of their comments and questions when delving into science concepts (both in the science lab and in their classrooms).

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Pasadena Unified School District
School Plan for Student Achievement (SPSA) • Theory of Action Form • Theory of Action Form • 2020-21

If… Then… So that… Which leads to…
(Theory of Action forJackson STEM Dual Language Magnet Academy)

IF teachers actively participate in professional development and coaching opportunities that equip them to provide rigorous, standards-aligned, student-centered instruction,

and collaboratively design activities to help students develop critical thinking skills while making meaningful connections and exploring extensions of their learning to challenge their reasoning,

THEN teachers will provide careful and precise instruction to meet the assessed needs of all students using successful strategies for differentiation that consistently fill gaps in learning and strategically target the academic needs of underserved students,

SO THAT all students will meet and exceed grade level standards and close the gap in academic achievement that exists between targeted subgroups and all students,

WHICH LEADS TO

all students at Jackson Magnet demonstrating a trajectory towards significant improvement in academic achievement as they deepen their love of learning.

Our Children. Learning Today. Leading Tomorrow.

Pasadena Unified School District

IF   teachers engage in ongoing professional development related to social-emotional learning and positive behavior support and consistently use the strategies to establish strong bonds with and maintain positive interactions with students to guide them effectively,

and   promote the benefits of excellent attendance from the very beginning of the school year while offering student-friendly incentives to come to school every day,

THEN   teachers and staff will develop strong positive relationships with our parent community and build trust through consistent two-way communication,

SO THAT   members of our school community will demonstrate a trauma-informed approach to affect positive change in individual students and to build a supportive environment conducive to learning,

WHICH LEADS TO

all students thriving in a warm and nurturing learning climate that is intellectually, emotionally, socially, and physically safe.

Our Children. Learning Today. Leading Tomorrow.

Jackson Elementary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	593 West Woodbury Rd. Altadena, CA , 91001-5464	**Principal:**	Rita Exposito, Principal
Phone:	(626) 396-5700	**Grade Span:**	K-5

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Rita Exposito, Principal

 Principal, Jackson Elementary

About Our School

Welcome to Jackson STEM Dual Language Magnet Academy, a unique and nurturing elementary school community that provides an innovative approach to teaching and learning, infusing our STEAM curriculum across disciplines to inspire a love of learning in our students! Our community benefits from an upper tier, cross-curricular academic program emphasizing science, technology, engineering, arts, and math (STEAM). Jackson Magnet has developed a vibrant and ever-unfolding science program enhanced by upgrades in technology, a science lab, a garden program with connections to life science, nutrition, and cooking, and full-time science/engineering and music teachers. We offer varied opportunities for our students and challenge them to think critically and make deeper interdisciplinary connections.

The 21st century has become a highly technological and global era, one where marketable advantages include an education rich in the STEAM disciplines and the ability to speak multiple languages. Therefore, as an option for parents, Jackson is exceedingly proud of its Spanish/English dual language immersion program (SDLIP), serving both Spanish- and English-dominant students with the goal of nurturing bilingualism, bi-literacy, bi-culturalism, and bi-cognitive thinking. When a STEAM-based curriculum is enhanced with early instruction in a foreign language, students will be singularly prepared for success in an unforeseeable future.

Contact

Jackson Elementary
593 West Woodbury Rd.
Altadena, CA 91001-5464

Phone: (626) 396-5700
Email: exposito.rita@pusd.us

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	McDonald, Brian
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2021—2022)

School Name	Jackson Elementary
Street	593 West Woodbury Rd.
City, State, Zip	Altadena, CA , 91001-5464
Phone Number	(626) 396-5700
Principal	Rita Exposito, Principal
Email Address	exposito.rita@pusd.us
Website	http://jackson.pusd.us
County-District-School (CDS) Code	19648816021620

Last updated: 1/19/22

School Description and Mission Statement (School Year 2021—2022)

Jackson STEM Dual Language Magnet Academy was built in 1910 and lies nestled in the foothills of the San Gabriel Mountains just a short distance from NASA's Jet Propulsion Laboratory and the Rose Bowl. Historically a neighborhood school, Jackson has become a widely popular school of choice and one of the most popular elementary schools in the Pasadena Unified School District. Our dedicated staff members work alongside our parents and community members to create a safe and attractive environment that supports learning and provides services to meet the individual needs of our students. Our school serves 685 students in grades Pre-Kindergarten through 5th grade. Our student population is very diverse and is represented by the following ethnic groups: 10.6% African American, 16.3% Caucasian, 66.5% Hispanic or Latino, and 2.1% Asian (including Filipinos and Pacific islanders). Sixty-three percent of our students receive free and reduced lunch. Among our kindergarten through fifth grade students, 16.7% are English learners, and 8.8% are students with disabilities. As of August 2015, some of our students have fed into Washington STEAM Multilingual Academy and subsequently attended John Muir High School. Jackson's students also have the choice of enrolling at Blair IB Middle and High School to continue with the Spanish/English Dual Language Immersion Program.

School Mission Statement

Jackson STEM Dual Language Magnet Academy seeks to provide a challenging academic environment where our students develop a love of learning through exploration, problem-solving, critical thinking, collaboration, and discovery. We encourage our students to be innovative thinkers while preparing for an increasingly global future and fostering a community of mutual respect and social responsibility. Jackson's students will develop the knowledge, communication skills, and confidence to become transformational leaders of the 21st century.

School Vision Statement

Jackson STEM Dual Language Magnet Academy will support the whole child by empowering students to reach their full potential and strive for academic excellence and exemplary citizenship. We will provide an interdisciplinary approach to teaching and learning, inspiring our students to work as a team in developing creative solutions to real-world problems. We will equip our students with the skills to make positive choices, motivating them through engaging, research-based instruction that builds resilience and is relevant to their experiences.

We will welcome parents and members of the community to participate collaboratively with the school staff as we foster a nurturing atmosphere among our diverse population. We will be united in purpose and develop innovative strategies with the potential to make our community a better place.

Staff Philosophy

The community of Jackson Magnet STEM Dual Language Academy has a shared stake in the educational philosophy of the school. We believe that:

All children can discover and develop their passion for learning.

Knowledge and academic success instill self-motivation in our students.

A rigorous, meaning-centered, thinking curriculum based on significant content and 21st-century skills is the centerpiece of instruction.

An academic program that seamlessly integrates the STEM disciplines will prepare students for a highly technological future.

Early second language acquisition leads to bi-literate and bi-cognitive students with a multi-cultural understanding that helps them develop a global perspective.

The involvement of parents and community members is integral to the success of our students.

Last updated: 1/19/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	113
Grade 2	111
Grade 3	113
Grade 4	105
Grade 5	108
Kindergarten	112
Total Enrollment	662

Last updated: 1/11/22
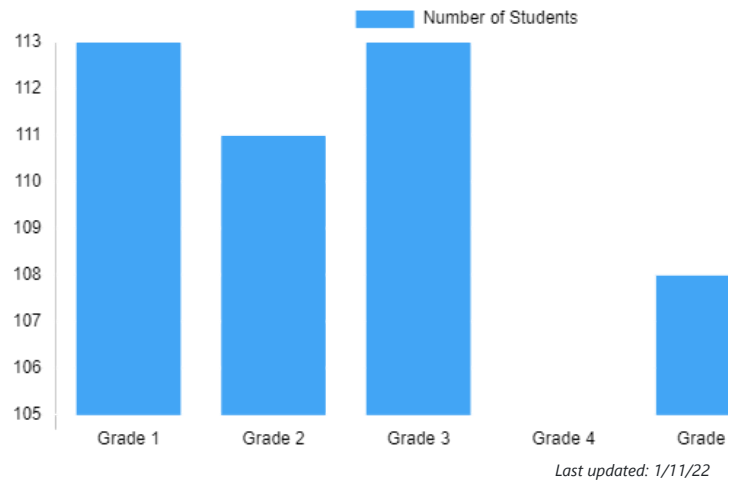
Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	49.70%
Male	50.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	0.50%
Black or African American	9.40%
Filipino	1.50%
Hispanic or Latino	66.50%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	4.40%
White	16.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	14.20%
Foster Youth	0.30%
Homeless	5.10%
Migrant	0.00%
Socioeconomically Disavantaged	63.60%
Students with Disabilities	8.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Classroom Library (Scholastic, No Date) Words Their Way Words Their Way: Syllable Words Their Way: Alpha Words Their Way: Letter & Pic Words Their Way: Word Sorts (Pearson, 2017)	Yes	0%
Mathematics	Ready CCSS MATH INSTRUCTION -Student book (Curriculum Associates, 2017) Ready CCSS SPANISH MATH INSTRUCTION -Student book (Curriculum Associates, 2017)	Yes	0%
Science	STEMscopes (Accelerate Learning, 2016)	Yes	0%
History-Social Science	myWorld Interactive (Pearson, 2019) myWorld Interactive (Pearson, 2019) [Spanish]	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/20/22

School Facility Conditions and Planned Improvements

Jackson STEM Dual Language Magnet Academy was originally constructed in 1922 and thoroughly modernized between 2002 and 2005 as a result of Measure Y bond funding. Under Measure TT, the F Building received a number of repairs and new equipment, including new carpeting, tack boards in the classrooms, repair of a drainage problem, and the construction of a new retaining wall. In the 2011-12 academic year, the office, cafeteria, and auditorium were completely remodeled. Four single portable classrooms were added to our campus prior to the 2015-16 school year and refurbished in the fall of 2015, replacing an older double unit on the playground. Three additional single portable classrooms were subsequently added and refurbished in the summer of 2018, and the irrigation and grass in the field were replaced in the fall of the same year. At the same time, a new drop-off zone and parking lot were constructed to reduce traffic and parking issues in the area.

The campus currently houses 26 classrooms in the permanent buildings, including a science lab, library, a garden/cooking room doubling as a parent room, and a preschool classroom. The campus also has an auditorium, a separate cafeteria, a health office, a large playground, and two smaller playgrounds for our kindergarten and preschool programs. The portable classrooms house four additional regular classes as well as our RSP and speech and language programs, academic intervention services, and a book room containing leveled texts for classroom use. In addition, a new play structure was added in the fall of 2016 to positively contribute to our students' experiences at play during recess.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/19/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repair needed
Interior: Interior Surfaces	Good	No repair needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No repair needed
Electrical: Electrical	Good	Work order placed to address missing wire molding
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Work order placed to address loose toilet in boys restroom
Safety: Fire Safety, Hazardous Materials	Good	No repair needed
Structural: Structural Damage, Roofs	Good	No repair needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Work order placed to address loose door closer hardware

Overall Facility Rate

Year and month of the most recent FIT report: November 2020

Overall Rating	Good

Last updated: 1/21/22

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/12/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	324	N/T	N/T	N/T	N/T
Female	152	N/T	N/T	N/T	N/T
Male	172	N/T	N/T	N/T	N/T
American Indian or Alaska Native	--	N/T	N/T	N/T	N/T
Asian	--	N/T	N/T	N/T	N/T
Black or African American	34	N/T	N/T	N/T	N/T
Filipino	--	N/T	N/T	N/T	N/T
Hispanic or Latino	225	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	N/T	N/T	N/T	N/T
White	46	N/T	N/T	N/T	N/T
English Learners	50	N/T	N/T	N/T	N/T
Foster Youth	--	N/T	N/T	N/T	N/T
Homeless					
Military	--	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	233	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	324	N/T	N/T	N/T	N/T
Female	152	N/T	N/T	N/T	N/T
Male	172	N/T	N/T	N/T	N/T
American Indian or Alaska Native	--	N/T	N/T	N/T	N/T
Asian	--	N/T	N/T	N/T	N/T
Black or African American	34	N/T	N/T	N/T	N/T
Filipino	--	N/T	N/T	N/T	N/T
Hispanic or Latino	225	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	N/T	N/T	N/T	N/T
White	46	N/T	N/T	N/T	N/T
English Learners	50	N/T	N/T	N/T	N/T
Foster Youth	--	N/T	N/T	N/T	N/T
Homeless					
Military	--	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	233	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): iReady Reading
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	326	312	96	4	47
Female	152	147	97	3	50
Male	174	165	95	5	44
American Indian or Alaska Native	2	2	100	0	--
Asian	1	1	100	0	--
Black or African American	33	31	94	6	23
Filipino	5	5	100	0	--
Hispanic or Latino	226	216	96	4	38
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	10	10	100	0	90
White	48	46	96	4	93
English Learners	94	85	90	10	13
Foster Youth	--	--	--	--	--
Homeless	34	28	82	18	18
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	421	309	73	27	33
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	32	30	94	6	23

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/17/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s): iReady Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	326	312	96	4	27
Female	152	147	97	3	24
Male	174	1654	95	5	28
American Indian or Alaska Native	2	2	100	0	--
Asian	1	1	100	0	--
Black or African American	33	31	94	6	10
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	226	216	96	4	17
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	10	10	100	0	60
White	48	46	96	4	72
English Learners	94	92	98	2	5
Foster Youth	--	--	--	--	--
Homeless	34	32	94	6	22
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	421	338	80	20	25
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	32	31	97	3	10

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/19/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	33.89	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/11/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	N/T	N/T	N/T	N/T
Female	59	N/T	N/T	N/T	N/T
Male	48	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	11	N/T	N/T	N/T	N/T
Filipino	--	N/T	N/T	N/T	N/T
Hispanic or Latino	81	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	N/T	N/T	N/T	N/T
White	11	N/T	N/T	N/T	N/T
English Learners	15	N/T	N/T	N/T	N/T
Foster Youth	0	0	0	0	0
Homeless					
Military	--	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	82	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/11/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/11/22

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

Parents and members of the community routinely provide input to enhance the educational programs and the school-wide climate at Jackson STEM Dual Language Magnet Academy. Parents can actively participate in the Parent-Teacher Association (PTA), English Learner Advisory Council (ELAC), African-American Parent Council (AAPC), the Annual Fund Committee, and the Garden Committee. All of these committees provide an opportunity for parents to express their ideas and work together to bring them to fruition.

The members of the School Site Council (SSC) analyze student needs across the grade levels, actively express their opinions, and make decisions about the ways in which our school spends state and federal funding. Parents are also encouraged to volunteer in classrooms, in the library, in the garden, at special events, and as Reading Partners tutors. They can also participate in many Parent Education classes provided through partnerships, the school site, and the school district. Jackson Magnet has formed a number of partnerships with local community businesses and organizations including the following:

      Altadena Rotary Club

      Altadena Town Council

      Amigos de Los Rios

      Armory Center for the Arts

      Audubon Society

      Boy Scouts

      Cabrillo Marine Aquarium

      California Institute of Technology (Caltech)

      Day One

      Garden School Foundation

      Girl Scouts

      Huntington Hospital

      Jet Propulsion Laboratories (JPL)

      Kaiser Permanente

      Kidspace Museum

      La Cañada Methodist Church

      Los Angeles Music Center

      Oakwood Brass

      Pasadena Audubon Society

      Pasadena Education Network (PEN)

      Pasadena Educational Foundation (PEF)

      Pasadena Masons

      Pasadena Rotary Club

      Pasadena Youth Symphony Orchestra

      Planned Parenthood

      Reading is Fundamental (RIF), Pasadena Chapter

      Raising a Reader (RAR)

      Reading Partners

      The Tree People

      Side Street Projects

      Young and Healthy

The Pasadena Unified School District provides parent education opportunities (through the Parent University) to enhance parenting skills, explain curricular elements and academic assessments, encourage academic support at home as well as social-emotional growth, advocacy, technology, leadership, etc. The PUSD, in cooperation with individual school sites, recruits and trains parents to volunteer in schools and take leadership roles in parent advisory committees at the site and district levels.

The PUSD provides professional development for school and district staff on customer service, how to better engage parents and families, and strategies on establishing two-way, and meaningful communication between families and schools.

Contact information: Office of Family and Community Engagement, (626) 396-3600 ext. 88191

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-2019	School 2019-2020	School 2020–2021	District 2018-2019	District 2019-2020	District 2020–2021	State 2018-2019	State 2019-2020	State 2020–2021
Dropout Rate	--	--	--	9.40%	8.00%	7.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	82.40%	79.00%	81.20%	84.50%	84.20%	83.60%

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0.0
Female	0	0	0.0
Male	0	0	0.0
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	0	0	0.0
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	0	0	0.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated:

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	674	669	50	7.5
Female	335	332	27	8.1
Male	339	337	23	6.8
American Indian or Alaska Native	3	3	0	6.8
Asian	3	3	0	0.0
Black or African American	64	63	8	12.7
Filipino	10	10	0	0.0
Hispanic or Latino	448	445	41	9.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	29	29	0	0.0
White	112	111	0	0.0
English Learners	129	129	17	13.2
Foster Youth	2	2	1	50.0
Homeless	37	37	3	8.1
Socioeconomically Disadvantaged	437	433	47	10.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	61	61	6	9.8

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	0.62%	0.00%	4.57%	0.06%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.01%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.60%	2.94%	2.45%
Expulsions	0.00%	0.01%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/11/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The safety of students and staff is a primary concern of Jackson Elementary. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Students are monitored before, during, and after school by supervision aides, resource teachers, and the principal. Teachers help supervise students during recess. There are designated areas for student drop-off and pick-up.

The School Site Safety Plan is revised annually by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with school staff in 2021. Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year. District support teams have worked together with the Pasadena Public Health Department to develop school safety plans that address and minimize the potential spread of COVID-19 as a separate school reopening plan.

Last updated: 1/20/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00		5	
1	24.00	1	3	
2	24.00	1	4	
3	23.00	1	4	
4	26.00		3	
5	27.00		4	
6				
Other**				0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00	2	3	
1	26.00		4	
2	24.00		4	
3	22.00	2	3	
4	29.00		3	
5	31.00		3	
6				
Other**	26.00		2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00		4	
1	23.00		4	
2	25.00		4	
3	27.00		4	1
4	32.00		1	
5	29.00		3	
6				
Other**	26.00		3	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0

Last updated: 12/31/99

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 12/31/99

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12240.69	$4332.25	$7908.44	$68781.73
District	N/A	N/A	$8970.50	$75843.00
Percent Difference – School Site and District	N/A	N/A	-12.58%	-9.76%
State	N/A	N/A	$8443.83	$86376.00
Percent Difference – School Site and State	N/A	N/A	-6.55%	-22.68%

Last updated: 1/20/22

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2020–2021)

Jackson STEM Dual Language Magnet Academy has 26 full-time classroom teachers as well as certificated instructional support staff including 2 full-time, out-of-classroom educators (an EL/Instructional Coach and a STEM teacher) who provide services to our regular teachers, parents, and students. Members of Jackson Magnet's support staff refine our STEAM programs, assist with Common Core-aligned lesson planning, support the language development of our English and Spanish language learners, and help classroom teachers address the academic needs of each of our subgroups. In addition, we have a full-time music teacher who serves our students in grades K-5 and provides instruction in choral and instrumental music. Our students benefit from the services of a full-time preschool teacher, full-time RSP teacher, a 50% speech and language specialist, and a 50% psychologist.

Approximately 20 caring classified/hourly staff members provide a variety of school services positively impacting student success (during class time and after school). A full-time clinical social worker provides direct services to teachers and students as part of our school's commitment to social-emotional learning. Our part-time library coordinator has a science background and also serves as our scientist-in-residence, supporting both teachers and students.

In addition to our STEAM academy, Jackson Magnet is the home of the popular Spanish/English Dual Language Immersion Program (DLIP). In the 2020-21 school year, we housed eighteen DLIP classes: two preschool classes, three classes each in grades K-3, two fourth grade classes, and 2 fifth grade classes. We implement a 90/10 model beginning with 90% Spanish instruction and 10% English instruction in kindergarten. In each subsequent year, 10% additional English minutes are added until, at the fourth grade level, students spend 50% of their time learning in Spanish and 50% in English. Because of our STEAM focus, our students receive science instruction in two languages, capitalizing on their common Latin roots and enhancing their vocabulary in English as well as in Spanish.

Other services include art and music programs such as "My Masterpieces," made possible through the Pasadena Educational Foundation (PEF) and "Artful Connections" programs, aligning art instruction with math and science (provided by teaching artists from the Armory Center for the Arts). Partnerships with JPL, Caltech, Reading Partners, Pasadena Youth Symphony Orchestra and POPS, Side Street Projects, the Garden School Foundation, and Day One add greatly to the instructional opportunities we offer our students.

Last updated: 1/19/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45221.00	$52562.00
Mid-Range Teacher Salary	$69894.00	$83575.00
Highest Teacher Salary	$93302.00	$104166.00
Average Principal Salary (Elementary)	$117240.00	$131875.00
Average Principal Salary (Middle)	$119160.00	$137852.00
Average Principal Salary (High)	$126720.00	--
Superintendent Salary	$272950.00	$260243.00
Percent of Budget for Teacher Salaries	27.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
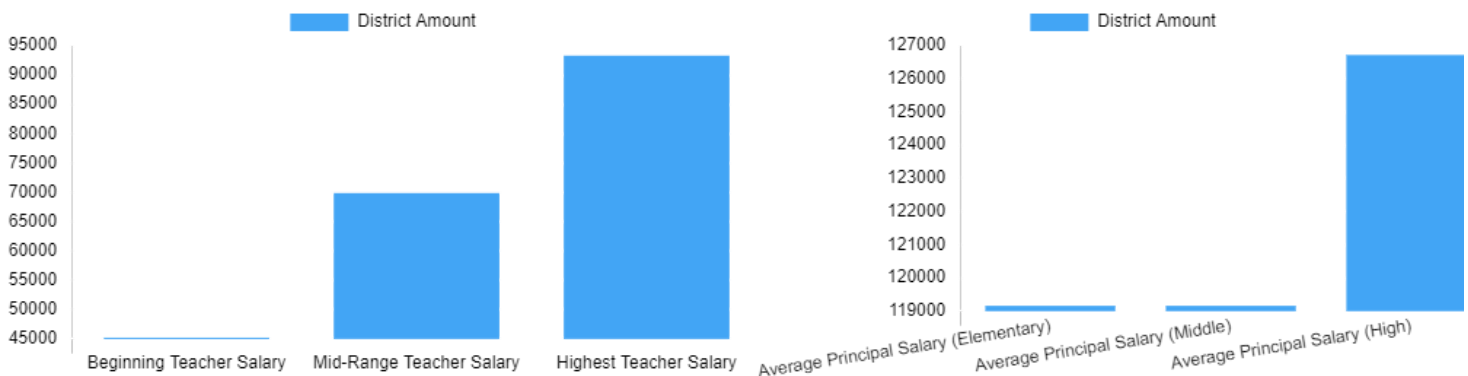
Last updated:

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	18	19	21

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	8151	678	8.32	91.68	59.79
Female	3846	339	8.81	91.19	66.37
Male	4298	338	7.86	92.14	53.01
American Indian or Alaska Native	12	1	--	91.67	--
Asian	410	28	6.83	93.17	85.71
Black or African American	922	62	6.72	93.28	55.74
Filipino	154	14	9.09	90.91	78.57
Hispanic or Latino	4888	407	8.33	91.67	51.38
Native Hawaiian or Pacific Islander	15	2	13.33	86.67	--
Two or More Races	321	18	5.61	94.39	77.78
White	1429	146	10.22	89.78	75.34
English Learners	1110	38	3.42	96.58	11.11
Foster Youth	157	12	7.64	92.36	33.33
Homeless					
Military	364	49	13.46	86.54	44.90
Socioeconomically Disadvantaged	5586	446	7.98	92.02	51.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1224	63	5.15	94.85	16.39

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/22

LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	8151	623	7.64	92.36	41.90
Female	3846	315	8.19	91.81	42.26
Male	4298	307	7.14	92.86	41.33
American Indian or Alaska Native	12	1	--	91.67	--
Asian	410	28	6.83	93.17	75.00
Black or African American	922	54	5.86	94.14	25.93
Filipino	154	16	10.39	89.61	68.75
Hispanic or Latino	4888	371	7.59	92.41	31.30
Native Hawaiian or Pacific Islander	15	3	20.00	80.00	--
Two or More Races	321	16	4.98	95.02	68.75
White	1429	134	9.38	90.62	63.16
English Learners	1110	28	2.52	97.48	0.00
Foster Youth	157	9	5.73	94.27	--
Homeless					
Military	364	47	12.91	87.09	35.56
Socioeconomically Disadvantaged	5586	413	7.39	92.61	32.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1224	59	4.82	95.18	8.77

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/22

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s: iReady Reading
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	8140	5895	72	28	50
Female	3839	2813	73	27	54
Male	4292	3080	72	28	47
American Indian or Alaska Native	12	10	83	17	30
Asian	417	348	83	17	82
Black or African American	908	591	65	35	39
Filipino	154	118	77	23	69
Hispanic or Latino	4873	3453	71	29	38
Native Hawaiian or Pacific Islander	15	11	73	27	64
Two or More Races	277	233	84	16	79
White	1443	1102	76	24	75
English Learners	1935	1383	71	29	15
Foster Youth	252	98	39	61	22
Homeless	685	406	59	41	24
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	10163	6545	64	36	39
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	1269	861	68	32	24

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/20/22

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: iReady Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	8140	6024	74	26	30
Female	3839	2865	75	25	29
Male	4292	3157	74	26	30
American Indian or Alaska Native	12	10	83	17	20
Asian	417	344	82	18	71
Black or African American	908	616	68	32	17
Filipino	154	121	79	21	44
Hispanic or Latino	4873	3543	73	27	18
Native Hawaiian or Pacific Islander	15	11	73	27	55
Two or More Races	277	237	86	14	52
White	1443	1115	77	23	55
English Learners	1935	1269	66	34	14
Foster Youth	252	71	28	72	15
Homeless	685	306	45	55	15
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	10163	5220	51	49	28
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	1269	921	73	27	12

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/20/22

Attendance Improvement Program
Attendance Improvement Implementation Plan

School: Jackson STEM Dual Language Magnet Academy	Principal: Rita Exposito
School Number: 028	Counselor: N/A
Date Completed: May 29, 2022	Principal Signature: *Rita Exposito*

Goal: Increase the percentage of students attending at 96% or higher.

2021-22 Current ADA Percentage	2022-23 ADA Short Term Goal	2022-23 ADA Long Term Goal
92.95%	95%	96%

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
Strategy & Activity Description

Continue to communicate to all families the importance of consistent student attendance in school. The message is important to send strongly at the beginning of the year when students and families are most motivated and consistently thereafter.

Continue to motivate students to attend school daily by providing in-class daily/weekly incentives and school-wide individual and class incentives each trimester. | Target Audience/s:

All students and their parents

All students and their parents | Frequency Daily/Weekly/Monthly/Yearly Ongoing at key events and through weekly/monthly communications on Blackboard Connect.

School-wide: once a trimester | Measure of Success:

Monthly attendance reports generated on Aries

Steady progress towards average daily attendance goals |

Identify pupils who are chronically absent and apply appropriate interventions: Truancy Letters, SART/SARB meetings, SST, Tier II Interventions, Counseling, Mentoring, etc.	Chronically absent students (pupils who are absent from school for 10% or more of days in one school year)	Identify students struggling with attendance using AERIES queries. Queries on AERIES will be run on a monthly basis to identify chronic students. Apply interventions on an ongoing basis.	Goal is to develop an individualized plan and apply interventions to 80%-100% of students who have been identified on a monthly basis, especially those with the most egregious chronic absence rate.

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
Strategy & Activity Description Utilize Social Emotional Learning curriculum to address students' social emotional development.	Target Audience/s All students	Frequency Daily/Weekly/Monthly/Yearly Social Emotional Learning lessons to be taught on a weekly basis.	Measure of Success -reduced number of absences
Teachers will utilize motivational strategies, such as a point systems towards Fun Friday, to encourage consistent student daily attendance.	All Students	Daily allocation of points and weekly rewards.	-reduced number of truant absences -reduced chronic absentee rate
Create publications delineating attendance expectations (weekly Sunday Night Blasts, PTA Messages, bulletin board displays)	All Parents and Students	Include attendance messages each month. On a monthly basis	

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
Trauma informed and restorative practices are used to build relationships with all students and promote regular attendance. Perfect and/or excellent attendance celebrations with the principal, including individual awards and/or a class award per grade for the highest average monthly attendance will be used when deemed appropriate (when COVID protocols do not interfere with attendance). Recognize students with the most improved attendance at least once a year.	All students All teachers (through professional development) All students and parents Students at risk and their parents	Ongoing Trimester celebrations and awards Midway through the school year	Maintain a 95-96% average daily attendance rate which will be assessed at the end of the school year. The plan will be monitored for progress by assessing ADA figures at every attendance month.

Question Prompt	Response (Use CTRL + ENTER while typing to create a newline)
What are general learnings you gained while completing the evaluation process?	The strategies involving the employment of support staff have been overwhelmingly effective. Our instructional coach, science teacher, office staff, clincal social worker, library coordinator, behavior aide, and playground supervisory staff are instrumental to our daily operations and need to be be funded every year. Strategies and instructional materials are also essential, but they can be modified more often and sometimes, there is a need to do so (such as the evidence to modify the provision of incentives to English learners to motivate their parents to participate in an ELAC meeting).
How will any of the learnings you gained from this evaluation be used to inform your upcoming plans?	We will be able to use our insights and additional resources to fund programs similar to those that have proved most successful. People are needed to do the work of supporting our students and their families, and it is clearly where the majority of our funding needs to be spent.

School Name	Jackson STEM Dual Language Magnet Academy
Year Being Evaluated	2021-2022
General Notes	

Goal Number	Goal Statement
1	Local measures include three administrations per year of the i-Ready Math Diagnostic Assessment. Scores will demonstrate a 5% increase school-wide or greater in students testing on or above grade level (Tier 1) on the December 2021 midyear administration (when compared to the December 2020 administration), resulting in 49% of our students in grades K-5. At the same time, there will be a 5% decrease or more in the students testing in the "At Risk for Tier 3" level (2 or more grade levels below), resulting in 16% or less of our K-5th grade students in need of Tier 3 interventions. Midyear 2021 i-Ready Math Diagnostic results (administered in December 2021) for grades 3-5 will increase by at least 5% over the midyear 2020 administration, resulting in 38.33% of our students or more scoring at the on or above grade level range (Tier 1). Meanwhile, there will be a 5% decrease or more in the students scoring in the "At Risk for Tier 3" range (2 or more grade levels below), resulting in 16% or less of our students in grades 3-5 in need of Tier 3 interventions. After a 2-year pause due to COVID-19 school closures and resulting remote instruction, the CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -30.1 (Yellow) from 2019 by a total of 5.1 points or more (to reach Green) with a stretch goal of 30.1 points or more (to reach Blue), ending at -25 to 0 or higher by the end of the 2021-2022 school year.
2	Local measures include three administrations per year of the i-Ready Reading Diagnostic Assessment. Midyear scores will demonstrate a 5% increase in K-5th grade students testing at grade level or above on the midyear administration (Tier 1), resulting in 52% of our students school-wide who would be meeting or exceeding standards. At the same time, there will be an 5% decrease in K-5th grade students testing below grade level, resulting in 20% of our students school-wide at the lowest range (Tier 3). Students in grades 3-5 will demonstrate a 5% increase or greater on the midyear i-Ready Reading Diagnostic Assessment, resulting in 49% of our 3rd-5th grade students or more meeting or exceeding standards. There will also be a 5% decrease or greater in 3rd-5th grade students testing at the "At Risk for Tier 3 Interventions" (Tier 3), resulting in 28.33% or less at the lowest range. After a 2-year pause due to COVID-19 school closures and resulting remote instruction, the CAASPP English Language Arts (ELA) Average Distance From Standard for All Students will decrease the baseline of -20 (Yellow) from 2019 by a total of 15 or more (to reach Green) with a stretch goal of 30 or more (to reach Blue), ending at -5 or higher by the end of the 2021-2022 school year.

Goal Number	Goal Statement
3	ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS FOR ENGLISH LEARNERS will be based on overall progress made towards English language proficiency on four domains (listening, speaking, reading, and writing) as demonstrated by the results of the annually administered ELPAC exam. The accountability system within the California Dashboard determines the percentage of students who made enough progress to increase their scores by at least one of six ELPI levels, maintained their previous level, or decreased by at least one ELPI level. Progress is determined by the percentage of students who increased their scores by at least one ELPI level and range from very low to very high progress as follows: Very High = 65% or higher High = 55% to less than 65% Medium = 45% to less than 55% Low = 35% to less than 45% Very Low = Less than 35% THE ENGLISH LEARNER GOAL FOR THE 2021-2022 SCHOOL YEAR: An increase from the baseline of 38.2% progress (in the 2018-19 School Year) to an increase of one ELPI level or more by 45% of our English learners (in the 2021-22 School Year) will result in MEDIUM OVERALL PROGRESS as measured by the ELPAC. A stretch goal would be for 55% of our English learners to progress one ELPI level, resulting in a HIGH level of progress overall by the end of the 2021-2022 School Year. OUR READING GOAL for the 2021-22 school year will focus on the progress of our English learners (ELs) and African American students (AAs). The assessment used will be the iReady Reading diagnostic exam due to the recent cancellations or changes in statewide testing experienced in the last two years. The midyear iReady Reading Diagnostic Exam was administered by February 5, 2021, resulting in 44% of ALL STUDENTS in grades 3-5 scoring on or above grade level and 33.33% scoring two years or more below grade level. The following results for English learners and African American students serve as comparison, and the performance goals for the two subgroups in grades 3-5 are reported as follows: -The percentage of ELs scoring on grade level or above on the midyear iReady Reading Diagnostic Exam in February 2022 will increase by at least 5% over the 12% who tested on grade level in February 2021, resulting in 17% testing on grade level or above by February 2022. A stretch goal will be the percentage of ELs testing on or above grade level to increase by 10%, resulting in 22% testing within or above grade level range on the iReady Diagnostic Exam administered by February 2022. - The percentage of ELs scoring 2 years or more below grade level will decrease by 5% when compared to the 53% scoring in the lowest range in February 2021, resulting in 48% scoring 2 years below grade level by February 2022. The stretch goal is to reduce the percentage of ELs scoring 2 years or more below grade level by 10%, resulting in 43% scoring in the lowest range on the midyear iReady Reading Diagnostic Exam administered by February 2022.

Goal Number	Goal Statement
4	All students will thrive in a warm and nurturing learning environment that is intellectually, emotionally, socially, and physically safe. The goal is to maintain a school-wide suspension rate of under 0.5% for all students, including a suspension rate of 0.5% or less for Socioeconomically Disadvantaged Students, Hispanics, English learners, Students with Disabilities, African-Americans, and White students in the 2021-2022 School Year. Our site-based clinical social worker randomly asked 20 students three survey questions in February 2021 to determine the success of our Behavior RtI Plan. The questions were as follows, along with the percentage of students who responded positively: 1. What are the 3 Bs? (20%) 2. Have you received positive praise in the past month? (75%) 3. If someone gets in trouble in class, do you know the consequences? (70%) The goal in the 2021-22 school year is to improve the positive response rate to 80% for each survey question. This would require a 60%, 5%, and 10% increase, respectively, in the positive responses to questions 1-3, regardless of the number of students participating in the survey.
5	Jackson Magnet will maintain a 97% average daily attendance rate in the 2021-22 School Year. Chronic Absenteeism for all students will drop to 5% or less. All subgroups will decrease the rate of Chronic Absenteeism needed per subgroup, either a decrease of 5% or more or the percentage needed to result in a Chronic Absenteeism yearly average of 5% or less (whichever is less).

Goal Number	Goal Statement
6	1. Parent engagement focused on the needs of English learners at English Language Advisory Committee (ELAC) meetings is instrumental in the academic and social-emotional success of EL students. OUR GOAL IN THE 2021-2022 SCHOOL YEAR IS TO INCREASE THE AVERAGE NUMBER OF PARTICIPANTS BY AT LEAST 57.69% (3.75 ATTENDEES) AT THE MONTHLY ELAC MEETINGS, INCREASING THE AVERAGE OF 6.25 INDIVIDUALS IN THE 2020-21 SCHOOL YEAR TO 10 PARTICIPANTS OR MORE IN THE 2021-2022 SCHOOL YEAR. 2. Efforts to increase enrollment in Parent Portal have been successful in the 2019-20 and 2020-21 school years, but more participation is needed to optimize two-way communication regarding attendance, grades, and academic assessment results between the school and the home. OUR GOAL IS TO INCREASE THE PARENT PARTICIPATION RATE OF 73.4% IN PARENT PORTAL ACCOUNTS AS OF APRIL 30, 2021 BY 6.6%, RESULTING IN A PARTICIPATION RATE OF 80% BY APRIL 30, 2022.

Goal Number	Goal Statement
7	5th grade students took the California Science Test for the first time in May 2019. Due to the COVID-19 pandemic, the CAST was not administered in the spring of 2020, nor will students take it in the Spring of 2022. An assessment of much of the science standards students have learned throughout their elementary education, the CAST provides culminating data of spiraling standards, particularly from the 3rd through the 5th grades. The 2019 administration established a baseline from which subsequent goals each year can be determined. All 5th Grade Students who take the Spring 2022 CAST will increase the percentage of 17.08% meeting or exceeding standards on the 2019 CAST by 17.92%, with a stretch goal of increasing by 22.92%, resulting in 35% through 40% of students meeting or exceeding standards on the Spring 2021 CAST administration. All 5th Grade Students who take the Spring 2021 CAST will decrease the percentage of 43.90% not meeting standards on the 2019 CAST by 15.90%, with a stretch goal of decreasing by 20.90%, resulting in 28% through 23% of students not meeting standards on the Spring 2021 CAST administration. Because CAST will not be administered by the end of the 2020-2021 School Year, an interim assessment is necessary in order to make a comparison. The 5th grade students took a district-wide science benchmark exam in the Fall of 2019, the results of which can be used to determine a goal for the Fall 2021 administration. Fifth grade students did not take the science benchmark assessment in the Fall of 2020 due to the COVID-19 pandemic and subsequent school closures requiring 100% remote instruction. The interim goal for 5th grade students in the 2021-2022 School Year will be as follows: The 5th grade students will increase the mean score of 47.8% on the 2019 Fall Science Benchmark by at least 12.2 percentage points, resulting in a 60% average or higher on the 2021 Fall Science Benchmark and will maintain an average score of 60% or higher on the Winter Science Benchmark assessment taken in the 2021-22 School Year.

Goal	**Strategy**	**Action/Strategy**	**Funds Used**	**Amount**
1		In the 2021-22 School Year, professional development and instructional focus will be placed on mitigating the learning losses and widening gap in achievement in 3rd-5th grade students after a year of remote instruction and the inequities it revealed among traditionally underserved students. Professional development will be provided for teachers in the multiple tools of Ready Math, i-Ready, and ST Math in conjunction with effective strategies to provide differentiated instruction and the teaching of prerequisite skills to ensure mastery of grade level math standards. PD will include strategies to strengthen basic skills while augmenting critical thinking and engaging in number talks, mini-lessons, and homogeneous small group instruction.	Title I	$3,000.00
1		Teachers need coaching and collaborative planning time to ensure that they consistently and cohesively fill the gaps in the procedural and conceptual understanding of their students while enriching their experiences. Explicit instruction in the language of critical thinking through the standards of mathematical practice is essential for the development of problem-solving skills. Instruction in how to approach the language of a problem, break it down visually, identify key terms, and then determine what needs to be solved is necessary. Deliberate and purposeful instruction will provide students with a format for how to communicate the reasoning behind their problem-solving strategies in a step-by-step manner, both orally and in writing.		
1		The Ready program requires students to think about the application of math concepts and articulate their conceptual understanding and problem-solving strategies. The i-Ready program, used in tandem with Ready Math, will help students fill the gaps in the learning of mathematical concepts and skills. Our goal is to have students engage in 45 minutes a week of i-Ready usage. In addition, targeted instruction in small groups and differentiated independent practice are essential in order to meet individual needs. Motivational strategies in class will be crucial to reaching the goal in the number of minutes and celebrate our students' ongoing progress.	Other	
1		Extra in-class or after-school support provided in mathematics for at-risk students in grades 3-5 needs to be targeted to meet specific weaknesses and focus on prerequisite skills necessary for success with grade level standards. Additional intervention in the form of Math Power Hour tutors and other volunteers will be crucial in supporting the needs of our students at all grade levels.	Other	
1		Our instructional coach is instrumental in providing teachers the training needed to best deliver instruction. Provided through district-level funding resources, the cost of our Instructional Coach is included in the Proposed Expenditures section below, but she is also needed to provide services to teachers in all instructional areas, especially mathematics and English language arts. (*The cost is not reported in LCAP Goal 1 for English Language Arts to avoid duplication.) **Unrestricted funding has been allocated, and listed below, for materials and supplies from Staples to meet our students' needs in the classroom.**	Other	$4,000.00

Goal	Strategy	Action/Strategy	Funds Used	Amount
2		Effective instruction in reading foundations in the lower grades needs to progress towards the explicit teaching of critical thinking strategies, vocabulary development, and in-depth word study in order for our students to meet or exceed standards. Similarly, writing strategies and conventions need to be explicitly taught. Increased attention will be placed on effective instructional strategies during Reader's and Writer's Workshop, especially during mini-lessons and the way they relate to independent work. Small group instruction needs to be increasingly targeted to meet the assessed needs of all students. We will continue to explore ways to help our students make meaningful connections as they develop their critical thinking and communication skills when listening, speaking, reading, and writing.		
2		Our instructional coach is crucial in training teachers to refine instruction, and due to the extra demands placed on DLIP teachers (as well as turn-over rates), much attention needs to be placed on all teachers, especially our newest, and their successful implementation of our academic programs. Our instructional coach leads collaborative planning meetings and is instrumental in providing invaluable professional development. A Mondays will be used more often for grade levels to meet with our specialists and plan instructional units, crucial for the cohesiveness of instruction across each grade level and throughout the school. (The funding necessary to fund the Instructional Coach position is reflected in the Proposed Expenditures under LCAP Goal 1 for Mathematics.) Substitute teachers are also necessary to provide release time for teachers to participate in IEP meetings for students receiving special education services.	Other	$0.00
2		Our 50% library coordinator orders books used to support instruction, including fiction and nonfiction books to be used as read-alouds and leveled books for guided reading. The library coordinator plans with classroom teachers during collaborative planning meetings and consults with our instructional coach when ordering appropriate books to support instruction. For example, we subscribe to the Junior Library Guild in order to receive several new books every month from contemporary authors. We also subscribe to World Book Online for students to access nonfiction articles for the purpose of research and inquiry. Our library coordinator reads to students, asks guiding questions to aid in comprehension, and checks out books and other reading materials to students and teachers. She provides recess and lunchtime opportunities for students to enjoy reading and working on projects in our attractive library. She coordinates a variety of author visits to encourage students to read books written by contemporary authors.	LCFF - S/C	$22,860.00
2		The SKIES platform provides a versatile way to differentiate instruction and assign independent work using a tiered approach. Teachers can design the independent work while teaching in a workshop model with videotaped lessons, leveled reading books and articles, and tasks to meet the needs of each student. Professional development is included in the subscription, and ongoing coaching is available.	Other	$1,350.00
2		Reading Partners provides individual tutoring to students reading far below grade level. Second grade continues to be the focus so that all students will be able to read by third grade. A secondary focus will be placed on third grade students who need additional support and any students retained in the first grade. We are hoping that Reading Partners tutoring will be paid for with help from the school district.	Other	

Goal	Strategy	Action/Strategy	Funds Used	Amount
2		After-school tutoring in English language arts was provided in the 2020-21 school year once a week beginning after the winter holidays (paid for through the Language Assessment and Development Department of the PUSD). The tutoring allowed teachers to provide focused assistance to English learners struggling with English language arts, in particular with reading. I would like to explore ways, in collaboration with LADD to more effectively use funding to provide in-class push-in support for English learners to receive additional assistance during the school day. Students are more alert during the morning hours, and this alternate use of funds may be more effective in meeting their needs. (The expense of $10,000 is included in the Closing the Gap section.)	Other	
2		LEXIA Core 5 is an effective online platform that provides practice with grade level English language arts skills and beyond, differentiating practice opportunities for our students and filling gaps in learning. Half of a two year contract will be paid for using 2021-22 site funds.	LCFF - S/C	$6,243.76
3		Professional development is needed for teachers to fully understand the ways to help English learners perform higher on the ELPAC, especially after over a year of remote-only instruction and expected decreases in performance as a result. Effective strategies to teach the necessary skills will be a focus of collaborative planning and individual coaching in the 2021-22 academic year. The Reader's Workshop model must be continuously refined to target students' individual needs and give them multiple opportunities to practice their reading. Our current school-wide focus on Writer's Workshop needs to continue, including increasingly refined implementation of the Writer's Units of Study, goal-oriented mini-lessons, individual writing conferences, and targeted guided writing lessons in small groups.		
3		In order to assist teachers in their capacity to support students, collaborative planning time and classroom visitations among colleagues are needed so that teachers can continuously improve their instructional strategies, resulting in optimum benefits for their students, especially those from under-performing subgroups. Collaborative meetings, individual coaching opportunities for teachers, and professional development will be facilitated mainly by our instructional coach and science teacher, but would include collaboration with other specialists such as our RSP teacher, speech and language specialist, occupational therapist, library coordinator, music teacher, clinical social worker, and garden instructors.		
3		Scholastic Magazines, **paid for through the Language Assessment and Development Department,** provide high interest reading material and the opportunity to work on specific comprehension skills and vocabulary to develop the oral and written language of our English learners and other students who struggle with reading and reading comprehension.	Other	
3		After-school tutoring is needed in English language arts for English learners, in particular. I would like to explore the possibility with the Language Assessment and Development Department (LADD) of using the funds for in-class intervention and take advantage of the earlier hours when students are most attentive. The strategy may be more effective in meeting the needs of our EL students. Since the 2018-19 school year, tutoring in ELA for ELs was paid for by LADD ($10,000).	Other	
3		There is a need for other subgroups to receive after-school tutoring and/or in-class support. One possibility is to extend the hours of our playground aides so that they can support the students that need it most in the classroom.	Title I	$52,215.00

Goal	Strategy	Action/Strategy	Funds Used	Amount
3		Reading Partners will continue to prioritize second grade primarily and third grade as well, but there may be a few fourth and fifth grade students participating in the intervention program, as well as first grade students who have been retained. Funding at this time is uncertain. Supervised by a site coordinator, the organization has had much success in helping struggling students from all subgroups learn the phonics, word recognition, reading comprehension, and vocabulary skills needed to become literate individuals.	Other	
3		LEXIA Core 5 is an Internet-based program used by many of our teachers to support the upward trajectory in English language arts for many of our students, especially during independent work periods. Targeted, individualized per student, and possessing the capacity to track the progress of each, LEXIA provides valuable differentiated support for our students. During school closures in the 2019-20 School Year, the LEXIA CORE 5 program provided consistent practice for our students and an opportunity to continue making progress in specific essential skills.	Other	$6,243.76
3		The RAZ-Kids Internet-based reading assessment/program and electronic leveled library will continue to be funded by the school district for the students in the Spanish dual language immersion program through the 2022-23 school year. The district contract with RAZ-Kids for our English mainstream classes was for a one-year term only. The cost of RAZ-Kids for our 10 English mainstream classes will be paid for by our Annual Fund if not paid for through the school district.	Other	
3		Jackson has a 50% Speech Teacher and a full time RSP teacher. Ongoing collaboration between classroom teachers and our Special Education team is necessary to ensure that students with disabilities have the support they need to continue accessing grade level content, both in the general education classroom and the RSP and Speech centers. A special group of English learners with disabilities, not identified specifically in the CAASPP and ELPAC data, need carefully-selected, targeted interventions.	Other	
4		Specific interventions will be focused on individual students demonstrating the need for Tier 2 and Tier 3 support. Continued professional development on effective positive behavior support strategies and consistent use among teachers are needed to form the foundation for social-emotional learning (SEL). Teachers need to build strong positive relationships with their students to guide them effectively, understand the root causes of the negative behavior in some students, and utilize strategies that address the root causes. A trauma-informed approach is needed to affect positive changes in individual students and to build a supportive community of learners. Jackson teachers have the option of using two SEL curricula, Second Step and Sanford Harmony, and more consistent use of one or the other will provide effective Tier 1 support for our students.		
4		An effective school-wide and classroom Tier 1 foundation must be supported by Tier 2 strategies for students demonstrating behaviors that are "on the radar." Often, students need more guidance on the playground when interacting with peers in a less structured environment. To keep students safely engaged in positive interactions, it is crucial to have ample supervision on the playground during recesses and in the cafeteria at lunchtime. At least two cafeteria and four playground aides are needed for the number of students served as well as strategically-timed recesses that effectively ensure sufficient space on the playground for students to interact and engage in sports and other play activities safely.	LCFF - S/C	$52,215.00

Goal	Strategy	Action/Strategy	Funds Used	Amount
4		A clinical social worker is needed to provide professional development and strengthen the instructional core outlining positive school-wide structures in which students function according to established norms. The clinical social worker will teach social emotional learning lessons in classrooms on a regular basis (depending on the grade level and the individual schedules of the teachers.) The clinical social worker will help organize small group sessions for social skills training during recesses and lunchtimes and assist in trained individual support of students demonstrating ongoing or extreme negative behaviors, further teaching "at risk" students to positively interact with peers. The clinical social worker will implement and monitor the school-wide Behavior RtI plan.	Title I	$94,778.00
4		In addition to the clinical social worker, a behavior aide is needed to provide peer mediation and classroom support when conflicts arise or when students cannot regulate themselves and cause serious disruptions to the learning environment.	Title I	$20,172.00
4		More intensive support will be provided for students who are seriously at risk. We will continue our partnership with Pacific Clinics and CWAS interns to provide individual counseling and family services. We will also utilize the district-wide referral system for students and families in crisis.		
4		The Behavior RTI Team will hold triennial Behavior RtI meetings to identify needs and monitor student social-emotional progress. The team will consist of the Principal, instructional coach, and clinical social worker, as well as other interested members of staff (such as the science teacher or key classroom teacher). The Behavior RTI team will address "at-risk" students who are identified as having social-emotional needs through observation and discipline referrals.		
4		Trimester awards will recognize students who have demonstrated outstanding citizenship and academic achievement or improvement.		
5		The importance of average daily attendance will continue to be communicated to parents through meetings and parent education, parent groups, special events, and periodic email and phone blasts. It is important to begin promoting excellent attendance from the very beginning of the school year. Comparisons can be made known to parents of the percentage rates per month in the 2020-21 School Year so that all stakeholders understand the range of improvement needed.		
5		It is especially important to engage our African-American families, inform them of the high chronic absenteeism in African-American students, and implement their suggestions for improving attendance rates.		
5		Each teacher will implement incentives in the classroom to improve individual class rates of attendance.		
5		In order to maintain our average daily attendance rate of 97% or greater, we will hold friendly school-wide competitions between our students as incentives.		
5		Perfect attendance awards will be given to students who demonstrate outstanding attendance.		

			Funds Used	Amount
Goal	**Strategy**	**Action/Strategy**	**Funds Used**	**Amount**
5		The pop-up "most improved attendance" awards assembly that the CWAS Department implemented in November of 2019 at Jackson was a validation of individual efforts on the part of identified students and parents to improve attendance. A similar event in November 2021 may be effective in curtailing the decreases in average daily attendance typically occurring in December each year (and documented by prior data). Twice a year would be more effective, and the involvement on the part of school district officials and members of the community reinforced the efforts at the school site.		
5		The school district will continue to communicate to our school site the list of chronically absent students each month, enabling our office staff to contact families.		
5		Consistent use of the SART process is needed to discourage chronic absenteeism. More support is needed at the school site to monitor the average daily attendance of chronically absent students and to schedule frequent SART meetings in order to prevent the need for SARB meetings. Monitoring and responding to chronic absenteeism demands a great deal of time and persistence. A community assistant may help to ensure that the practice is used fairly and regularly, supporting our attendance clerk to make sure that the SART meetings are happening on a regular basis. (The funding for a community assistant was added to Goal 6: Parent and Community Engagement.)		
5		It is crucial for a school with over 650 students to have an 8-hour attendance clerk, but currently, the position is a 6-hour one. The school site has regularly paid for 2 additional hours, ensuring that the Clerk/Typist position is an 8-hour per day monthly position.	Other	$12,000.00
5		Creating a positive, nurturing, and trusting school-wide climate for learning is essential to instill in students a desire to come to school every day. Our clinical social worker, working alongside CWAS interns and Jackson Magnet staff, would be able to intervene in special cases where social-emotional concerns are interfering with chronic absenteeism. (The funding for a clinical social worker was added to Goal 6: Parent and Community Engagement.)	Title I	$94,778.00
6		To involve the parents of one of the student populations most at risk, English learners, an incentive to take a first step in school participation is needed. In February 2020, we had a spike in attendance when we offered a particular incentive to EL parents that was desired by their children. Incentives such as homework passes, ice cream scoops, certificates to restaurants, pizza parties, popcorn and a movie, and extra recesses would be promoted by the most important and influential people in the lives of our parents: their children. Many of these incentives were difficult to offer in the 2020-21 school year, but increased attention is needed in this area despite the meeting format. In addition to incentives, listening to the voices of EL parents and offering the information and support they desire would encourage their continued participation.	Title I	$2,193.00
6		Our classroom teachers will work with and stay in contact with Special Education specialists on our campus to ensure there is optimum three-way communication between parents, specialist teachers, and classroom teachers. Consistent and individualized strategies (differentiated according to the needs of each student and his/her family) used at home and at school will positively affect the academic achievement and conduct of our students with disabilities.		

Goal	**Strategy**	**Action/Strategy**	**Funds Used**	**Amount**
6		Continued efforts are needed to help parents establish Parent Portal accounts and learn how to use them to increase communication between home and school and have access to their children's data. An effort in the 2021-2022 School Year on the part of school personnel to offer assistance at different times right before report cards are posted would provide the incentive, support, and flexibility to parents who have not activated Parent Portal accounts. We can have parents create Parent Portal accounts upon registration so new parents will have them from the start. Increased effort and communication at the beginning of the school year would also encourage existing parents to open new or reactivate existing accounts.		
6		In order to successfully implement the strategies above, considering the amount of personal contact necessary, Jackson Magnet is in great need of a 5-hour community assistant to support our parent involvement goals as well as previously unforeseen needs among our families, especially those from traditionally underserved communities who qualify for free/reduced meals.		
6		Title 1 funding earmarked for parent involvement will be used to provide snacks at parent education classes and stakeholder meetings as well as incentives for the parents of English learners to participate in ELAC meetings. In general, the parent involvement money would be used to increase parent engagement among all underserved families.		
7		Jackson has a dedicated science teacher who works with teachers and provides ongoing PD on the implementation of the Next Generation Science Standards (NGSS) in the regular classroom. Professional development will take into account the STEM Lab and the advantages of having a science teacher who can provide real-life explorations for our students that help them connect the concepts they are learning to important applications in the world around them. Students begin to understand that science is not only fun, but that it is a vibrant, ever-changing discipline that depends on people to take risks and build on prior knowledge (and that in this way, our collective knowledge is continuously growing). Infusing science knowledge into other subjects, such as math, language arts, and fine arts help students understand the synergy between all fields.	Other	
7		Professional development will include A Monday presentations and workshops, individual coaching, and time for teacher collaboration to carefully craft a cohesive instructional program across individual grade levels as well as vertically from one grade to another. Through collaborative grade level planning, we systematically have embedded science, technology, and engineering into the math, reading, and writing units of study, but the process must be continuous in order for ideas to be refined and include input from all teachers and key members of staff, as well.		
7		Teacher collaboration time is essential for grade level teams to augment science-infused lessons in creative ways and offer instruction that is challenging, relevant, and motivational for our students. There is currently a limited budget allocated for substitute teachers to provide classroom teacher release time and enable collaborative planning meetings and coaching sessions. We will, therefore, be strategically using A Mondays to provide time for teacher collaboration and planning. (The expense of $6,000 for substitute teachers was added to the second target (the goal for ENGLISH LANGUAGE ARTS).		
7		Our Annual Fund has set aside $10,000 for a "Scientist in Residence" to provide coaching and consultation to our instructional staff so that we can infuse more varied hands-on experiences for our students and expose them to the most up-to-date discoveries related to the grade level standards they are working on.		

PASADENA UNIFIED SCHOOL DISTRICT

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2022-23, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,730,036.00:

a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;

b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;

c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;

d. Supplemental to schools with the CDE identified Low Performing Students;

e. Families in transition/Homeless and support staff;

f. Parent and Community Engagement;

g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2022-23 is as below:

School: <u>Jackson Elementary</u>

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$1,730,036.00	7793	$221.99	305	$67,706.95