

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 30, 2023	June 29, 2023

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)

Schoolwide Program
Additional Targeted Support and Improvement
African American Students, English Learners, and Students with Disabilities

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.

Educational Partner 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 (principal) 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 have improved in the 2022-23 School Year since the widespread shortages in labor we experienced during the height of the pandemic. We continue to have a high enrollment when compared to the other PUSD elementary schools (with 625 students in grades TK-5 in the current school year), but the PUSD has since provided a full custodial team, a community assistant, a Behavior Rtl/Wellness Coach, and a Licensed Vocational Nurse (LVN) who work daily at Jackson. We continue to need an Registered Nurse and a steady school psychologist. Additionally, a time and motion study may indicate a need for additional custodial support.

Due to an increase in the minimum wage, we are using a greater percentage of funds to maintain an optimal number of playground supervisory personnel to ensure school safety. We also pay for a licensed clinical social worker to serve our students who demonstrate social-emotional issues as well as an intervention teacher to help targeted students who struggle academically. It will be very difficult to sustain our academic programs and keep our students safe when considering the possibility of decreased funds. The need for safety and social-emotional support for our students compelled the School Site Council to approve the hiring of a clinical social worker (CSW) in 2019-20 and in subsequent years. Despite the significant expense, our LCSW (licensed as required in 2022-23 per PUSD stipulations) proved to be a highly valuable addition to our team, and the school site will continue to fund a licensed CSW position in 2023-2024. We will also continue to fund out intervention teacher.

As previously noted, 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.

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 previously 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 our reading programs.

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 2022-23 school year, our school has served 652 students in grades Pre-Kindergarten through 5th grade. Our student population is very diverse and is represented by the following ethnic groups: 9.63% African American, 15.89% Caucasian, 63.88% Hispanic or Latino, 1.93% Asian (including Filipinos), and 8.19% multi-ethnic. Depending on federal or state metrics, 62.26% or 68% percent of our students, respectively, receive free and reduced lunch. Among our kindergarten through fifth grade students, 16.9% are currently classified as English learners and about 8.6% are students with disabilities. Our students have fed into Octavia E. Butler Magnet 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 and High 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 5 full-time, out-of-classroom teachers (EL/Instructional Coach, STEM Lab TOSA, Rtl/Wellness Coach, Intervention Teacher, 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 full-time speech and language specialist, a 50% 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 an 80% site-based Licensed Clinical Social Worker attends to social-emotional needs, providing valuable support for our students.

In the 2022-23 School Year, Jackson Magnet was proud to have added a transitional kindergarten class, and we successfully welcomed our new and youngest elementary-age students on campus.

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, The Audubon Society, 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. 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. Since 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. Some of these events include Science and Astronomy Night, Career 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 a new backstop 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) has been improving 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 provided civil engineering support, topographical surveys, and an analysis of the campus facilities. The transformation of our campus is almost complete after planting beautiful trees and drought resistant plants that will add shade when grown and have enhanced 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 is actively involved with the P.T.A. and sponsors events on our campus. Our PTA Board 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 and updated regularly. 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 2021-22 school year demonstrated a maintenance in overall English language arts and mathematics scores among our students during a pandemic year (when compared to the results prior to the pandemic in May of 2019). 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 and African Americans. We continue to provide services to benefit EL and African American students as well as students with disabilities, including in-class interventions and after-school tutoring. Specialized services are provided for our EL and African American students with disabilities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.49%	0%	3	3	0
African American	9.4%	8.39%	9.55%	62	51	60
Asian	0.5%	1.15%	0.8%	3	7	5
Filipino	1.5%	1.32%	1.43%	10	8	9
Hispanic/Latino	66.5%	66.45%	64.65%	440	404	406
Pacific Islander	0.2%	%	0%	1		0
White	16.8%	17.11%	15.76%	111	104	99
Multiple/No Response	4.4%	4.61%	6.53%	29	28	41
	Total Enrollment			662	608	628

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	112	98	117
Grade 1	113	113	114
Grade 2	111	104	110
Grade3	113	98	92
Grade 4	105	98	99
Grade 5	108	97	96
Total Enrollment	662	608	628

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 104 individuals school-wide. (Current percentages from the 2022-23 School Year are included in the School Profile.)
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. (Current percentages from the 2022-23 School Year are included in the School Profile, and they show an increase in African American students.)
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. (Current totals from the 2022-23 School Year are included in the School Profile. In the 2022-23 School Year, there have consistently been between 621 and 628 students enrolled at Jackson Magnet.)

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	94	119	113	14.20%	19.6%	18.0%
Fluent English Proficient (FEP)	121	107	99	18.30%	17.6%	15.8%
Reclassified Fluent English Proficient (RFEP)	45	33		3.2%	5.4%	

Conclusions based on this data:

1. The number of English learners (ELs) increased by 10 students, representing a rise of 2.9%, between the 2019-20 and 2021-22 school years.
2. The number of students classified as Fluent English Proficient (FEP) declined by 19 individuals, representing a decrease of 3.9% between the 2019-20 and 2021-22 school years.
3. The number of Reclassified Fluent English Proficient students (R-FEPs) declined by 23 individuals, representing a decrease of 3.2% between the 2019-20 and 2021-22 school years.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	113	100		0	100		0	100		0.0	100.0	
Grade 4	104	96		0	95		0	95		0.0	99.0	
Grade 5	107	99		0	97		0	97		0.0	98.0	
All Grades	324	295		0	292		0	292		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2409.			23.00			22.00			21.00			34.00	
Grade 4		2454.			23.16			17.89			16.84			42.11	
Grade 5		2473.			19.59			20.62			21.65			38.14	
All Grades	N/A	N/A	N/A		21.92			20.21			19.86			38.01	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		17.00			61.00			22.00				
Grade 4		16.84			56.84			26.32				
Grade 5		15.46			56.70			27.84				
All Grades		16.44			58.22			25.34				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.00			50.00			35.00	
Grade 4		22.11			45.26			32.63	
Grade 5		14.43			51.55			34.02	
All Grades		17.12			48.97			33.90	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.00			67.00			16.00	
Grade 4		14.74			67.37			17.89	
Grade 5		14.43			67.01			18.56	
All Grades		15.41			67.12			17.47	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.00			56.00			25.00	
Grade 4		16.84			68.42			14.74	
Grade 5		20.62			59.79			19.59	
All Grades		18.84			61.30			19.86	

Conclusions based on this data:

1. The overall ELA achievement scores were comparable between the 2018-19 and 2021-22 school years, only fluctuating by about 1 percentage point up or down when analyzing the overall achievement levels of all grades 3-5. The overall scores were maintained across the four years despite the interruption of state testing in the 2019-20 and 2020-21 school years.
2. The 5th grade students demonstrated an overall increase in ELA mean scores while in grades 3 and 4, the mean scores declined when comparing the 2018-19 and 2021-22 school years (including an increase in mean scores among the 5th grade of 33.5 points). The 5th grade also demonstrated a significant decline of students not meeting standards (a decline of 19.88%) when comparing the ELA scores of 2018-19 and 2021-22 (whereas there were increases in students not meeting standards in grades 3 and 4).
3. The overall percentage of students scoring above standards in the 4 domains decreased between 2018-19 and 2021-22. The overall percentage of students testing near standard increased between the 2018-19 and 2021-22 school years. The overall percentage of students scoring below standards in each of the 4 domains decreased significantly when the results from the two school years are compared. However, in the writing and listening domains, only the 5th grade demonstrated significant gains, and that group of students positively impacted the overall decreases in students not meeting standards in writing and listening.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	113	100		0	100		0	100		0.0	100.0	
Grade 4	104	97		0	96		0	96		0.0	99.0	
Grade 5	107	99		0	97		0	97		0.0	98.0	
All Grades	324	296		0	293		0	293		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2413.			22.00			24.00			13.00			41.00	
Grade 4		2461.			16.67			27.08			23.96			32.29	
Grade 5		2473.			18.56			10.31			21.65			49.48	
All Grades	N/A	N/A	N/A		19.11			20.48			19.45			40.96	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.00			35.00			38.00	
Grade 4		25.00			42.71			32.29	
Grade 5		14.43			34.02			51.55	
All Grades		22.18			37.20			40.61	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.00			43.00			36.00	
Grade 4		14.58			50.00			35.42	
Grade 5		16.49			49.48			34.02	
All Grades		17.41			47.44			35.15	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.00			53.00			23.00	
Grade 4		17.71			47.92			34.38	
Grade 5		15.46			48.45			36.08	
All Grades		19.11			49.83			31.06	

Conclusions based on this data:

1. The overall Math achievement scores were comparable between the 2018-19 and 2021-22 school years, only fluctuating by about 1-2 percentage points up or down when analyzing the overall achievement levels of all grades 3-5. The overall scores were maintained across the four years despite the interruption of state testing in the 2019-20 and 2020-21 school years.
2. The 5th grade students demonstrated increases in the mean scores in Mathematics while in grades 3 and 4, the mean scores declined when comparing the results from the 2018-19 and 2021-22 school years (including an increase in mean scores among the 5th grade of 42.8 points). The 5th grade also demonstrated a significant decline of students not meeting standards in Mathematics (a decline of 17.59%) when comparing the Math scores of 2018-19 and 2021-22 (whereas there were increases in students not meeting standards in grades 3 and 4).
3. The overall percentage of students (grades 3-5) scoring above standards in the three Math domains decreased between 2018-19 and 2021-22. The overall percentage of students in grades 3-5 testing near standard increased between the 2018-19 and 2021-22 school years (except for a negligible decline in 3rd grade problem-solving). The overall percentage of students (in grades 3-5) scoring below standards in each of the three domains decreased when the results from the two school years are compared. However, the 5th grade demonstrated consistent declines in the percentage of students not meeting standards, and that group of students positively impacted the overall decreases in students not meeting standards in writing and listening (when the scores from all grades 3-5 are combined).

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1421.9	*		1443.3	*		1372.1	*		33	8	
1	1407.1	1431.7		1422.2	1474.0		1391.5	1388.9		21	27	
2	1474.3	1465.2		1488.3	1487.6		1460.0	1442.2		23	17	
3	1484.5	1484.1		1490.0	1498.4		1478.5	1469.3		21	20	
4	1516.5	1509.3		1536.6	1514.2		1496.1	1504.1		14	15	
5	1499.1	1522.8		1500.2	1528.4		1497.5	1516.3		15	14	
All Grades										127	101	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.12	*		36.36	*		42.42	*		9.09	*		33	*	
1	0.00	0.00		33.33	18.52		28.57	62.96		38.10	18.52		21	27	
2	8.70	0.00		43.48	47.06		39.13	41.18		8.70	11.76		23	17	
3	14.29	0.00		28.57	55.00		42.86	35.00		14.29	10.00		21	20	
4	21.43	13.33		28.57	60.00		50.00	20.00		0.00	6.67		14	15	
5	0.00	14.29		13.33	35.71		73.33	50.00		13.33	0.00		15	14	
All Grades	9.45	4.95		32.28	42.57		44.09	42.57		14.17	9.90		127	101	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	24.24	*		36.36	*		30.30	*		9.09	*		33	*	
1	19.05	33.33		28.57	40.74		19.05	22.22		33.33	3.70		21	27	
2	26.09	29.41		43.48	47.06		30.43	23.53		0.00	0.00		23	17	
3	33.33	30.00		52.38	55.00		4.76	15.00		9.52	0.00		21	20	
4	42.86	40.00		57.14	40.00		0.00	13.33		0.00	6.67		14	15	
5	20.00	28.57		60.00	57.14		13.33	14.29		6.67	0.00		15	14	
All Grades	26.77	31.68		44.09	48.51		18.90	17.82		10.24	1.98		127	101	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.03	*		18.18	*		51.52	*		27.27	*		33	*	
1	0.00	0.00		14.29	7.41		38.10	14.81		47.62	77.78		21	27	
2	4.35	0.00		26.09	17.65		43.48	47.06		26.09	35.29		23	17	
3	4.76	0.00		23.81	20.00		38.10	35.00		33.33	45.00		21	20	
4	0.00	6.67		21.43	13.33		42.86	60.00		35.71	20.00		14	15	
5	0.00	0.00		13.33	14.29		46.67	64.29		40.00	21.43		15	14	
All Grades	2.36	0.99		19.69	12.87		44.09	43.56		33.86	42.57		127	101	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27	*		60.61	*		12.12	*		33	*	
1	23.81	33.33		42.86	59.26		33.33	7.41		21	27	
2	13.04	17.65		82.61	76.47		4.35	5.88		23	17	
3	19.05	20.00		66.67	65.00		14.29	15.00		21	20	
4	50.00	40.00		42.86	46.67		7.14	13.33		14	15	
5	0.00	21.43		66.67	71.43		33.33	7.14		15	14	
All Grades	22.05	26.73		61.42	64.36		16.54	8.91		127	101	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.21	*		60.61	*		18.18	*		33	*	
1	23.81	25.93		52.38	70.37		23.81	3.70		21	27	
2	60.87	41.18		39.13	52.94		0.00	5.88		23	17	
3	66.67	75.00		19.05	25.00		14.29	0.00		21	20	
4	71.43	60.00		28.57	33.33		0.00	6.67		14	15	
5	86.67	64.29		6.67	35.71		6.67	0.00		15	14	
All Grades	49.61	49.50		38.58	47.52		11.81	2.97		127	101	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*		87.88	*		12.12	*		33	*	
1	9.52	7.41		38.10	11.11		52.38	81.48		21	27	
2	8.70	0.00		52.17	70.59		39.13	29.41		23	17	
3	0.00	0.00		47.62	35.00		52.38	65.00		21	20	
4	0.00	13.33		69.23	53.33		30.77	33.33		13	15	
5	0.00	7.14		60.00	50.00		40.00	42.86		15	14	
All Grades	3.17	4.95		61.11	43.56		35.71	51.49		126	101	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.12	*		39.39	*		48.48	*		33	*	
1	0.00	0.00		47.62	55.56		52.38	44.44		21	27	
2	8.70	5.88		65.22	64.71		26.09	29.41		23	17	
3	4.76	5.00		76.19	80.00		19.05	15.00		21	20	
4	7.14	20.00		64.29	66.67		28.57	13.33		14	15	
5	0.00	7.14		80.00	92.86		20.00	0.00		15	14	
All Grades	6.30	6.93		59.06	65.35		34.65	27.72		127	101	

Conclusions based on this data:

- 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).

In the 2021-22 School Year, most of our English Learners scored at either Level 3 or Level 2 (42.57% at both levels). Levels 2 and 3 are prevalent among our English learners across all three years. The challenge is to move increasing numbers of ELs into Level 4, although there does seem to have been movement in the positive direction (towards Level 4) between the 2020-21 and 2021-22 School Years.
- Oral language scores in 2018-19 demonstrated that the greatest percentage of our students (49.11%) was at Level 3 while the next highest percentage of students was 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.

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).

In the 2021-22 School Year, oral language scores demonstrated that the greatest percentage of our students (48.51%) scored at Level 3, while the second highest percentage of students tested at level 4 (31.68%). While 64.36% of our students scored at the "moderately well-developed" range in the listening domain, 49.5% scored at the "well-developed" range in speaking. The oral language scores have remained relatively consistent among our ELs when comparing the scores on the ELPAC in the 2018-19, 2020-21, and the 2021-22 School Years.

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. 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.

In the 2021-22 School Year, the largest percentage of ELs (43.56%) scored in the Level 2 range in written language, but a very close percentage (42.57%) scored within the Level 1 range. The greatest percentage of the scores in reading (51.49%) were at the "beginning" range. In writing, the highest percentage of scores (65.35%) were at the "moderately well developed" range. The ELPAC reading scores declined steadily between the 2018-19, 2020-21 and 2021-22 School Years. Writing scores have fluctuated somewhat, but are comparable between the three years.

What is interesting to note, however, is that in the 2021-22 School Year, the lower scores in writing occurred mainly among the younger students in grades 1 and 2. By grades 3-5, the trend turned around with less students scoring at beginning levels and higher percentages scoring in the "moderately well developed" range. In reading, however, the positive trend as students move on to higher grades is not evident. Reading needs to be a focus of instruction among our English learners.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
608	60.2	19.6	0.5
Total Number of Students enrolled in Jackson STEM Dual Language Magnet Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	119	19.6
Foster Youth	3	0.5
Homeless	26	4.3
Socioeconomically Disadvantaged	366	60.2
Students with Disabilities	52	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	51	8.4
American Indian	3	0.5
Asian	7	1.2
Filipino	8	1.3
Hispanic	404	66.4
Two or More Races	28	4.6
Pacific Islander		
White	104	17.1

Conclusions based on this data:

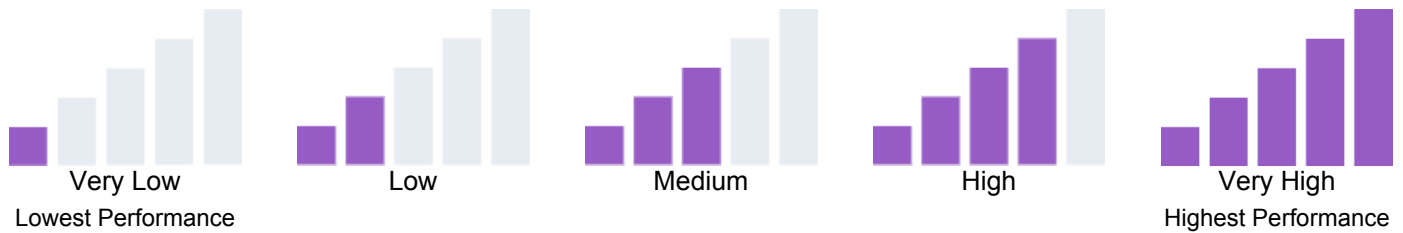
1. The number and percentage of students who are socioeconomically disadvantaged (366, or 60.2%) and those who identify themselves as Hispanic (404, or 66.4%) are by far the most populous subgroups (based on data from the 2021-22 School Year). Demographic information in the School Profile includes the current percentages for these two groups in the 2022-23 School Year.
2. English learners comprise the next most populous subgroup with 119 (or 19.6%) of our students falling in this category (per 2021-22 data). 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.
3. White students are also a significant subgroup with 104, or 17.1%, of our students falling in this category in the 2020-21 School Year.

School and Student Performance Data

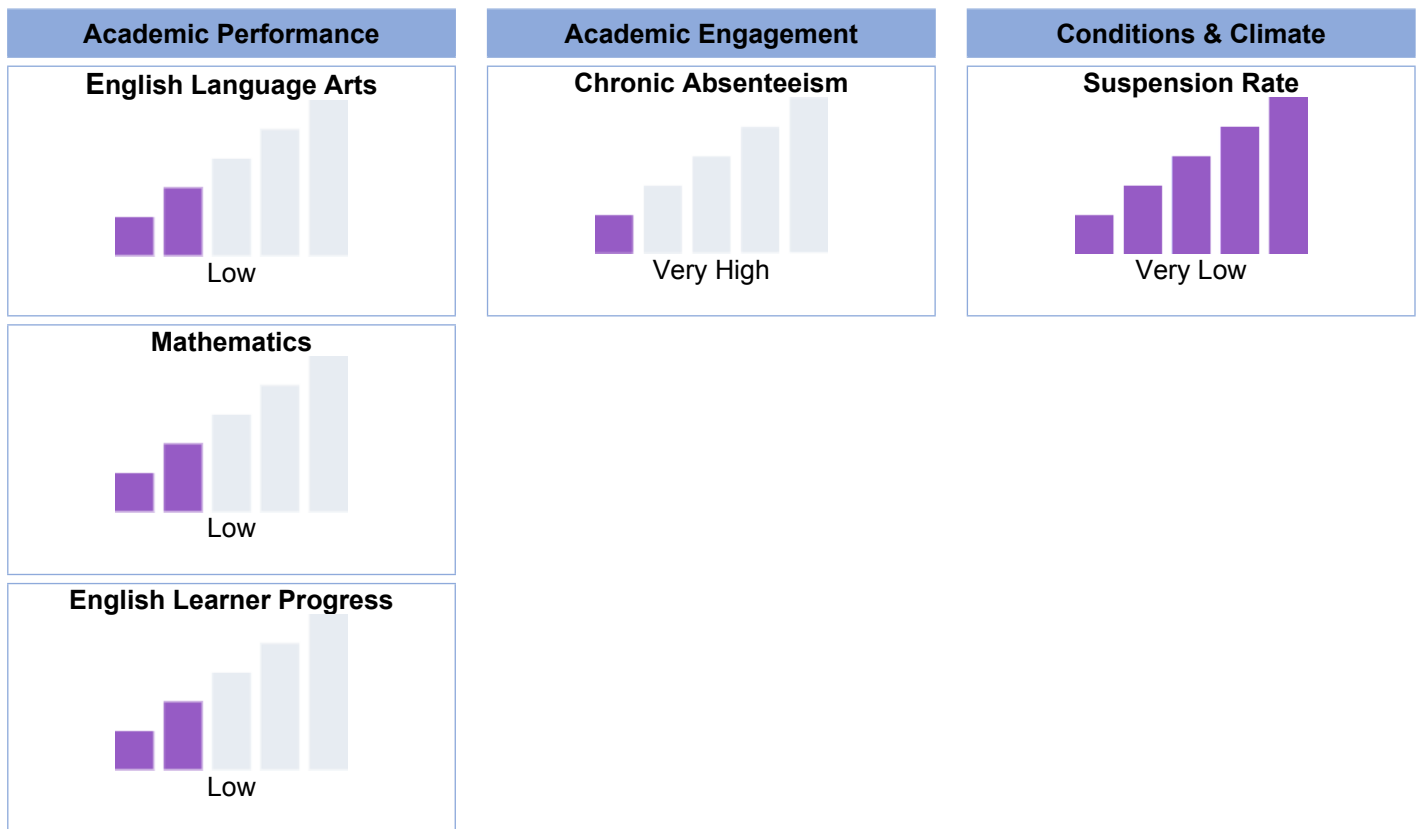
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Overall academic performance in English language arts and math are low (two bars).
2. The progress of our English learners is also rated as low (two bars).

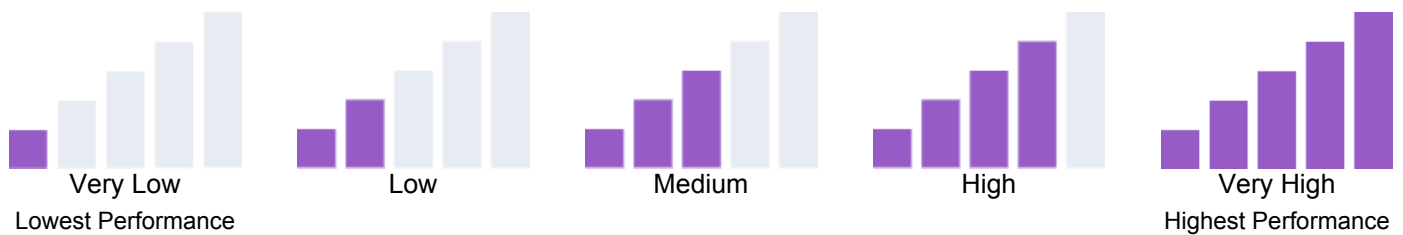
3. Our overall suspension rate is very low, and our rating in this category is 5 bars, reflective of our effective means of providing behavioral support school-wide. Chronic absenteeism has remained a problem during the pandemic as this is the only category rated very low (one bar).

School and Student Performance Data

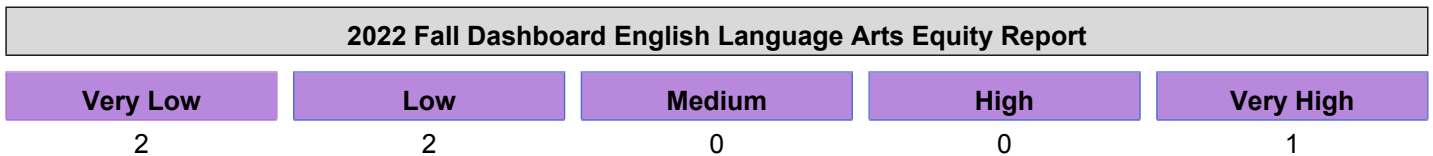
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

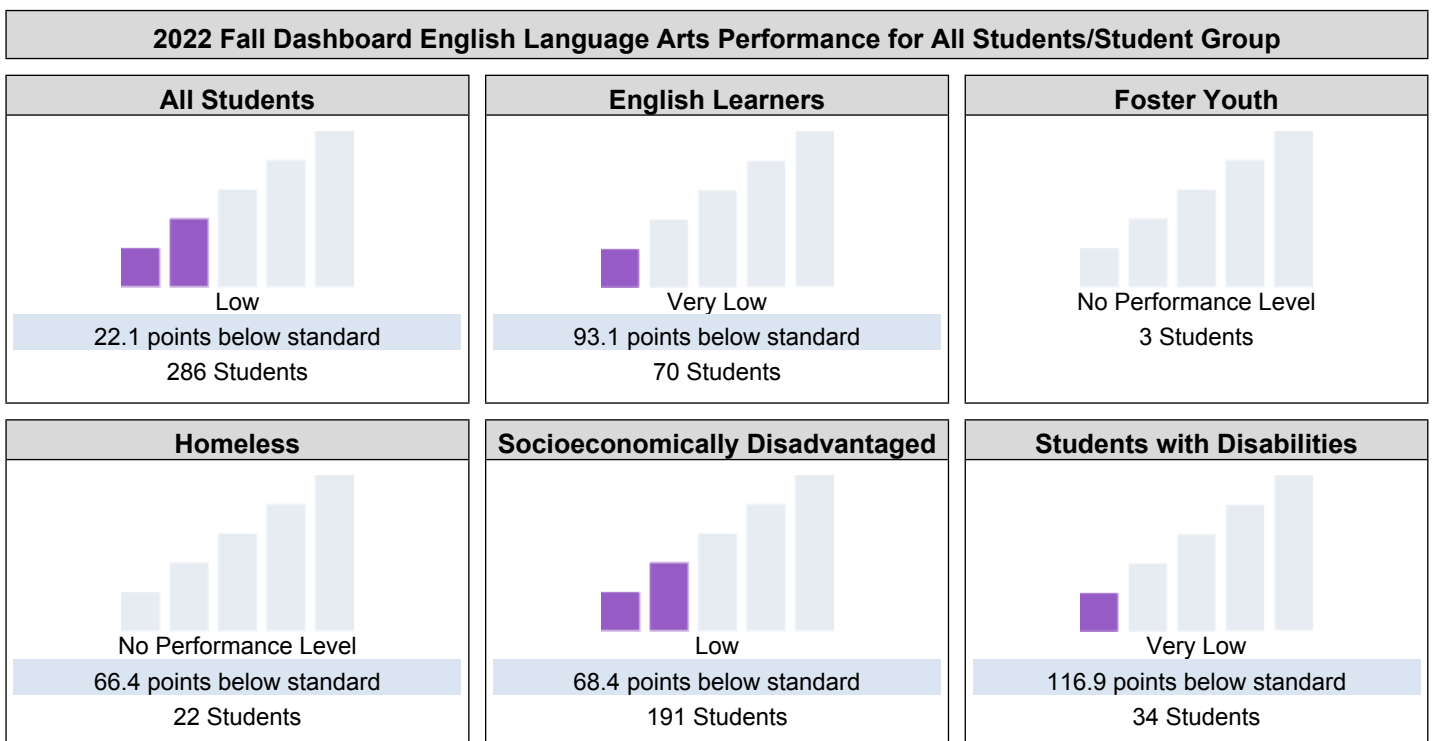
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



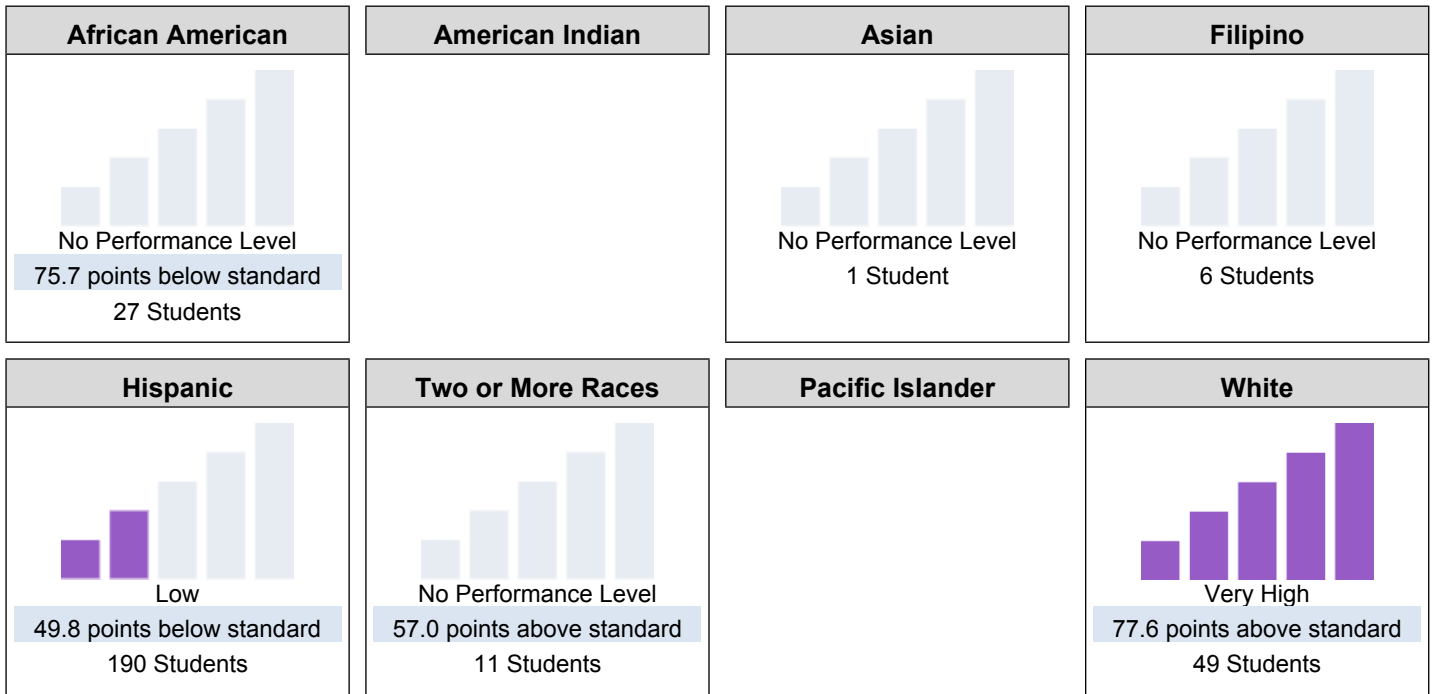
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>101.9 points below standard</p> <p>47 Students</p>	<p>75.0 points below standard</p> <p>23 Students</p>	<p>5.5 points above standard</p> <p>176 Students</p>

Conclusions based on this data:

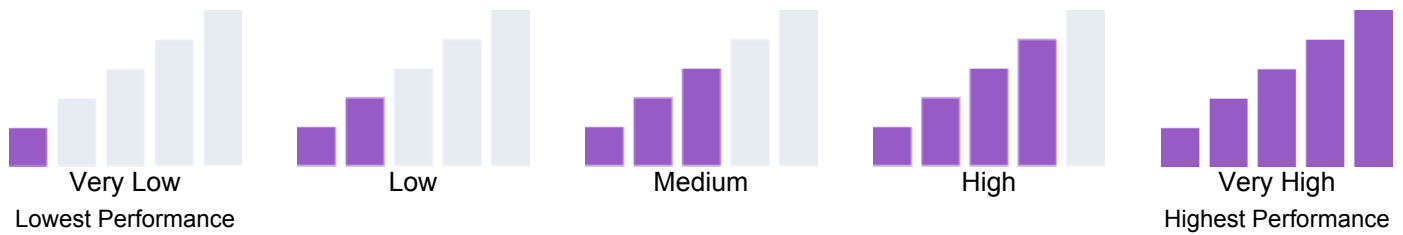
1. Overall English language arts scores were rated as low (two bars). The two major subgroups, socioeconomically disadvantaged and Hispanic students were rated as low, as well (two bars). Hispanic students scored 27.7 points below all students, and socioeconomically disadvantaged students scored 18.6 points below Hispanic students (46.3 points below all students).
2. There are two subgroups scoring above standard: white students (a significant subgroup of 49 students) and two or more races (not a significant subgroup, but reported for 11 students). White students scored 77.6 points above standard, and students of two or more races scored 57 points above standard.
3. English only students (totaling 176) scored 5.5 points above standard. Reclassified English learners (23 students) and English learners (47 students) scored significantly lower. Test results for reclassified students (scoring 75 points below standard) were 80.5 points below the scores reported for English only students. Test results for English learners were 26.9 points below the scores reported for reclassified students.

School and Student Performance Data

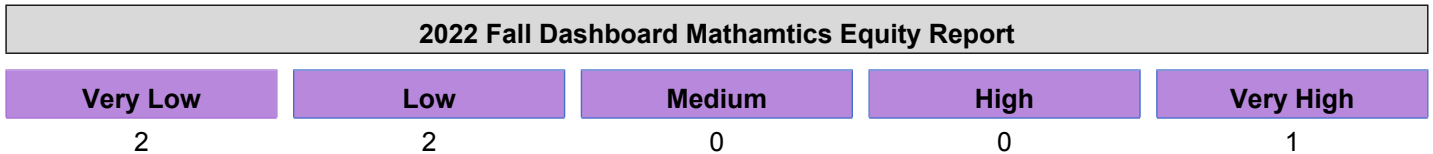
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

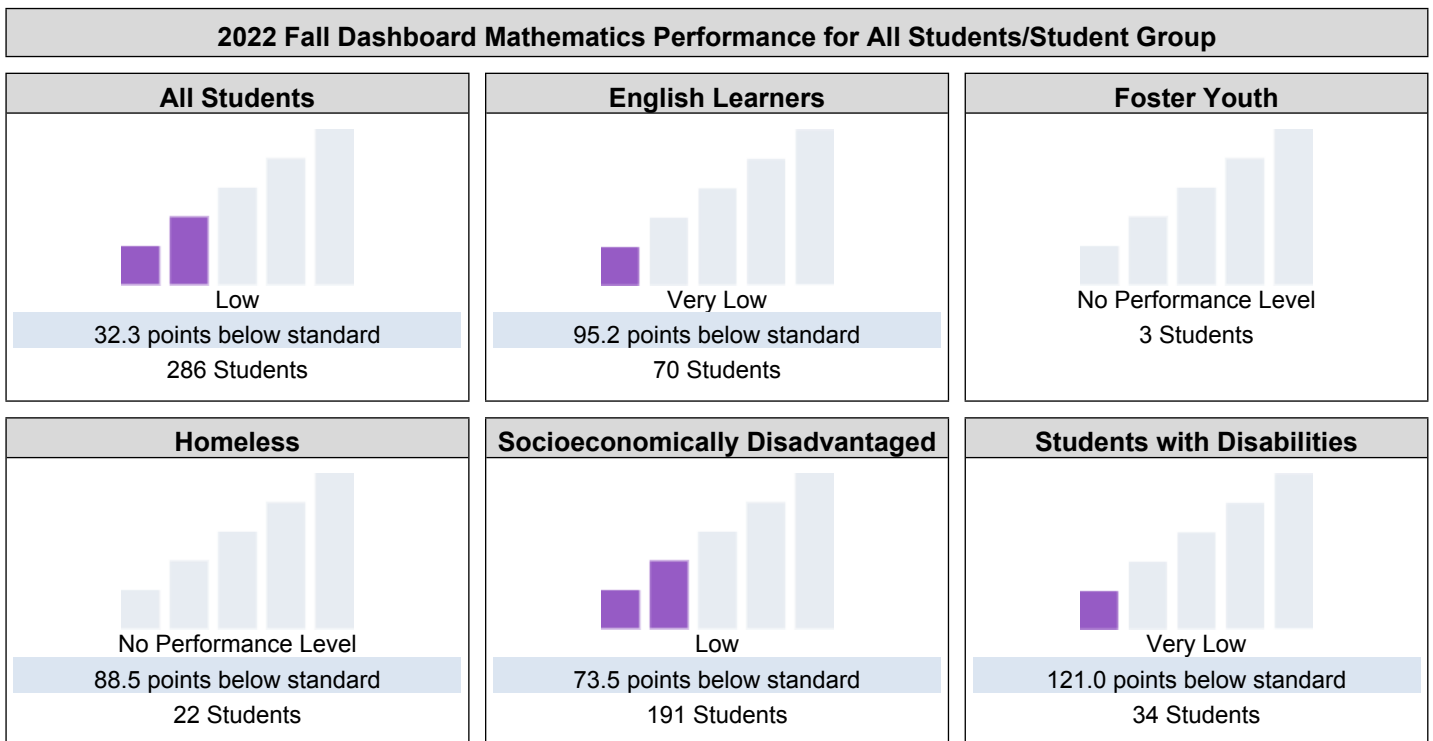
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



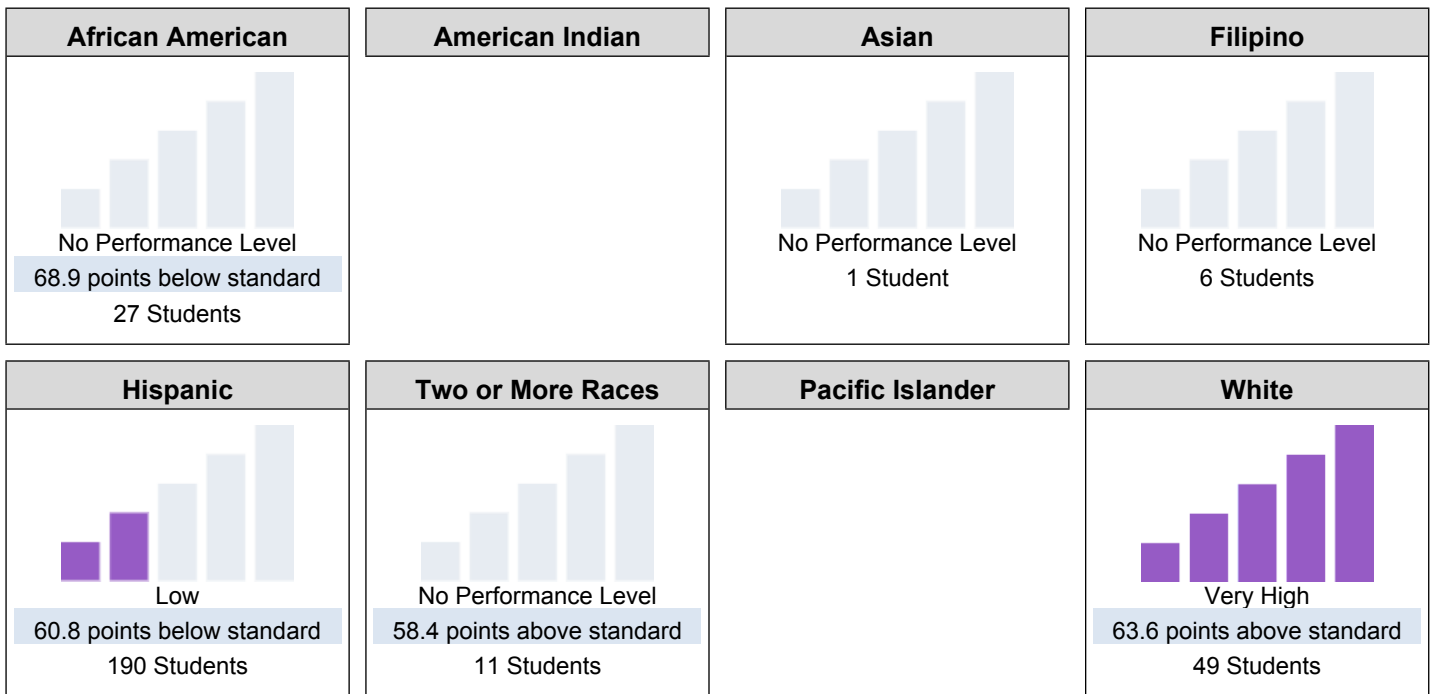
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>112.1 points below standard 47 Students</p>	<p>60.6 points below standard 23 Students</p>	<p>7.2 points below standard 176 Students</p>

Conclusions based on this data:

1. Overall math performance was categorized in the low range and mirrored the English language arts scores. The two major subgroups, socioeconomically disadvantaged and Hispanic students were rated as low, as well (two bars). Hispanic students scored 28.5 points below all students, and socioeconomically disadvantaged students scored 12.7 points below Hispanic students (41.2 points below all students).
2. There are two subgroups scoring above standard: white students (a significant subgroup of 49 students) and two or more races (not a significant subgroup, but reported for 11 students). White students scored 63.6 points above standard, and students of two or more races scored 58.4 points above standard.
3. English only students (totaling 176) scored 7.2 points below standard. Reclassified English learners (23 students) and English learners (47 students) scored significantly lower. Test results for reclassified students (scoring 60.6 points below standard) were 53.4 points below the scores reported for English only students. Test results for English learners were 51.5 points below the scores reported for reclassified students.

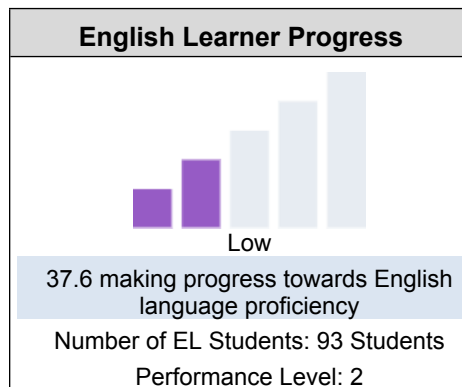
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
32.3%	30.1%	0.0%	37.6%

Conclusions based on this data:

1. Among the 93 English learners represented in this data set, 37.6% are making progress towards proficiency, considered low status. Most of our English learners (37.6%) progressed by at least one ELPI (English Learner Proficiency Indicator) level. 30.1 percent maintained their ELPI levels, and 32.3% decreased in performance by one ELPI level. The three categories divided our EL population into almost three even groups. Energy needs to be placed on the identification of the students who decreased in ELPI levels as well as providing effective intervention for them.
2. The test results of 5.3% 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 reading fluency and academic vocabulary, augment critical thinking and reading comprehension, and develop effective writing skills among our EL students.
3. 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. More consistent targeted ELD instruction needs to take place in our classrooms for our English learners, and having a standardized curriculum available would go a long way towards achieving this goal more effectively.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

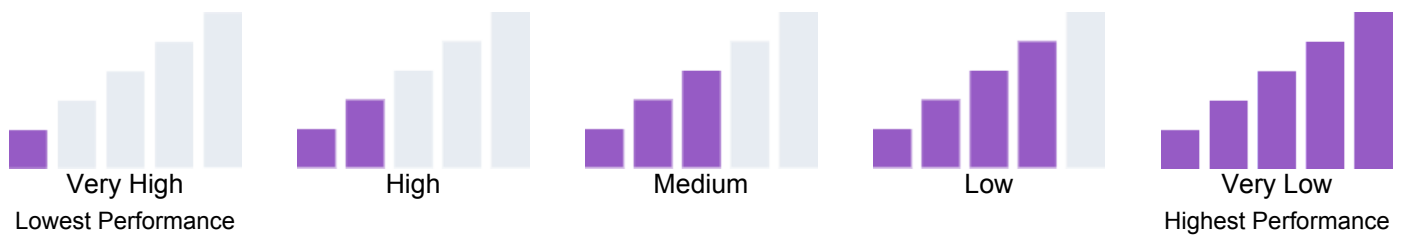
1. Not Applicable.
2. Not Applicable.
3. Not Applicable.

School and Student Performance Data

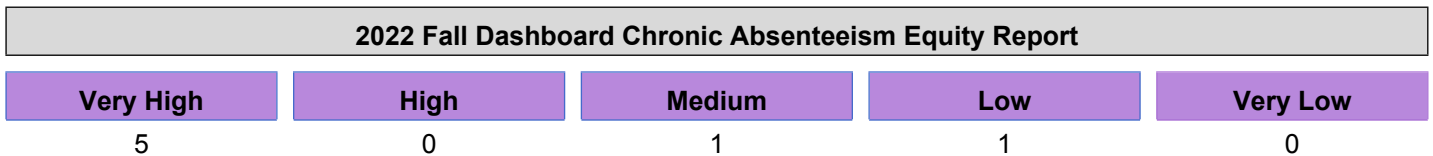
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

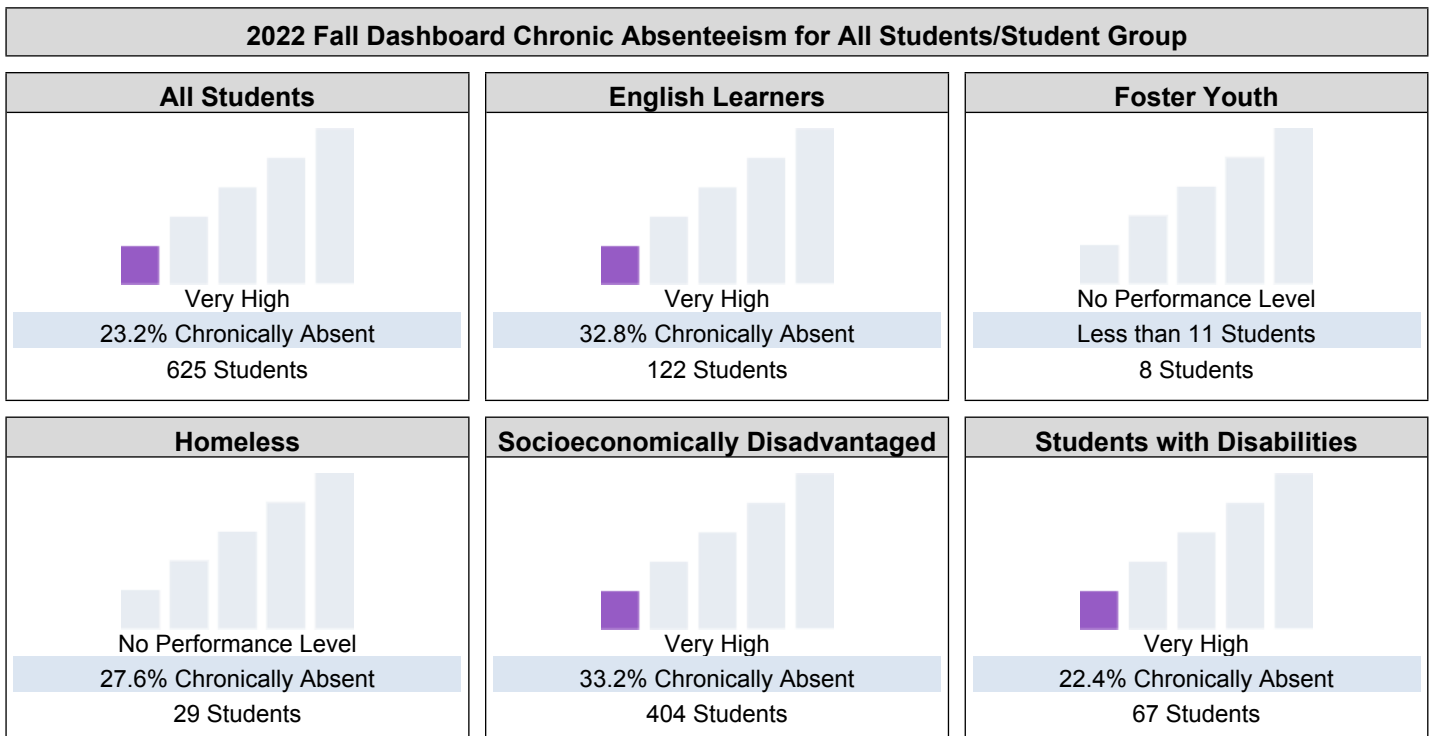
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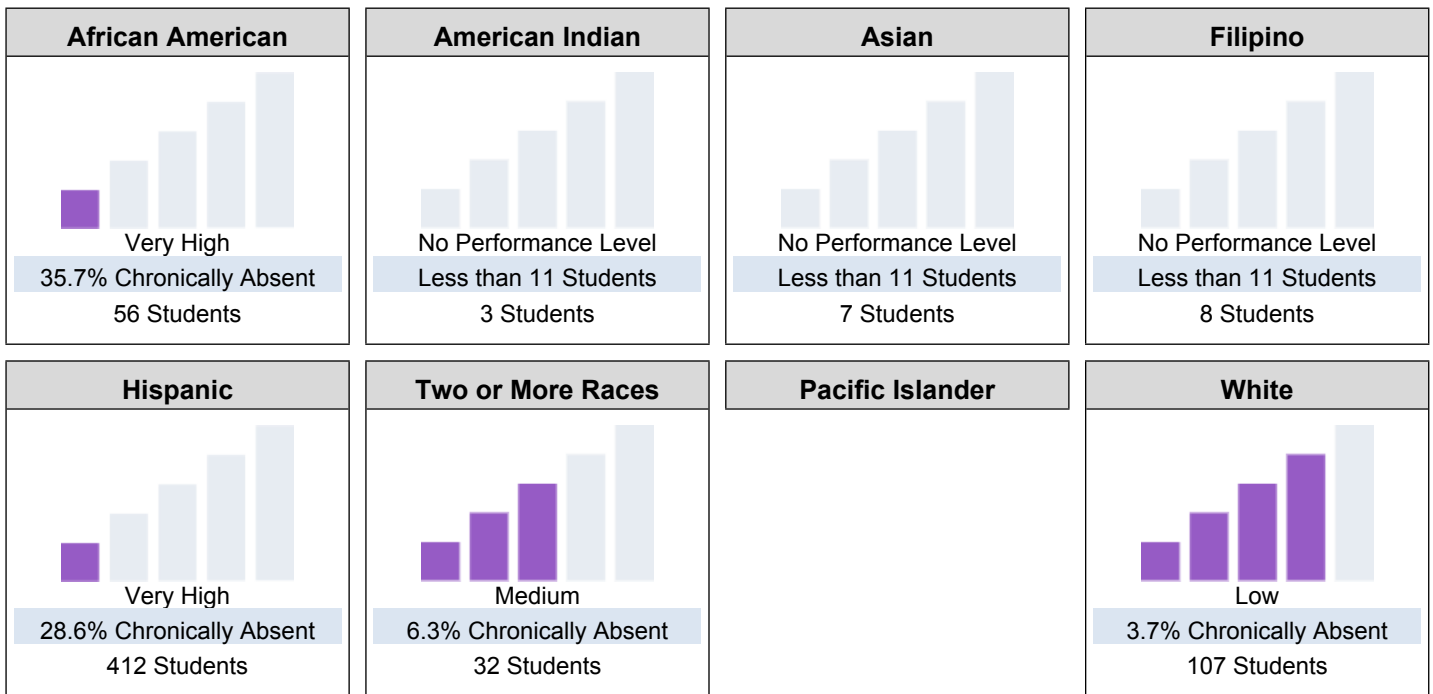
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Chronic absenteeism mirrors our achievement data in math and English language arts, except that all students and the majority of our student groups have been categorized in the very high range (whereas the goal for absenteeism is very low). Five of our student and ethnic groups demonstrate very high chronic absenteeism, and these groups demonstrate a variability of 13.3% between them. African American students have the highest rate at 35.7%, and students with disabilities have the lowest rate of chronic absenteeism at 22.4%.
2. Mirroring our English language arts and mathematics achievement data, white students and students of two or more races have much lower rates of chronic absenteeism. These two groups also have the highest academic achievement levels. Students of mixed race were rated as medium in this category and demonstrated 6.3% chronic absenteeism. At 3.7% chronic absenteeism, our white students were absent 2.6% less than students of mixed race.
3. The COVID-19 pandemic greatly affected our school-wide attendance rate in the 2021-22 School Year and among student and ethnic subgroups. Unfortunately, 2022-23 data will most likely be similar to that of the 2021-22 School Year. Parents are reluctant to send their children to school if they are showing symptoms of COVID-19, and in 2021-22, we sent students home with symptoms along with close contacts. The habit and fear among our parents has persisted, and a campaign to educate them is necessary as we struggle to advise them on health matters. Expertise is needed to present health information that parents will perceive as credible.

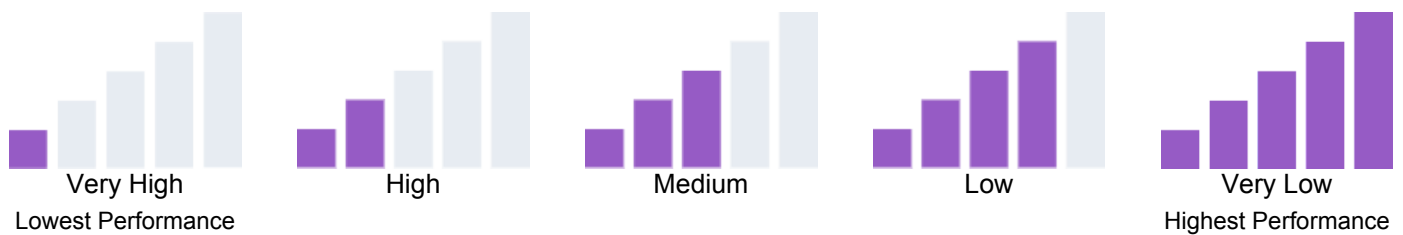
Despite the pandemic, there are students who are frequently absent due to reasons other than illness. The underlying factors contributing to chronic absenteeism among healthy students must be identified and remedied as much as possible. The strategies need to involve outreach to families, including information, support, and parental accountability.

School and Student Performance Data

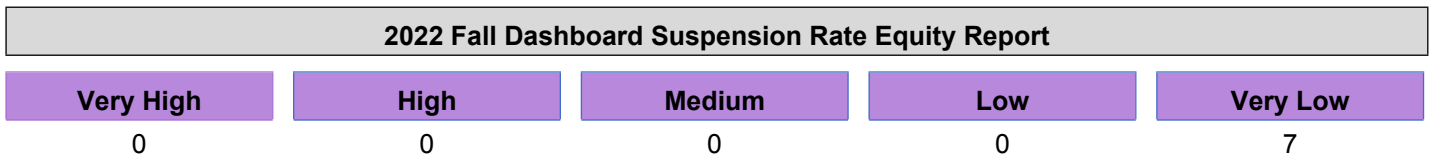
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

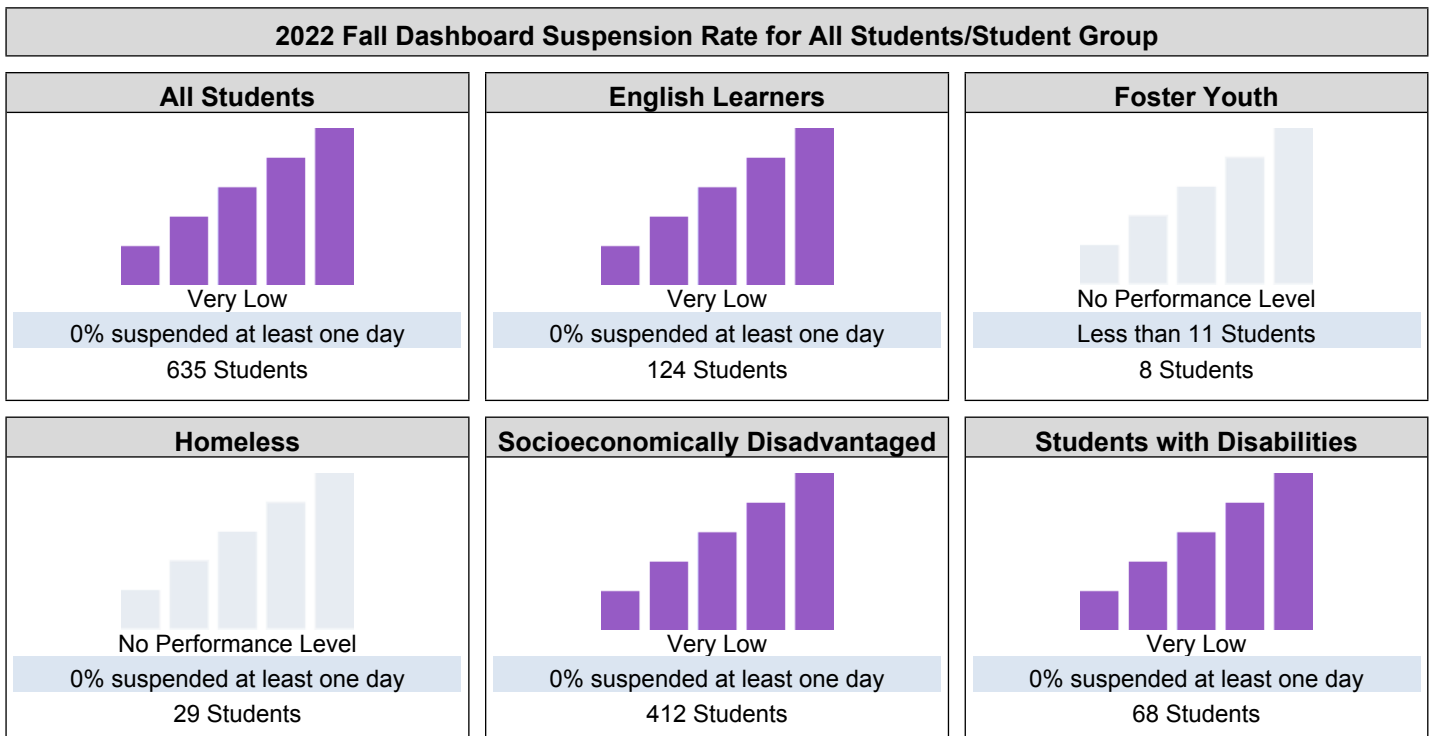
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



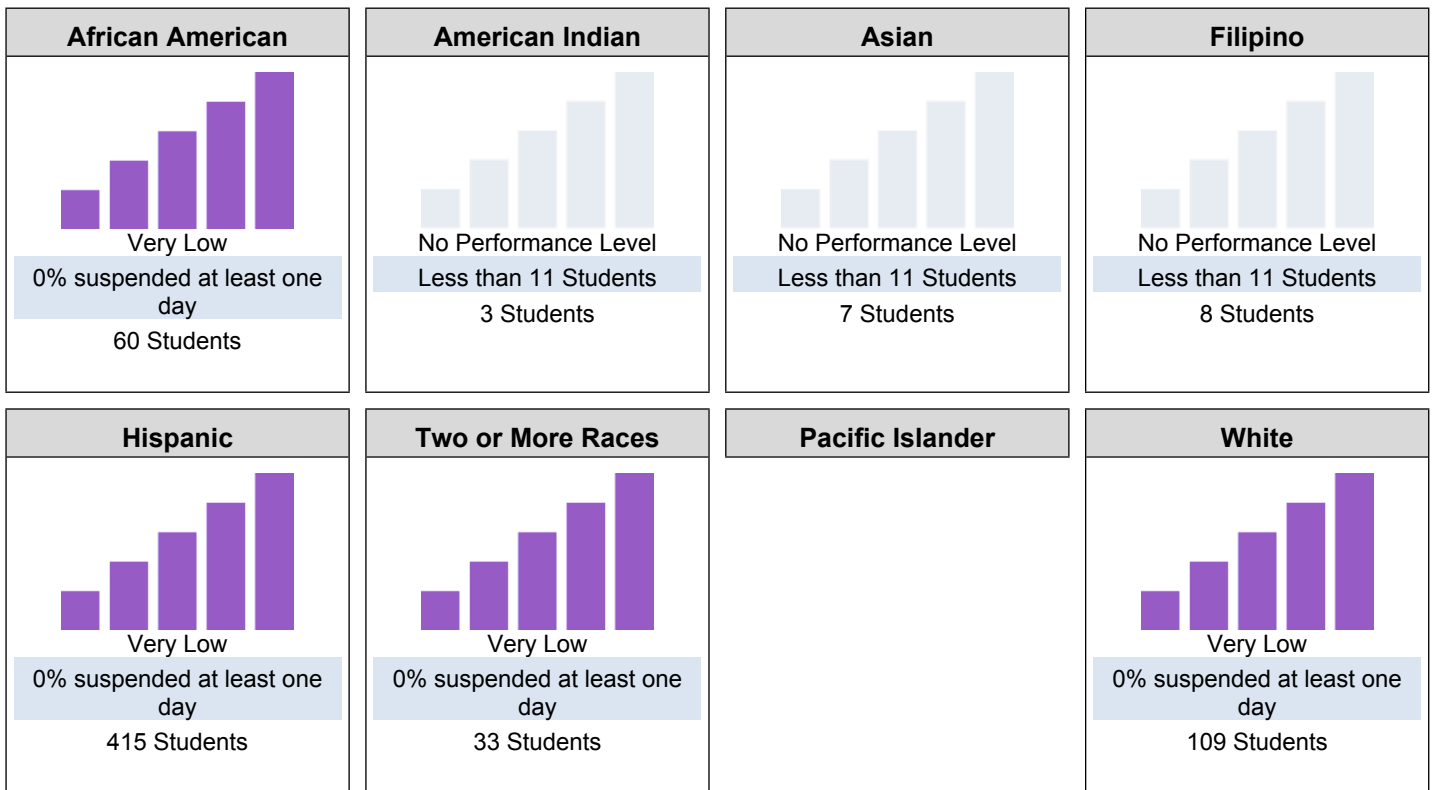
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. At 0% suspensions for all students and all student and ethnic groups, our school climate (as measured by suspension rate) is rated at the highest category (very low) and represented by 5 bars.
2. Optimum supervision on the playground contributes to proactive strategies that can prevent or cut short difficulties with students. More structured outdoor activities at playtime may prevent a greater number of altercations.
3. Providing increased social-emotional support has helped greatly in teaching students the coping strategies and social skills they need to manage their emotions and mitigate disagreements with their peers.

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 four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students 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 Exam. We will use the mid-year assessment as the point of comparison.

Scores will demonstrate a 5% increase school-wide or greater in students testing on or above grade level (Tier 1) on the 2023-24 midyear administration (when compared to the 2022-23 administration), resulting in 36% 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 14% or less of our 1-5th grade students in need of Tier 3 interventions.

Midyear 2024 i-Ready Math Diagnostic results for grades 3-5 will increase by at least 5% over the midyear 2023 administration, resulting in 40% 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 20.67% 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 54% on the November 2023 iReady Math Diagnostic Exam. Kindergarten students will maintain a rate of 0% testing two or more years below grade level on the iReady Math Diagnostic Exam administered in November 2023.

ALL STUDENTS will decrease the CAASPP Math Average "Distance From Standard" by 5.2 points or more (when compared to the baseline distance of -32.2 from standard determined in the Spring 2022 administration), resulting in -27 points from meeting standards on the Spring 2023 administration.

Identified Need

In the 2023-24 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 2023 midyear i-Ready Math Diagnostic Exam showed that the percentage of students in grades 1-5 testing on or above grade level was maintained when school-wide results were compared to the 2022 midyear administration.

Moreover, the November 2022 kindergarten scores increased significantly when comparing the percentage of K students at or above grade level (49%) with the kindergarten students who took the midyear assessment in November 2021 (only 31% tested on grade level at that time).

When analyzing the midyear i-Ready Math Diagnostic results for grades 3-5, the data revealed that our students had a marginal 1% increase in scores between the 2022 and 2023 administrations of the midyear i-Ready Math Diagnostic Exam, maintaining scores at the mid-year point. The students testing two or more years below grade level decreased by 3.66%.

The Spring 2022 administration of the CAASPP established an overall baseline for all students of 32.3 points below standard against which subsequent mean scores will be measured (beginning with the Spring 2023 administration of the CAASPP).

We have been maintaining most scores despite the difficulties caused by the COVID pandemic. Now that COVID cases are stabilizing, we need to put strategies in place that will result in a positive trajectory towards significant gains in the 2023-24 School Year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-24 Midyear Administration of the i-Ready Math Diagnostic: Grades 1-5	<p>2022-23 Midyear Administration of the i-Ready Math Diagnostic Exam ~ Grades 1-5:</p> <p>On or Above Grade Level (Tier 1): 31% School-Wide</p> <p>Two or More Grade Levels Below (At Risk for Tier 3): 19% School-Wide</p>	<p>2023-24 Midyear Administration of the i-Ready Math Diagnostic Exam ~ Grades 1-5</p> <p>On or Above Grade Level (Tier 1): 36% or more School-Wide</p> <p>Two or More Grade Levels Below (Tier 3): 14% or less School-Wide</p>
2023-24 Midyear Administration of the i-Ready Math Diagnostic: Grades 3-5	<p>2022-23 Midyear Administration of the i-Ready Math Diagnostic Exam ~ Grades 3-5:</p> <p>On or Above Grade Level (Tier 1): 35%</p> <p>Two or More Grade Levels Below (At Risk for Tier 3): 25.67%</p>	<p>2023-24 Midyear Administration of the i-Ready Math Diagnostic Exam ~ Grades 3-5:</p> <p>On or Above Grade Level (Tier 1): 40% or more</p> <p>Two or More Grade Levels Below (At Risk for Tier 3): 20.67% or less</p>
November 2023 Administration of the i-Ready Math Diagnostic: Kindergarten	November 2022 Administration of the i-Ready Math Diagnostic ~ Kindergarten:	November 2023 Kindergarten Administration of the i-Ready Math Diagnostic Exam:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	On or Above Grade Level (Tier 1): 49%	On or Above Grade Level (Tier 1): 54% or more School-Wide
	Two or More Grade Levels Below (At Risk for Tier 3): 0%	Two or More Grade Levels Below (At Risk for Tier 3): 0% School-Wide
Spring 2023 Administrations of the CAASPP: Mean Score for All 3rd-5th Grade Students	Spring 2022 CAASPP Mean Score for ALL STUDENTS (Grades 3-5): All Students: -32.2 Points Below Standard	Spring 2023 Administration of the CAASPP Mean Score (Grades 3-5): All Students: -27 Points Below Standard or Closer to Standard Met

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 benefit from the strategy below, including focused attention based on needs for English learners, African American students, students with disabilities, and foster and homeless youth.

Strategy/Activity

Extra in-class or after-school support provided in mathematics for at-risk students in grades 3-5 need to be targeted to meet specific weaknesses and focus on prerequisite skills necessary for success with grade level standards. I am identifying half of the cost of after-school teacher tutors in this section and in the section for English Language Arts.

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)

6,978

Source(s)

LCFF Supplemental and Concentration (S/C)

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, including focused attention based on needs for English learners, African American students, students with disabilities, and foster and homeless youth.

Strategy/Activity

Supplemental, technology-based interventions that include assessments and tracking of the progress of individual students:

ST Math provides 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 provides significant practice in grade level problem-solving skills and uses a multitude of visuals to enhanced student understanding of conceptual information.

Other Internet-based programs providing areas of focused practice, for example:

We will allocate an additional \$500 to renew our school-wide Xtra Math license. Xtra Math provides practice with math facts.

Other programs, as applicable and deemed appropriate.

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	LCFF Supplemental and Concentration (S/C)
500	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Local measures include three administrations per year of the i-Ready Math Diagnostic Exam. 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.

THE GOAL WAS PARTIALLY MET. Among our students in grades 1-5, 32% scored on or above grade level, falling 2% short of our goal and representing a 3% increase over the prior year. However, the second part of the goal was met. Among our students in grades 1-5, 19% tested at two or more years below grade level, a reduction of 5%.

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.

THE GOAL WAS NOT MET. Among our students in grades 3-5, 35% scored on or above grade level, falling 4% short of our goal and representing only a 1% increase over the prior year. The second part of the goal was almost met. Among our students in grades 3-5, 25.67% tested two or more years below grade level, coming within 1.34% of our goal.

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 Exam. 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 Exam administered in November 2022.

THE GOAL WAS EXCEEDED. Among our kindergarten students, 49% tested on or above grade level on the November 2022 iReady Math Diagnostic Exam, exceeding the goal by 13%. It is interesting to note that 34% of our kindergartners tested above expectations (middle to late kindergarten ranges) while 15% tested at the "early on grade level" range. Similarly, the second part of the goal was met. Among our kindergarten students, 0% tested 2 or more years below grade level, with the majority (51%) scoring within a year below expectations.

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.

THE GOAL WAS NOT MET. Students in grades 3-5 demonstrated an average distance of 32.3 points below standard on the math section of the CAASPP in the Spring 2022 administration. It was difficult to compare scores that were 3 years apart; therefore, the Spring 2022 administration of the CAASPP established a baseline of 32.3 points below standard against which subsequent mean scores will be measured (beginning with the Spring 2023 administration of the CAASPP).

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

At this time, our intended implementation and budgeted expenditures are aligned. As data becomes available, strategies will be changed to meet the assessed needs of our students.

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 (iReady Math Diagnostic results at the beginning and middle of the school year). 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 observations made by the principal and instructional coach. This

would include any professional development sessions or series of sessions the school site would pay for, according to the availability of funds.

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 four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students 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, using the mid-year assessment as the point of comparison.

Midyear iReady Reading Diagnostic scores (November 1st through March 1st) will demonstrate a 5% increase in K-5th grade students testing at grade level or above, resulting in 48% of our students school-wide who will be meeting or exceeding standards. At the same time, there will be a 5% decrease or more in K-5th grade students testing at the lowest tiers, resulting in 14% of our students school-wide testing 2 or more years below grade level.

Midyear iReady Reading Diagnostic scores (November 1st through March 1st) will demonstrate a 5% increase in 3rd-5th grade students testing at grade level or above, resulting in 49% or more who will be meeting or exceeding standards. There will also be a 5% decrease or more in 3rd-5th grade students testing at the lowest tiers, resulting in 22.33% or less testing 2 or more years below grade level.

ALL STUDENTS will decrease the CAASPP English Language Arts Average "Distance From Standard" by 5.1 points or more (when compared to the baseline distance of -22.1 from standard determined in the Spring 2022 administration), resulting in -17 points from meeting standards on the Spring 2023 administration.

Identified Need

The three administrations of the i-Ready Reading Diagnostic Exam provide the opportunity for standards-aligned formative assessments to measure the progress of our students throughout any given school year (beginning, middle, and end). A focus on the midyear administration will provide time for teachers to reinforce the standards of greatest difficulty for their students in preparation for the spring administration of the CAASPP.

In the 2023-24 School Year, it will be necessary to provide ongoing reinforcement and targeted support to ensure that our students are mastering the foundational skills necessary to be able to read with sufficient accuracy and fluency and develop their vocabulary and background knowledge to support comprehension. It will also be beneficial to provide early intervention for K-2nd grade students who are falling behind. Strategies to strengthen early phonemic awareness and decoding skills can be successfully implemented through interventions in and out of class. The ability to express oneself in writing accurately and in an organized manner will also help students perform at higher levels in English Language Arts as a whole.

Results of the 2023 midyear i-Ready Reading Diagnostic Exam showed that the percentage of students in grades K-5 who tested on or above grade level was maintained when school-wide results were compared to the 2022 midyear administration.

When analyzing the midyear i-Ready Math Diagnostic results for grades 3-5, the data revealed that our students had demonstrated an 8% increase in scores between the 2022 and 2023 administrations of the midyear i-Ready Reading Diagnostic Exam. Concurrently, the students who scored two or more years below grade level decreased by 7%.

The Spring 2022 administration of the CAASPP established an overall baseline for all students of 22.1 points below standard against which subsequent mean scores will be measured (beginning with the Spring 2023 administration of the CAASPP).

We have been able to prepare students and maintain their scores in reading and English language arts (and in the case of grades 3-5, affect an increase in scores) despite the difficulties caused by the COVID pandemic. Now that COVID cases are stabilizing, we need to put strategies in place that will result in a positive trajectory towards significant gains in the 2023-24 School Year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-24 Midyear Administration of the i-Ready Diagnostic Reading Assessment: Grades K-5	2022-23 Midyear Administration of the i-Ready Diagnostic Reading Assessment: Grades K-5 On or Above Grade Level: 43% School-Wide 2+ Years Below Grade Level: 19% School-Wide	2023-24 Midyear Administration of the i-Ready Diagnostic Assessment: Grades K-5: On Grade Level: 48% School-Wide 2+ Years Below Grade Level: 14% School-Wide
2023-24 Midyear Administration of the i-Ready Diagnostic Reading Assessment: Grades 3-5	2022-23 Midyear Administration of the i-Ready Diagnostic Reading Assessment: Grades 3-5 On or Above Grade Level: 44% (Grades 3-5) 2+ Years Below Grade Level: 27.33% (Grades 3-5)	2023-24 Midyear Administration of the i-Ready Diagnostic Assessment Grades 3-5: On Grade Level: 49% (Grades 3-5) 2+ Years Below Grade Level: 22.33% (Grades 3-5)
Spring 2023 Administration of the CAASPP: Mean Score for All Students Grades 3-5	Spring 2022 CAASPP Mean Score for ALL STUDENTS (Grades 3-5):	Spring 2023 Administration of the CAASPP Mean Score ~ ALL STUDENTS:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All Students: -22.1 Points Below Standard	All Students: -17 Points Below Standard 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 would receive the services described below, including focused attention based on assessed academic needs for English learners, African American students, students with disabilities, and foster and homeless youth. Some support systems are meant for targeted students (Reading Partners, individual tutoring, and push-in/push-out intervention).

Strategy/Activity

Our 50% library coordinator orders books used to support instruction, including fiction and nonfiction books to read aloud to students 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. 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 has been planning author visits in the 2023-24 School Year to encourage students to read books written by contemporary authors (an activity that was placed on pause during the COVID-19 pandemic). Our library coordinator is a major part of our efforts to instill a love of reading into our students.

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)
25,000	LCFF Supplemental and Concentration (S/C)

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, including focused attention based on needs for English learners, African American students, students with disabilities, and foster and homeless youth.

Strategy/Activity

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.

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)

715

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3**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, including focused attention based on needs for English learners, African American students, students with disabilities, and foster and homeless youth.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,350

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4**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, including focused attention based on needs for English learners, African American students, students with disabilities, and foster and homeless youth.

Strategy/Activity

Half of the cost of extra teacher hours is included in the section (and in the Math Section of the SPSA) to provide tutoring for students after school.

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)

6,979

Source(s)

LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Local measures include three administrations per year of the i-Ready Reading Diagnostic Assessment. We will use the mid-year assessment as the point of comparison.

Midyear scores (November 1st through March 1st) will demonstrate a 5% increase in K-5th grade students testing at grade level or above (Tier 1) on the midyear administration, resulting in 48% of our students school-wide who will 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).

THE GOAL WAS NOT MET. Midyear scores in grades K-5 resulted in a maintenance of iReady Reading Diagnostic scores with 43% of our students testing on grade level or above in both 2022 and 2023 (although it is interesting to note that the percentage of students scoring above expectations increased by 4% in 2023. Other than that detail, the results from the two years were identical). The midyear scores remained identical, as well, in the percentage of students testing two years or more below grade level at 19% in both the 2022 and 2023 administrations of the iReady Reading Diagnostic Exam (with the same distribution of students in the two lowest tiers, 14% testing 2 years below grade level and 5% testing 3 years below grade level).

Students in grades 3-5 will demonstrate a 5% increase or greater on the midyear i-Ready Reading Diagnostic Assessment, resulting in 41% or more of our 3rd-5th grade students 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 29.33% or less at the lowest range.

THE GOAL WAS EXCEEDED. Midyear 2023 iReady Reading Diagnostic scores in grades 3-5 resulted in 44% of our students testing on or above grade level (an 8% increase over the midyear scores in 2022). The midyear iReady Reading Diagnostic also resulted in 27.33% of our students scoring 2 years or more below grade level, surpassing the goal by 2%.

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.

THE GOAL WAS NOT MET. The 2022 Spring Administration of the CAASPP resulted in an average mean score in English Language Arts of -22.1 Distance From Standard for All Students. The scores were statistically comparable after three years.

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

At this time, our intended implementation and budgeted expenditures are aligned. As data becomes available, strategies will be changed to meet the assessed needs of our students.

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 Reading Diagnostics Exams, midyear informal reading inventories, 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.

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 four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students 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 2023-2024 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 2022. 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 37.45-32.45% scoring at Level 1 and 5.99-10.99% scoring at Level 4 on the Summative ELPAC administered in the Spring of 2023.

OUR FORMATIVE READING GOAL for the 2023-24 school year will focus on the progress of our English learners (ELs), African American students (AAs), and Students with Disabilities. The assessments compared will be the midyear iReady Reading Diagnostic Exams administered in the Winter of 2023 and Winter of 2024.

The midyear iReady Reading Diagnostic Exam was administered by March 1, 2023, resulting in 44% of ALL STUDENTS in grades 3-5 scoring on or above grade level and 27.33% scoring two years or more below grade level. The overall scores serve as a reference when comparing the results for English learners, African American students, and Students with Disabilities, and the performance goals for the three subgroups in grades 3-5 will be compared as follows:

- The percentage of ELs in grades 3-5 scoring on grade level or above on the midyear iReady Reading Diagnostic Exam in 2024 will increase by at least 5% over the 9.67% who tested on grade level in the Winter of 2023, resulting in 14.67% testing on grade level or above in the Winter of 2024. A stretch goal will be the percentage of ELs testing on or above grade level to increase by 10%, resulting in 19.67% testing within or above the "on grade level" range on the iReady Diagnostic Reading Exam administered in the Winter of 2024.
- The percentage of ELs in grades 3-5 scoring 2 years or more below grade level will decrease by 5% when compared to the 54% scoring in the lowest range in the Winter of 2023, resulting in 49% scoring 2 years below grade level by Winter 2024. The stretch goal is to reduce the percentage of ELs scoring 2 years or more below grade level by 10%, resulting in 44% scoring in the lowest range on the midyear iReady Reading Diagnostic Exam administered in the Winter of 2024.

- The percentage of AAs in grades 3-5 scoring on grade level or above on the midyear iReady Reading Diagnostic Exam in 2024 will increase by at least 5% over the 27.67% who tested on or above grade level at the midyear point in the Winter of 2023, resulting in 32.67% testing on grade level or above. A stretch goal will be the percentage of 3rd-5th grade AAs testing on or above grade level to increase by 10%, resulting in 37.67% testing within or above grade level range on the iReady Diagnostic Reading Exam administered in the Winter of 2024.
- The percentage of AAs in grades 3-5 scoring 2 years or more below grade level will decrease by 5% when compared to the 35.67% scoring in the lowest range in the Winter of 2023, resulting in 30.67% scoring 2 years below grade level on the midyear Winter 2024 exam. 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 25.67% scoring in the lowest range on the midyear iReady Reading Diagnostic Exam administered in the Winter of 2024.
- The percentage of Students with Disabilities (SWD) in grades 3-5 scoring on grade level or above on the midyear iReady Reading Diagnostic Exam in 2024 will increase by at least 5% over the 27% who tested on or above grade level in the Winter of 2023, resulting in 32% testing on grade level or above in the Winter of 2024. A stretch goal will be the percentage of SWDs testing on or above grade level to increase by 10%, resulting in 37% testing within or above the "on grade level" range on the iReady Diagnostic Reading Exam administered in the Winter of 2024.
- The percentage of SWDs in grades 3-5 scoring 2 years or more below grade level will decrease by 5% when compared to the 55% scoring in the lowest range in the Winter of 2023, resulting in 50% scoring 2 years below grade level by Winter 2024. The stretch goal is to reduce the percentage of SWDs scoring 2 years or more below grade level by 10%, resulting in 45% scoring in the lowest range on the midyear iReady Reading Diagnostic Exam administered in the Winter of 2024.

OUR FORMATIVE MATHEMATICS GOAL for the 2022-23 School Year will focus on the progress of our English learners (ELs), African American students (AAs), and students with disabilities. The assessments compared will be the midyear iReady Math Diagnostic exams administered in the Winter of 2023 and Winter of 2024.

The midyear iReady Math Diagnostic Exam was administered in the Winter of 2023 resulting in 35% of ALL STUDENTS in grades 3-5 scoring on or above grade level and 25.67% scoring two years or more below grade level. The overall scores serve as a reference when comparing the results for English learners, African American students, and students with disabilities, and the performance goals for the three subgroups in grades 1-5 will be compared as follows:

- On the Midyear Winter 2024 i-Ready Math Diagnostic Exam, the performance of our 3rd-5th grade English learners (ELs) will demonstrate a 5.33% gain (and a stretch goal of 10.33%) in ELs scoring on or above grade level, resulting in 9%-14% scoring at the two highest tiers when compared to the 3.67% who scored within grade level range on the midyear iReady Math Exam in the Winter of 2023.
- There will be an equivalent 5.33% decrease among EL students in grades 3-5 scoring 2 or more years below grade level (and a stretch goal of -10.33%), resulting in 49%-44% when compared to the 54.33% of ELs who scored two years below grade level on the midyear iReady Math Diagnostic Exam in the Winter of 2023.

- On the Midyear Winter 2024 i-Ready Math Diagnostic Exam, the performance of our 3rd-5th grade African American students (AAs) will demonstrate a 5.33% gain (and a stretch goal of 10.33%) over the 16.67% scoring on grade level or above in the Winter of 2023, resulting in 22%-27% of our AA students scoring on or above grade level.
- There will be an corresponding 5.67% decrease in AA students in grades 3-5 scoring 2 or more years below grade level (and a stretch goal of -10.67%), resulting in 25%-20% of AA students scoring 2 or more years below grade level when compared to the 30.67% who scored two or more years below grade level on the Midyear Winter 2024 iReady Math Exam.
- The percentage of Students with Disabilities (SWD) in grades 3-5 scoring on grade level or above on the midyear iReady Math Diagnostic Exam in 2024 will increase by at least 5.67% over the 24.33% who tested on or above grade level in the Winter of 2023, resulting in 30% testing on grade level or above in the Winter of 2024. A stretch goal will be the percentage of SWDs testing on or above grade level to increase by 10.67%, resulting in 35% testing within or above the "on grade level" range on the iReady Diagnostic Math Exam administered in the Winter of 2024.
- The percentage of SWDs in grades 3-5 scoring 2 years or more below grade level will decrease by 5.67% when compared to the 54.67% scoring in the lowest range in the Winter of 2023, resulting in 49% scoring 2 years below grade level by Winter 2024. The stretch goal is to reduce the percentage of SWDs scoring 2 years or more below grade level by 10.67%, resulting in 44% scoring in the lowest range on the midyear iReady Math Diagnostic Exam administered in the Winter of 2024.

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 one is reading 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. 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 community, and mathematics is fundamental in a technological society.

It is the responsibility of educational institutions to equip our students for success in an ever-changing world. 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, especially in reading, writing, and mathematics.

In the 2022-23 School Year, Jackson Magnet was identified as eligible for Additional Targeted Support and Assistance (ATSI). This means that our efforts must target the identified groups who require intervention and support to improve their academic achievement. The groups of concern identified for our school are English Learners, African Americans, and Students with Disabilities.

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 understand the complex language structures one encounters when reading grade level text, especially in grades 3-5.

The African American subgroup at Jackson is higher achieving in comparison to ELs. Nevertheless, some of our African American students struggle in many of the same areas.

Students with Disabilities need specialized services, but they respond well to classroom and school-wide interventions and effective instructional strategies. Classroom teachers team with specialists to support students with disabilities, but effective general education practices aimed to meet individual needs must be practiced with fidelity for all students, including those with disabilities.

The goals and strategies in this section will describe effective strategies to address the concerns regarding our English Learners, African Americans, and Students with Disabilities as we support them to "close the achievement gap."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 ELPAC Administration	<p>2021-22 ELPAC Administration, Written Language Scores:</p> <p>42.45% at Level 1 (Lowest Tier) 0.99% at Level 4 (Highest Tier)</p>	<p>2022-2023 Administration of the ELPAC, Written Language scores:</p> <p>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 37.45% scoring at Level 1 and 5.99% scoring at Level 4.</p> <p>A stretch goal would be a 10% decrease in EL students scoring at the ELPI 1 Level coupled with an increase of 10% in EL students scoring at ELPI Level 4, resulting in 32.45% scoring at Level 1 and 10.99% scoring at Level 4.</p>
2023-24 Midyear Administration of the iReady Reading Diagnostic Exam	<p>2022-23 Midyear Administration of the iReady Reading Diagnostic Exam-Results for English Learners, African American students, and Students with Disabilities in grades 3-5:</p> <p>1. ELs in grades 3-5: 9.67% on or above grade level; 54% two years or more below grade level</p> <p>2. AAs in grades 3-5: 27.67% on or above grade level; 35.67% two years or more below grade level</p>	<p>2023-24 Midyear Administration of the iReady Reading Diagnostic Exam-Results for English Learners and African American students in grades 3-5:</p> <p>1. ELs in grades 3-5: 14.67% on or above grade level; 49% two years + below grade level, with a stretch goal of 19.67% on or above grade level and 44% two years or more below grade level.</p> <p>2. AAs in grades 3-5:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>3. SWDs in grades 3-5: 27% on or above grade level; 55% two years or more below grade level</p>	<p>32.67% on or above grade level; 30.67% two years + below grade level, with a stretch goal of 37.67% on or above grade level and 25.67% two years or more below grade level.</p> <p>3. SWDs in grades 3-5: 32% on or above grade level; 50% two years + below grade level, with a stretch goal of 37% on or above grade level; 45% two years + below grade level.</p>
<p>2023-24 Midyear Administration of the iReady Math Diagnostic Exam</p>	<p>2022-23 Midyear Administration of the iReady Math Diagnostic Exam-Results for English Learners and African American students in grades 3-5:</p> <p>1. ELs in grades 3-5: 3.67% on or above grade level; 54.33% two years + below grade level</p> <p>2. AAs in grades 3-5: 16.67% on or above grade level; 30.67% two years + below grade level</p> <p>3. SWDs in grades 3-5: 24.33% on or above grade level; 54.67% two years + below grade level</p>	<p>2023-24 Midyear Administration of the iReady Math Diagnostic Exam-Results for English Learners and African American students in grades 3-5:</p> <p>1. ELs in grades 3-5: 9% on or above grade level; 49% two years + below grade level, with a stretch goal of 14% on or above grade level and 44% two years or more below grade level.</p> <p>2. AAs in grades 3-5: 22% on or above grade level; 25% two years + below grade level, with a stretch goal of 27% on or above grade level and 20% two years or more below grade level.</p> <p>3. SWDs in grades 3-5: 30% on or above grade level; 49% two years + below grade level with a stretch goal of 35% on or above grade level and 44% two years + below grade level.</p>

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 African American students, Students with Disabilities, and foster and homeless youth. Special education services will continue to address the needs of our students with disabilities in close partnership with classroom teachers.

Strategy/Activity

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, intervention teacher, 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 instructor.

Our intervention teacher works with students from targeted subgroups who struggle with foundational reading skills and English learners in the upper elementary grades who have had difficulty passing the ELPAC and are in danger of becoming long-term ELs. The intervention teacher also assists our instructional coach with professional development, coaching of new teachers, and collaborative efforts among teachers. (Funding for the intervention teacher is reported in this section.)

There is a need for targeted subgroups to receive after-school tutoring and/or in-class support, especially in the area of mathematics. In addition to tutoring provided by teachers (discussed in the last two goals), another strategy is to extend the hours of our playground aides so that they can support the students that need it most in the classroom. (Funding for our playground aides is included in LCAP Goal 3: School Safety, Climate, and Culture.)

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)

84,859

Title I Part A: Allocation

51,597

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

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, including focused attention based on assessed academic needs for English learners, African American students, students with disabilities, and foster and homeless youth. Some support systems are meant for targeted students.

Strategy/Activity

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. It provides an effective alternative to iReady Reading for students who are more engaged by the LEXIA format. At this time, we are looking for ways to fund LEXIA for targeted groups because a school-wide license is very expensive.

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)

6,600

Source(s)

LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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 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.

THE GOAL WAS NOT MET. EL students in grades K-5 scoring at ELPI Level 4 on the Spring 2021 administration of the ELPAC decreased by 1.37% (from 2.36% to 0.99%) when compared to the ELPAC results from the Spring of 2020, demonstrating a statistically insignificant difference, but still demonstrating a slight decline in scores. EL students in grades K-5 scoring at ELPI Level 1 (beginning level) on the Spring 2021 administration of the ELPAC increased by 8.59% (from 33.86

to 42.45) when compared to the ELPAC results from the Spring of 2020, demonstrating a significant increase in students at the lowest ELPI level.

MORE ATTENTION NEEDS TO BE PAID TO ENGLISH LEARNERS IN PREPARING THEM FOR THE WRITTEN SECTION OF THE ELPAC EXAM, INCLUDING THE READING AND WRITING DOMAINS.

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 36% of ALL STUDENTS in grades 3-5 scoring on or above grade level and 34.33% 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 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 GOAL WAS NOT MET, BUT SCORES WERE MAINTAINED. Among EL students, an average of 9.67% scored on grade level on the Midyear 2023 iReady Diagnostic Exam in grades 3-5, representing a gain of 1.67% over the 8% of ELs scoring on grade level on the Midyear 2022 iReady Reading Diagnostic Exam (essentially maintaining scores across the two school years).

- The percentage of ELs in grades 3-5 scoring 2 years or more below grade level will decrease by 5% when compared to the 60.67% scoring in the lowest range in February 2022, resulting in 55.67% 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 50.67% scoring in the lowest range on the midyear iReady Reading Diagnostic Exam administered by February 2023.

THE GOAL WAS MET. Among EL students, an average of 54% scored two years below grade level on the Midyear 2023 iReady Diagnostic Exam in grades 3-5, representing a loss of 6.67% when compared to the 60.67% of ELs scoring two years below grade level on the Midyear 2022 iReady Reading Diagnostic Exam.

- 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 26.33% who tested on grade level in February 2022, resulting in 31.33% 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 36.33% testing within or above grade level range on the iReady Diagnostic Exam administered by February 2023.

THE GOAL WAS NOT MET, BUT SCORES WERE MAINTAINED. Among African American students, an average of 27.67% scored on grade level or above on the Midyear 2023 iReady

Diagnostic Exam in grades 3-5, representing a statistically insignificant gain of 1.34% over the 26.33% of African American students scoring on grade level or above on the Midyear 2022 iReady Reading Diagnostic Exam (essentially maintaining scores across the two school years).

- The percentage of AAs in grades 3-5 scoring 2 years or more below grade level will decrease by 5% when compared to the 45.33% scoring in the lowest range in February 2022, resulting in 40.33% 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 35% scoring in the lowest range on the midyear iReady Reading Diagnostic Exam administered by February 2023.

THE GOAL WAS SURPASSED, ALMOST MEETING THE STRETCH GOAL. Among African American students, an average of 35.67% scored two years below grade level on the Midyear 2023 iReady Diagnostic Exam in grades 3-5, representing a statistically significant loss of 9.66% when compared to the 45.33% of African American students scoring two years below grade level on the Midyear 2022 iReady Reading Diagnostic Exam.

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 35% of ALL STUDENTS in grades 3-5 scoring on or above grade level and 25.67% 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:

ELs will perform as follows on the same exam in February 2023, reflecting a 5% gain (and a stretch goal of 10%) over the 4% of 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 the 61.67% of EL students in grades 3-5 scoring 2 or more years below grade level (and a stretch goal of 10%), resulting in 56.67%-51.67% scoring at the lowest tier.

THE FIRST PART OF THE GOAL WAS NOT MET. Among EL students, an average of 3.67% scored on grade level on the Midyear 2023 iReady Math Diagnostic Exam in grades 3-5, representing a slight loss of .33% over the 4% of ELs scoring on grade level on the Midyear 2022 iReady Math Diagnostic Exam (essentially maintaining scores across the two school years). THE SECOND PART OF THE GOAL WAS SURPASSED. Among EL students, an average of 54.33% scored two years below grade level on the Midyear 2023 Math Diagnostic Exam in grades 3-5, representing a loss of 7.34% when compared to the 61.67% of ELs in grades 3-5 scoring two years below grade level on the Midyear 2022 iReady Math Diagnostic Exam.

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 the 17.33% of 3rd-5th grade African Americans scoring on or above grade level, resulting in 22.33%-27.33% 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 33.67%-28.67% scoring at the lowest tier.

THE FIRST PART OF THE GOAL WAS NOT MET. Among African American students, an average of 16.67% scored on grade level or above on the Midyear 2023 iReady Math Diagnostic Exam in grades 3-5, representing a statistically insignificant loss of 0.66% when compared to the 17.33% of

African American students scoring on grade level or above on the Midyear 2022 iReady Math Diagnostic Exam (essentially maintaining scores across the two school years).

THE SECOND PART OF THE GOAL WAS SURPASSED. Among African American students, an average of 30.67% scored two years below grade level on the Midyear 2023 iReady Math Diagnostic Exam in grades 3-5, representing a statistically significant loss of 8% when compared to the 38.67% of African American students scoring two years below grade level on the Midyear 2022 iReady Math Diagnostic Exam.

AMONG STUDENTS OF GRADES 3-5, PROGRESS WAS SIGNIFICANT AMONG ENGLISH LEARNERS AND AFRICAN AMERICAN STUDENTS WHO HAD BEEN SCORING 2 YEARS OR MORE BELOW GRADE LEVEL, BOTH IN READING AND MATH ACHIEVEMENT WHEN COMPARING THE RESULTS OF THE MIDYEAR I-READY MATH DIAGNOSTIC EXAMS OF 2022 AND 2023.

AMONG STUDENTS OF GRADES 3-5, THE SCORES WERE, FOR THE MOST PART, MAINTAINED AMONG ENGLISH LEARNERS AND AFRICAN AMERICAN STUDENTS WHO SCORED ON OR ABOVE GRADE LEVEL BOTH IN READING AND MATH ACHIEVEMENT WHEN COMPARING THE RESULTS OF THE MIDYEAR I-READY DIAGNOSTIC EXAMS OF 2022 AND 2023.

THE COMPARISON OF MIDYEAR 2022 AND 2023 I-READY DIAGNOSTIC SCORES DESCRIBED ABOVE DEMONSTRATE THE POSITIVE RESULTS OF OUR INTERVENTION EFFORTS AMONG STUDENTS PERFORMING 2 OR MORE YEARS BELOW GRADE LEVEL. ADDITIONAL ATTENTION NEEDS TO BE PAID TO THE STUDENTS WHO SCORE WITHIN A YEAR BELOW GRADE LEVEL TO PUSH THEM TO THE ON GRADE LEVEL AND ABOVE GRADE LEVEL RANGES.

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

At this time, our intended implementation and budgeted expenditures are aligned. As data becomes available, strategies will be changed to meet the assessed needs of our students.

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 2024 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 (77%, or 2% gain); On the Radar ~ Yellow (Maintain 10% as students flow out of the red range and into the green range); At Risk ~ Red (12%, or 2% loss)

INTERNALIZING BEHAVIORS: Not at Risk ~ Green (81%, or 2% gain); On the Radar ~ Yellow (Maintain 9% as students flow out of the red range and into the green range); At Risk ~ Red (10%, or 2% loss)

To see a steady improvement in results, the Fall of 2023 Universal Screener will be used as a formative assessment. Please note that the Universal Screener was not administered in the Fall of 2022; therefore, another formative assessment may be necessary in the 2023-24 School Year.

We will use the Behavior Rtl Survey in November 2023 and February 2024 as a formative assessment of the success of our efforts to meet the social-emotional needs of our students. Our site-based clinical social worker will ask 20 randomly-selected students four survey questions to determine the success of our Behavior Rtl Plan:

1. Do you know our 4 Bs?
2. Do you know the school rules when you are out on the playground?
3. If someone in class gets in trouble, do you know what the consequences are?
4. Have you received positive praise at school in the past month?

Results will show at least an overall 5% gain in positive responses when November 2023 results are compared do the results in February 2024.

Identified Need

At our school site, we continue to feel the effect of the measures have were taken to slow the spread of COVID-19, especially among students in the earlier grades (kindergarten and first grade, specifically). Students returned to school in the 2021-2022 and the 2022-23 school years 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 Rtl 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.

In the 2022-23 School Year, Pacific Clinics was experiencing a labor shortage and had much difficulty finding a counselor for Jackson. Consequently, many students who would have benefited from individual counseling were not served, and our school-wide staff found it difficult to meet the needs of a large number of students experiencing social-emotional difficulties. Our site-based LCSW responded to many emergency calls throughout the school year, and she provided individual therapy to the students displaying the greatest needs. She also grouped students with similar needs together for small group therapy sessions. Our CWA intern was only in her first year, and she could not perform all of the tasks that a second year student would be able to perform.

We selected a Behavior Rtl Coach in August 2022, but she was not released from her position until February 2023. Once she joined our staff, she proved to be an invaluable member of our team.

The Review 360 Universal Screener, administered in the Spring of 2023 showed gains in externalizing and internalizing (2% and 3%, respectively) behaviors when compared with the Spring 2022. In addition, we have substantially more externalizing behaviors among our students than we do internalizing behaviors. We need to focus our efforts especially on the students who display at risk behaviors in both categories.

Our site-based clinical social worker randomly asked 20 students four survey questions in December 2022 and April 2023 to determine the success of our Behavior Rtl Plan. The questions were as follows, along with the percentage of students who responded positively:

1. Do you know our 4 Bs? December 2022 (58.8%); April 2023 (88.9%).
RESULTS SHOWED A 30.1% GAIN IN POSITIVE RESPONSES.

2. Do you know the school rules when you are out on the playground? December 2022 (82.4%); April 2023 (83.3%).
RESULTS SHOWED A 0.9% GAIN IN POSITIVE RESPONSES.

3. If someone in class gets in trouble, do you know what the consequences are? December 2022 (58.8%); April 2023 (88.9%).
RESULTS SHOWED A 30.1% GAIN IN POSITIVE RESPONSES.

4. Have you received positive praise at school in the past month? December 2022 (94%); April 2023 (88.9%).
RESULTS SHOWED A 5.1% LOSS IN POSITIVE RESPONSES.

When comparing randomly selected students in the same school year, the results were quite significant in the percent of students who knew the 4 Bs and the students who understood the

consequences when rules are not followed. When all the average positive responses are calculated, the results show that in December of 2022, the student responses were 73.5% positive. By April of 2023, 87.5% were positive, resulting in a gain in positive responses of 14%.

The results show that our efforts have been successful when we compare current students with current students over time. The drop in positive responses in question #4 serves as a reminder to continue to provide students with genuine praise and positive reinforcement even as the end of the year approaches and teachers and staff members begin to tire. This would go a long way in encouraging students to continue to practice the 4 Bs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Suspension Rates	2022-23 Suspension Rates, including all students and subgroups: 0% as of April 2023	2023-24 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%
Spring Administration of the Review 360 Universal Screener	Spring 2023 Administration of the Review 360 Universal Screener: EXTERNALIZING BEHAVIORS: Not at Risk ~ Green (75%); On the Radar ~ Yellow (10%); At Risk ~ Red (14%) INTERNALIZING BEHAVIORS: Not at Risk ~ Green (79%); On the Radar ~ Yellow (9%); At Risk ~ Red (12%)	Spring 2024 Administration of the Review 360 Universal Screener: EXTERNALIZING BEHAVIORS: Not at Risk ~ Green (77%); On the Radar ~ Yellow (10%); At Risk ~ Red (12%) INTERNALIZING BEHAVIORS: Not at Risk ~ Green (81%); On the Radar ~ Yellow (9%); At Risk ~ Red (10%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Behavior Response to Intervention (Rtl) Questions to 20 Randomly Selected Students in the Fall and Spring:</p> <ol style="list-style-type: none"> 1. Do you know our 4 Bs? 2. Do you know the school rules when you are out on the playground? 3. If someone in class gets in trouble, do you know what the consequences are? 4. Have you received positive praise at school in the past month? 	<p>Behavior Rtl Questions to 20 Randomly Selected Students:</p> <ol style="list-style-type: none"> 1. Do you know our 4 Bs? December 2022 (58.8%); April 2023 (88.9%). 2. Do you know the school rules when you are out on the playground? December 2022 (82.4%); April 2023 (83.3%) 3. If someone in class gets in trouble, do you know what the consequences are? December 2022 (58.8%); April 2023 (88.9%). 4. Have you received positive praise at school in the past month? December 2022 (94%); April 2023 (88.9%) <p>There was an average gain of 14% in overall positive responses when December 2022 and April 2023 results were compared.</p>	<p>Behavior Rtl Questions to 20 Randomly Selected Students:</p> <ol style="list-style-type: none"> 1. Do you know our 4 Bs? 2. Do you know the school rules when you are out on the playground? 3. If someone in class gets in trouble, do you know what the consequences are? 4. Have you received positive praise at school in the past month? <p>There will be a gain of at least 5% in overall positive responses when the November 2023 and February 2024 questions are administered to 20 randomly identified students and subsequently analyzed.</p>

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, including English learners, African American students, students in foster care, homeless youth, and students with disabilities. 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. Consistent use of the Second Step Curriculum 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 five playground aides, including a recreation aide, 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.

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)
50,343	LCFF Supplemental and Concentration (S/C)
21,507	LCFF Supplemental and Concentration (S/C)

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, including English learners, African American students, students in foster care, homeless youth, and students with disabilities.

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 Rtl Plan. ESSER III funds will be used for this purpose in combination with unrestricted funds.

More intensive support will be provided for students who are seriously at risk. We will continue our partnership with Pacific Clinics and CWAS interns, in collaboration with our LCSW and Behavior Rtl Coach, 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 Rtl meetings to identify needs and monitor student social-emotional progress. The team will consist of the Principal, instructional coach, Behavior Rtl Coach, and licensed clinical social worker, as well as other interested members of staff (such as the science teacher, intervention 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. Meetings will be led by our licensed clinical social worker.

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)

41,705

Unrestricted

Strategy/Activity 3

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, including focused attention based on needs for English learners, African American students, students with disabilities, and foster and homeless youth.

Strategy/Activity

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.

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)

27,493

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4

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, including focused attention based on needs for English learners, African American students, students with disabilities, and foster and homeless youth.

Strategy/Activity

Health supplies are necessary to meet our students' first aid needs and cost approximately \$500 per year, and our warehouse allocation for needed custodial and other health-related items is \$4,900. Copy paper is included in the warehouse items we purchase, as well. Our Warehouse allocation will be taken from our Unrestricted funds (Total allocation: \$46,605.00).

Materials and supplies from Staples are needed to meet our students' needs in the classroom (\$20,000 total for the School Year).

Our copier lease is ongoing and serves our students by providing templates, worksheets, homework materials, and other classroom activities (\$9,600).

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)
500	LCFF Supplemental and Concentration (S/C)
20,000	LCFF Supplemental and Concentration (S/C)
9,600	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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 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.

THE GOAL WAS MET. Only one student had a home suspension at the end of the school year; therefore, a 0.5% suspension rate was maintained for the 2022-24 School Year, including all subgroups.

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)

THE GOAL WAS NOT MET. Results of the Spring 2023 Universal Screener was the following:

EXTERNALIZING BEHAVIORS: Not at Risk ~ Green (75%, or 2% loss); On the Radar ~ Yellow (Statistically maintained at 10%); At Risk ~ Red (14%, or 2% gain)

INTERNALIZING BEHAVIORS: Not at Risk ~ Green (79%, or 3% loss); On the Radar ~ Yellow (Maintained at 9%); At Risk ~ Red (12%, or 3% gain)

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.

NOT DETERMINED BECAUSE THE FALL 2022 UNIVERSAL SCREENER WAS NOT AVAILABLE IN THE FALL OF 2022.

It is important to note that the average gains in "at risk" students were due to the significant needs of many of our kindergarten and first grade students in the 2022-23 School Year. When grade per grade comparisons were made among 2nd-5th grade students between the Spring of 2022 and the Spring of 2023, externalizing behaviors dropped at a rate of 2% and internalizing behaviors dropped at a rate of 5.25%. Not only do these figures demonstrate the improvement in our continuing students, but they demonstrate the lingering effect of lockdown and exclusion practices between March of 2020 and April of 2022 to mitigate the spread of COVID-19.

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 needs.

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 2023-24 School Year, representing an increase of 2.53% when compared to the 2022-23 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 5% in the 2023-24 School Year, resulting in 17.66% or less.

Identified Need

When considering the first 8 months of the school year, our average daily attendance rate in 2022-23 was 92.47%, representing a decline of 0.99% when compared to the average daily attendance rate of 93.46% after Month 8 of the 2021-22 School Year.

The average annual excessive (chronic) absenteeism rate for 2021-22 was 23.32%. In month 8 of the 2022-23 School Year, the most recent month when data is available, the chronic absenteeism rate was 22.66%. An exact comparison between the two years is not possible at this time. The available data demonstrates, however, that the rates in the two school years are close, revealing a sharp increase in chronic absenteeism when compared to pre-pandemic years.

The effects of the pandemic continue to affect our average daily attendance and our chronic absenteeism rates. Health directives have required COVID-infected students to quarantine for 5 days unless cleared by a doctor, and students have been absent for multiple days due to general illness reasons.

In pre-pandemic years, we would see students absent for 1 day for illness and return the next day. Some challenges we may see in the future is that families may be more cautious and accustomed to keeping students out for multiple days when sick. Mental health issues have also affected student attendance, it seems, to a greater degree than in pre-pandemic years. We tend to see a significant rise in student absenteeism on rainy days, and the 2023-24 school year had a record-setting rainy season that negatively impacted our attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-24 Yearly Average Daily Attendance Rate	2022-23 Yearly Average Daily Attendance Rate (August 2021 through March 2022):	2022-2023 Yearly Average Daily Attendance Rate of 95% (as of Month 8)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	92.47% Attendance Rate for First 8 Months of the 2022-23 School Year	
2023-24 Monthly Average Daily Attendance Rates	2022-23 Monthly Average Daily Attendance Rates (first 8 months): Month 1: 94.52% Month 2: 94.27% Month 3: 94.10% Month 4: 90.01% Month 5: 89.03% Month 6: 93.13% Month 7: 91.72% Month 8: 92.48%	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.
2023-24 Average Excessive Absenteeism Rate for All Students	2022-23 Chronic Absenteeism Rate for All Students as of Month 8: 22.66% (as of 3/31/23)	2022-23 Excessive Absenteeism Rate for All Students as of Month 8: All Students: Decrease of 5% (from 2022-23), resulting in a yearly chronic absenteeism rate of 17.66%.

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 benefit from the strategy below, including focused attention based on needs for English learners, African American students, students with disabilities, and foster and homeless youth.

Strategy/Activity

It is crucial for a school with over 625 students to have an 8-hour attendance clerk. The school site pays for 2 additional hours, ensuring that the Clerk/Typist position is an 8-hour per day monthly position.

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: 2022-23

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 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.

THE GOAL WAS NOT MET. In the 2022-23 School Year, the average daily attendance rate between 8/11/22 and 3/30/2023 was 92.47%. In the 2021-22 School Year, the average daily attendance rate from 8/12/21 and 3/31/22 was 93.46%.

Taking into account the same number of school days in both years, there was a decrease in the 2022-23 School Year of 0.99% in the average daily attendance rate.

Monthly totals are currently reported on Aeries for the first 8 months of the School Years as follows, first displaying the percentages from the 2021-22 SY followed by the percentages from the 2022-23 SY:

Month 1: 94.38%; 94.52%
 Month 2: 95.20%; 94.27%
 Month 3: 94.31%; 94.10%
 Month 4: 94.93%; 90.01%
 Month 5: 93.81%; 89.03%
 Month 6: 86.82%; 93.13%
 Month 7: 93.98%; 91.72%
 Month 8: 93.78%; 92.48%

In 2021-22, Months 3, 4, 5, 7, and 8 showed higher daily attendance rates.
 In 2022-23, Months 1, 2, and 6 showed higher daily attendance rates.

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

AN ANNUAL OR MONTH-TO-MONTH COMPARISON IS NOT AVAILABLE. AS OF MONTH 8, THE GOAL WAS NOT MET. The end-of-year final chronic absenteeism rate was 23.32% for the 2021-22 School Year. As of 3/31/2023, the chronic absenteeism rate for the 2022-23 School Year was 22.66%. An exact comparison cannot be made between the two school years because the monthly data is not complete for the 2021-22 School Year, nor have we come to the end of the 2022-23 School Year.

However, there is enough data currently available to compare the average number of students present as of the 7th month of school in both school years. In 2021-22, the average number of students present in the seventh month was 563.38. In the 2022-23 School Year, the number present was 575.98. The increased enrollment in the 2022-23 School Year reflects a greater number of students present despite a higher percentage of student absences.

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 620 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. In the 2023-24 School Year, the school site will allocate LCAP carryover money to pay for 25% of an 8-hour attendance clerk position.

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 3 ATTENDEES AT THE MONTHLY ELAC MEETINGS, INCREASING THE ANNUAL AVERAGE OF 10 PARTICIPANTS IN 2022-23 TO AN ANNUAL AVERAGE OF 13 INDIVIDUALS AT LEAST IN THE 2023-24 SCHOOL YEAR.

2. Enrollment in Parent Portal among our parents decreased by 5.49% in the 2022-23 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 60.96% IN ACTIVE PARENT PORTAL ACCOUNTS AS OF APRIL 27, 2023 BY AT LEAST 4.04%, RESULTING IN A PARTICIPATION RATE OF 65% OR MORE BY MAY OF 2024.

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 or African American students 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. 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
Virtual Sign-In Sheets or Electronic Google Meet Attendance Reports at English Learner Advisory Committee (ELAC) Meetings	2022-23 Average Annual Attendance at ELAC Meetings (virtual and in-person): 10 Parents or Members of the Community	2023-2024 Average Annual Attendance at Monthly ELAC Meetings: Goal: Average increase of at least 3 attendees average across 8 reported months, resulting in 13 participants or more
Virtual Sign-In Sheets or Electronic Google Meet Attendance Reports at Monthly English Learner Advisory Committee (ELAC) Meetings	2022-23 Monthly Attendance at ELAC Meetings: September 2020: Not scheduled October 2020: 10 attendees November 2020: 11 attendees December 2020: Not scheduled January 2021: 9 attendees February 2021: 11 attendees March 2021: 9 attendees April 2021: Not scheduled	2023-24 Monthly ELAC attendance sheets will demonstrate average participation of 13 attendees or more as the school year progresses. Goal: Average increase of at least 3 attendees on average across 8 reported months, resulting in an average of 13 participants or more at monthly ELAC meetings.
Percentage of Students with One Parent having Access to Aries Parent Portal as reported by CWA.	2022-23 Percentage of Students with Parents Enrolled in the Parent Portal System: As of April 27, 2023: 60.96%	2023-2024 Percentage of Students with Parents Enrolled in the Parent Portal System: As May 2024: Increase of at least 4.04%, resulting in 65% of students or more with parents having Parent Portal accounts.

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. Students with disabilities, African American students, foster students, and homeless youth will benefit from the two-way communication.

Strategy/Activity

To involve the parents of one of the student populations most at risk, English learners, incentives sometimes help encourage them to participate in school activities. Incentives given to their children such as homework passes, ice cream scoops, certificates to restaurants, and extra recesses would be promoted by the most important and influential people in the lives of our parents: their children.

In addition to incentives, listening to the voices of EL parents and offering the information and support they desire would encourage their continued and heightened participation. In collaboration with the Parent Engagement Office and other organizations, we will plan parent training sessions and workshops that interest our parents and directly and positively benefit the relationship they form with their children.

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. Having a member of staff or two on call to help parents on a particular day (or days throughout the school year) would provide the individual support that our most at-risk population needs. In addition, teachers can instruct parents on how to create a Parent Portal account at the Teacher Reveal event in August, for example, and Back to School Night.

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.

For families who don't have Parent Portal, updating and maintaining our school website may help keep families up to date on events taking place at school.

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)

1,641

Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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. 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.

THE GOAL WAS NOT MET. In the 2022-23 School Year, our monthly ELAC meetings had an average of 10 participants, very similar to the number of participants we had in the 2021-22 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.

THE GOAL WAS NOT MET. As of April 27, 2023, the participation rate in Parent Portal among our parents is 60.96%, representing a 5.49% drop in parent participation when compared to the participation rate in March of 2022.

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.

THE FORMATIVE GOAL WAS NOT MET. In October 2022, parent participation in Parent Portal was only 56.46%.

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.

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, 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 four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students 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

Fifth grade students take the California Science Test (CAST) in the Spring of each year as part of the CAASPP. An assessment of much of the science standards students have learned throughout their elementary education, the CAST provides a cumulative assessment of spiraling standards, particularly from the 3rd through the 5th grades. Our goal for the 2023-24 School Year will analyze data from the Spring 2023 CAST and from formative, district-wide benchmark assessments taken in the Winter of 2024.

All 5th grade students who take the Spring 2023 CAST will increase the percentage of 31% meeting or exceeding standards on the 2023 CAST by at least 14%, with a stretch goal of increasing by 24%, resulting in 45% to 55% of students meeting or exceeding standards on the Spring 2023 CAST administration.

All 5th Grade Students who take the Spring 2022 CAST will decrease the percentage of 22% not meeting standards on the 2022 CAST by 5%, with a stretch goal of decreasing by 8%, resulting in 17% to 14% of students not meeting standards on the Spring 2022 CAST administration.

Because the CAST will be administered at the end of the 2022-2023 School Year, with results known by the Summer of 2023, an interim assessment is necessary in order to make a comparison during the subsequent school year. Our K-5th grade students typically take a district-wide science benchmark exam in the winter of a given school year, and a goals can be established for the Winter 2024 administration. The interim goal for all students in the 2023-2024 School Year will be measured against Winter 2023 results as follows:

All students students will increase the mean score of 74.69% on the 2024 Winter Science Benchmark by at least 5.31 percentage points, resulting in 80% average or higher on the 2024 Winter Science Benchmark.

The 5th grade students will maintain a mean score of 80% or higher on the 2024 Winter Science Benchmark.

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 2024 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 that 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 2023 Fifth Grade CA Science Test (CAST)	<p>The Spring 2022 CA Science Test (CAST) for 5th Grade Students:</p> <p>Percentage of 5th Grade Students Meeting and Exceeding Standards: 31%</p> <p>Percentage of 5th Grade Students Not Meeting Standards: 22%</p>	<p>Spring 2023 Administration of the CAST: Percentage of 5th Grade Students Meeting or Exceeding Standards and Reduction of those Not Meeting Standards:</p> <p>Increase by at least 14%, resulting in 45% or more of students meeting or exceeding standards. A stretch goal would be to increase by 24%, resulting in 55% of students meeting standards.</p> <p>Decrease by at least 5%, resulting in 17% or less of students not meeting standards. A stretch goal would be to decrease by 8%, resulting in 14% of students not meeting standards.</p>
Winter 2024 K-5th Grade Science Benchmark	<p>Winter 2023 K-5th Grade Science Benchmark:</p> <p>Mean Score: 74.69%</p>	<p>Winter 2024 K-5th Grade Science Benchmarks:</p> <p>Mean Score: 80% or higher</p>
Winter 2024 5th Grade Science Benchmark	<p>Winter 2023 5th Grade Science Benchmark:</p> <p>Mean Score: 79%</p>	<p>Winter 2024 5th Grade Science Benchmark:</p> <p>Mean Score: 80% or higher</p>

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 benefit from the strategy below, including English learners, African American students, students with disabilities, and foster and homeless youth. Our disadvantaged student 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 coaching and 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.

The science teacher coaches teachers in the most effective ways to teach the NGSS standards and provides PD opportunities. (Our science teacher is funded by PUSD with district-level funds.)

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: 2022-23

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.

5th grade students took the California Science Test (CAST) 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.

Goals for the 2022-23 School Year included results of the 2022 administration of the CAST as well as formative district-wide benchmarks taken in the Fall of 2022 and Winter of 2023:

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.

THE GOAL WAS ALMOST MET AND REPRESENTED SIGNIFICANT PROGRESS. Among the 5th grade students who took the Spring 2022 administration of the CAST, 31% met and exceeded standards, representing an increase of 13.92% over the 17.08% of 5th grade students who met or exceeded standards on the 2019 CAST administration. The 5th grade students came within 4 percentage points of meeting the goal for the 2022-23 School Year. Most of the students, 47% of them, scored within the "nearly met standard" range.

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.

THE GOAL WAS EXCEEDED, AND THE STRETCH GOAL WAS SURPASSED. Among the 5th grade students who took the Spring 2022 administration of the CAST, 22% did not meet standards, representing an decrease of 21.9% from the 43.9% of 5th grade students who did not meet standards on the 2019 CAST administration.

Because the CAST was administered at the end of the 2021-2022 School Year, with results not known until the Summer of 2022, an interim assessment is necessary in order to make a comparison within the school year. 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 2022 Fall Science Benchmark.

NOT ABLE TO DETERMINE THE STATUS OF THE FALL 2022 SCIENCE BENCHMARK BECAUSE THE 5TH GRADE STUDENTS DID NOT TAKE THE ASSESSMENT.

The 5th grade students will increase the mean score of 59.67% on the Winter 2021 Benchmark 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.

THE GOAL WAS EXCEEDED. The mean score of the 5th grade students who took the 2022 Winter Benchmark assessment was 79%, representing an increase of 19.33% over the mean score of the 2021 Winter Benchmark of 59.67% (more than tripling the goal of a 5.33% increase for the 2022-23 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.

Our science teacher will need supplies for student activities. Many of the materials he needs can come from parent donations (boxes, plastic bottles, paper towel tubes, etc.) or the warehouse, but

sometimes he may need to purchase supplies for key projects in the Science Lab. We have not allocated an amount at this time, but will be using limited funding for materials during the course of the school year.

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

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. This would include any professional development sessions or series of sessions the school site would pay for, according to the availability of funds.

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
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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)
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Annual Review

SPSA Year Reviewed: 2022-23

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
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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)
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Annual Review

SPSA Year Reviewed: 2022-23

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
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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)
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Annual Review

SPSA Year Reviewed: 2022-23

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	\$86500
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	\$86500
Other State/Local Funds provided to the school	\$245402

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	\$84859
Title I Part A: Parent Involvement	\$1641

Subtotal of additional federal funds included for this school: \$86,500

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)	\$245402

Subtotal of state or local funds included for this school: \$245,402

Total of federal, state, and/or local funds available for this school: \$331,902

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I Part A: Allocation	84859	0.00
Title I Part A: Parent Involvement	1641	0.00
LCFF Supplemental and Concentration (S/C)	245402	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	245,402.00
Title I Part A: Allocation	84,859.00
Title I Part A: Parent Involvement	1,641.00
Unrestricted	41,705.00

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
Rita Exposito	Principal
Jennifer Fernandez	Classroom Teacher
Elizabeth Holle	Classroom Teacher
John Newell	Other School Staff
Peggy Nguyen	Parent or Community Member
Marcy Ramirez	Parent or Community Member
Adriana Ruiz	Parent or Community Member
Julie Silk	Classroom Teacher
Neil Tyler	Parent or Community Member
Shantel Vachani	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



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 30, 2023.

Attested:



Principal, Rita Exposito on May 30, 2023



SSC Chairperson, Neil Tyler on May 30, 2023

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.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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.

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

Authority Cited: 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 (Educational Partner 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/guidanceuseseseinvestment.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 (Educational Partner 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/guidanceuseseseinvestment.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 30, 2023

Location: Remote Location ~ meet.google.com/wom-vxoe-jyd

Time: 2:45 p.m.

Agenda Items

	Items	
I.	Call to Order: Neil Tyler	
II.	Public Comment	
III.	Business Items	
	Review and approval of 4/27/23 minutes	
	<p><u>Review of Planned Improvement Goals</u></p> <ul style="list-style-type: none"> ❖ Goal 4: School Safety, Climate, and Culture ❖ Goal 5: Attendance, Chronic Absenteeism and Drop-Out Rate ❖ Goal 6: Parent and Community Engagement ❖ Goal 7: Science (Site Selected) 	
	<p><u>Brainstorming Ideas for Goal 6</u></p> <ul style="list-style-type: none"> ❖ What are our needs for <i>Parent and Community Engagement</i>? 	
	<p><u>A Look at Usage Information</u></p> <ul style="list-style-type: none"> ❖ LEXIA ❖ ST Math 	
	<p><u>Final Review of Proposed Expenditures & Corresponding Costs (Estimates)</u></p> <p>📄 2023-24 Expenditures Per Funding Resour...</p>	
	<p><u>Vote to Approve the 2023-24 SPSA</u></p>	
IV.	Adjournment	



General Notes:

School Name: Jackson STEM Dual Language Magnet Academy

Date: Thursday, April 27, 2023

Location: Remote Location ~ meet.google.com/hmv-rfew-hgi

Time: 2:45 p.m.

Agenda Items

	Items	
I.	Call to Order: Neil Tyler	
II.	Public Comment	
III.	Business Items	
	Review and approval of 3/23/23 minutes	
	ELAC Recommendations to the SSC Copy of ELAC Recommendation to S...	
	<p><u>Review of Available Funds</u> Updated 2023-24 School Site State and Federal Funding Updates (as of 3/29/23)</p>	<p>Percentage of Free/Reduced Lunch and Allocation: 62.26% ~ Total Title 1 Fund: \$86,500.00</p> <ul style="list-style-type: none"> ❖ Title 1: 62.26% ~ Student Intervention Allocation \$ 84,859.00 ❖ Title 1: Family Engagement \$ 1,641.00 <p>LCAP: 68% ~ \$169,060.00 (carryover included) Unrestricted: \$ 46,605.00 Total Site Allotment: \$302,165.00</p> <p>Site Allocation: \$302,165.00 2023-24 ESSER Funds: \$ 72,172.49 TOTAL 2023-24 Allotment: \$374,337.49</p>
	<p><u>Proposed Expenditures & Corresponding Costs (Estimates)</u> 2023-24 Expenditures Per Funding Resour...</p>	
	<p><u>Review of Planned Improvement Goals</u></p> <ul style="list-style-type: none"> ❖ Goal 1: Mathematics ❖ Goal 2: English Language Arts ❖ Goal 3: Closing the Gap ❖ Goal 5: Attendance, Chronic Absenteeism and Drop-Out Rate 	
	<p><u>Brainstorming Ideas for Goal 6</u> What are our needs for <i>Parent and Community Engagement</i>?</p>	

IV.	Adjournment	Next Meeting: Thursday, May 18, 2023: We will finalize and approve the 2023-24 School Plan for Student Achievement
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General Notes:

School Name: Jackson STEM Dual Language Magnet Academy

Date: Thursday, May 30, 2023

Location: Remote Location ~ meet.google.com/wom-vxoe-jyd

Minutes Recorder: Rita Exposito

Time: 2:45 p.m.

Members Present (* indicates the Chair of the SSC)

Member Name * SSC Chair's Name	Membership Category	Present/Absent
Exposito, Rita	Principal	Present
Fernandez, Jennifer	Classroom Teacher	Present
Holle, Elizabeth	Classroom Teacher	Present
Nguyen, Peggy	Parent	Absent
Newell, John	Other Staff	Present
Ramirez, Marcy	Parent	Absent
Ruiz, Adriana	Parent	Present
Silk, Julie	Classroom Teacher	Present
* Tyler, Neil	Parent	Present
Vachani, Shantel	Parent	Present

Others Present:



Agenda Items

	Items	
I.	Call to Order: Neil Tyler	The meeting was called to order at 2:47 p.m.
II.	Public Comment	No public comment.
III.	Business Items	
	Review and approval of 4/27/23 minutes	Minutes were read and approved unanimously.

<p><u>Review of Planned Improvement Goals</u></p> <ul style="list-style-type: none"> ❖ Goal 4: School Safety, Climate, and Culture ❖ Goal 5: Attendance, Chronic Absenteeism and Drop-Out Rate ❖ Goal 6: Parent and Community Engagement ❖ Goal 7: Science (Site Selected) 	<p>Rita Exposito reviewed the data gathered for the 2022-23 school year as it related to the goals in each target area for improvement (Goals 4-7). Goals for the 2023-24 school year were established, and strategies to be implemented were discussed. Use of funding to support the strategies was outlined for each target area.</p> <p>School Safety, Climate efforts have been well supported with positive results during the course of the year as demonstrated by the data, especially when the students for the present school year are compared to themselves (a randomly selected set of 20 students answered 4 key questions at two points in the school year). Spring 2023 Universal Screener results show positive trends when the results for grades 2-5 are analyzed as a separate group and compared to the Spring 2022 results. The kindergarten and first grade students negatively skewed the overall results because we had many this year (especially in our kindergarten) who had trouble adjusting to the structure of school.</p> <p>We experienced a decline in attendance the 2022-23 school year when compared to the 2021-22 school year due to caution on the part of parents when their children were ill, and this led to students staying home longer due to illness.</p> <p>Parent Engagement was another area of increased need as we did not meet our goals for ELAC or Parent Portal participation rates. Plans to make ELAC meetings more meaningful to ELAC parents through a partnership with the PUSD Parent Engagement Office are planned for the 2023-24 school year.</p> <p>Our Science program is strong, having exceeded 2 of 3 goals, and the ambitious CAST goal was almost met. The PUSD pays for our science teacher (TOSA 1).</p>
<p><u>Brainstorming Ideas for Goal 6</u></p> <ul style="list-style-type: none"> ❖ What are our needs for <i>Parent and Community Engagement</i>? 	<p>An idea for updating and maintaining our website was discussed. Rita Exposito informed the parents that the PUSD would be training our community assistant to manage Jackson's website, but training would need to wait until August. The PUSD will be using a new website platform in the 2023-24 school year.</p>

	<p><u>A Look at Usage Information</u></p> <ul style="list-style-type: none"> ❖ LEXIA ❖ ST Math 	<p>The members debated the effectiveness of the supplementary Internet-based platforms, LEXIA and ST Math, against their cost. ST Math is inexpensive because our school was “grandfathered in.’ The ST Math program currently costs new users about 3 times what we pay for the program, and it is engaging to a group of our students. The SSC members debated whether we should pay for limited LEXIA licenses, a school-wide license, or not purchase LEXIA in the next school year.</p> <p>We moved to a vote, and the members voted 6-1 to pay for a limited license for 150 to 180 students at a cost of at least \$6,600 for LEXIA and to keep the ST Math program (school-wide license costs about \$3,000). Adriana Ruiz had left the meeting before the vote took place.</p>
	<p><u>Final Review of Proposed Expenditures & Corresponding Costs (Estimates)</u></p> <p>📄 2023-24 Expenditures Per Funding Resour...</p>	<p>The \$3,900 saved when adjusting for the cost of limited LEXIA usage will be applied towards the hourly rate for teachers. The hourly rate will be used to pay teachers for tutoring or coaching students and other related instructional tasks.</p>
	<p><u>Vote to Approve the 2023-24 SPSA</u></p>	<p>We motioned to approve Jackson Magnet’s 2023-24 School Plan for Student Achievement, and the School Site Council approved the plan unanimously with a vote of 7-0.</p>
<p>IV.</p>	<p>Adjournment</p>	<p>The meeting adjourned at 4:27 p.m.</p>

School Name: Jackson STEM Dual Language Magnet Academy

Date: Thursday, April 27, 2023

Location: Remote Location ~ meet.google.com/hmv-rfew-hgi

Minutes Recorder: Marcy Ramirez

Time: 2:45 p.m.

Members Present (* indicates the Chair of the SSC)



Member Name * SSC Chair's Name	Membership Category	Present/Absent
Exposito, Rita	Principal	Present
Fernandez, Jennifer	Classroom Teacher	Present
Holle, Elizabeth	Classroom Teacher	Present
Nguyen, Peggy	Parent	Present
Newell, John	Other Staff	Present
Ramirez, Marcy	Parent	Present
Ruiz, Adriana	Parent	Present
Silk, Julie	Classroom Teacher	Present
* Tyler, Neil	Parent	Present
Vachani, Shantel	Parent	Absent

Others Present:



Agenda Items

	Items	
I.	Call to Order: Neil Tyler	Neil Tyler called the meeting to order at 2:15pm
II.	Public Comment	<ul style="list-style-type: none"> • Annual Fund Fiesta 4/28/23 at Brookside Golf Club • Saturday 4/29/23 4th Grade Math Field Day County Wide Math Competition Saturday 4/29/23 • Neil Tyler looking into the California water program that focuses on having safe drinking water in schools.

		Looking into getting water filling stations on campus.
III.	Business Items	
	Review and approval of 3/23/23 minutes	The members approved minutes unanimously.
	<p>ELAC Recommendations to the SSC</p> <p> Copy of ELAC Recommendation to S...</p>	<p>Principal Exposito reviewed the English Learner Advisory Committee (ELAC) Recommendation to School Site Council (SSC) Form</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Pull-out EL students from classes that only have a few EL students • After school tutoring for EL students • School tutoring on Saturdays • English classes for parents to support students
	<p>Review of Available Funds</p> <p>Updated 2023-24 School Site State and Federal Funding Updates (as of 3/29/23)</p>	<p>Percentage of Free/Reduced Lunch and Allocation: 62.26% ~ Total Title 1 Fund: \$86,500.00</p> <ul style="list-style-type: none"> ❖ Title 1: 62.26% ~ Student Intervention Allocation \$ 84,859.00 ❖ Title 1: Family Engagement \$ 1,641.00 <p>LCAP: 68% ~ \$169,060.00 (carryover included) Unrestricted: \$ 46,605.00 Total Site Allotment: \$302,165.00</p> <p>Site Allocation: \$302,165.00 2023-24 ESSER Funds: \$ 72,172.49 TOTAL 2023-24 Allotment: \$374,337.49</p>
	<p>Proposed Expenditures & Corresponding Costs (Estimates)</p> <p> 2023-24 Expenditures Per Funding Resour...</p>	<p>Principal Exposito reviewed the 2023-2023 Expenditures</p> <ul style="list-style-type: none"> • Title 1- Intervention teacher • LCAP S&C- Library coordinator, behavior aide, school supplies, SKIES (planning on having professional development for teachers), Junior Library Guild (10 new books for the library a month), Xtra math (math facts practice) • LCAP Carryover- Intervention teacher, recreation aide, campus aides, 25% attendance clerk, teacher hourly (after school Eng/Spa tutoring), LEXIA, ST Math, copier maintenance, health supplies • Unrestricted- LCSW, warehouse (custodial supplies) • ESSER Funds- LCSW

	<p><u>Review of Planned Improvement Goals</u></p> <ul style="list-style-type: none"> ❖ Goal 1: Mathematics ❖ Goal 2: English Language Arts ❖ Goal 3: Closing the Gap ❖ Goal 5: Attendance, Chronic Absenteeism and Drop-Out Rate 	<p>Goal 1: Mathematics- Increase by 5% midyear iREADY math diagnostic exam. Increase the percentage of students on or above grade level and decrease by 5% the students that are 2 years or more below grade level.</p> <p>Goal 2: English Language Arts- Increase by 5% the students that are on or above grade level and decrease by 5% the students that are 2 years or more below grade level.</p> <p>Goal 3: Closing the Gap- Increase by 5% the percentage of students in each group that are meeting and exceeding standards and decrease by 5% students that are 2 years or more below grade level.</p>
	<p><u>Brainstorming Ideas for Goal 6</u> What are our needs for <i>Parent and Community Engagement</i>?</p>	<p>How many parents have created or used the parent portal accounts? We want more participants in our ELAC meetings.</p>
<p>IV.</p>	<p>Adjournment</p>	<ul style="list-style-type: none"> • We adjourned the meeting at 4:18pm • Next Meeting: Thursday, May 18, 2023: We will finalize and approve the 2023-24 School Plan for Student Achievement.



**PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES**

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

2022-2023 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.

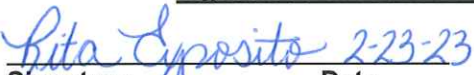






Amendments

Evacuation Plan in the Event of Emergencies or Disasters

School Site Council

Approved on February 23, 2023

Signatures of Jackson STEM Dual Language Magnet Academy's Site Council Members

	2-23-23		2/23/23
Signature	Date	Signature	Date
	2-23-23		
Signature	Date	Signature	Date
	2-23-23		
Signature	Date	Signature	Date
	2-23-23		
Signature	Date	Signature	Date
	2-23-23		
Signature	Date	Signature	Date
	2-23-23		
Signature	Date	Signature	Date



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

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 2023-24, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,795,513.00:

- 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 3 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 2023-24 is as below:

School: Jackson Elementary

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	\$1,795,513.00	9,623	\$186.59	391	\$72,954.96