

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	April 25, 2019	June 2018

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
Low Performing Student Block Grant

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 Magnet will provide a rigorous, student-centered learning environment that will inspire our students to develop a love of knowledge and challenge 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, with appropriate targeted interventions based on their assessed needs. Students will thrive in a school climate that is physically, socially, emotionally, and intellectually safe.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school site administration 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 members of the Parent Teacher Association (PTA), the African-American Parent Council (AAPC), and the Dual Language Immersion Program Parent Advisory Council (DLIP PAC).

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

Resource Inequities

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

Resource inequities at Jackson Magnet exist mainly in the form of human resources, or site-based personnel. Our enrollment has grown steadily in the past few years, and in the 2018-19 School Year, we currently serve 624 students in grades K-5 and an additional 48 students in our preschool program (for a total of 672 students in PK-5th grade). The inequity is created by the documented increase of student enrollment between the 2015-16 and 2018-19 school years and the decreases in personnel experienced within those years. In 2015-16, Jackson enrolled 497 students in K-5th grade, and by 2018-19, we experienced a total gain of 127 students. It is important to note that in 2011-12, Jackson served 300 students in grades K-5.

In the time frame identified above, we have lost Magnet personnel (as expected), three employees in our Healthy Start Office, and our part time community assistant. In 2018-19, we have paid for half of the salary of our instructional coach in order to sustain our academic programs, and our site-based DLIP TOSA was paid for by the school district. We will, however, lose our DLIP TOSA in 2019-20, further adding to the responsibilities placed on reduced personnel offering instructional assistance to a growing student population. Due to funding restrictions and an increase in the minimum wage, we have had to decrease the number of playground supervisory personnel in the year of our greatest enrollment counts. It will be very difficult, if not impossible, to sustain our academic programs and keep our students safe with the continued under-staffing of our instructional leadership team and playground aides.

Our office personnel is also understaffed. We have an 8-hour office manager and an 8-hour attendance clerk. Twenty-five percent of the salary of the attendance clerk, however, is paid for by the superintendent's Dashboard fund and may only be temporary. In a school the size of ours, it is crucial that we retain two full-time office employees, and we need at least a part-time community assistant to manage our very active parent volunteers, stakeholder groups, and requests for parent education.

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

As principal of a growing school, I have had to hire new teachers every year, and I am responsible for their supervision and training. In 2018-19, and according to contract, I have needed to hold 29 separate formal observations of teachers and write 29 separate formal evaluations. In addition, I have had to complete 17 summative evaluations for 6 probationary teachers, one teacher on a temporary contract, and 10 permanent teachers at my site (11 veteran teachers are due for an

evaluation in the 2019-20 School Year). There are many additional administrative tasks that only I can complete, as well. The administrative work load has increased significantly in recent years.

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

School Vision and Mission

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 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. Our

school serves 672 students in grades Pre-Kindergarten through 5th grade. Our outstanding preschool program prepares our students for a seamless transition to kindergarten. Our total elementary student population is very diverse and is represented by the following ethnic groups: 11.9% African American, 13.27% Caucasian, 70.58% Hispanic or Latino, and 2.21% Asian (including Filipinos and Pacific islanders). Seventy-one percent of our students receive free and reduced lunch. Among our kindergarten through fifth grade students, 26.4% are English learners, and 21.3% were classified as English-proficient in the 2017-18 School Year. About 8.3% are students with disabilities. As of August 2015, our students have fed into Washington STEAM Multilingual Academy and subsequently attend John Muir High School, although many of our students take advantage of the district's Open Enrollment procedures and attend middle and high schools throughout the district. Jackson's students also have the choice of enrolling at Blair IB Middle School to continue with the Spanish/English Dual Language Immersion Program.

Jackson Magnet has 26 full-time classroom teachers as well as instructional support staff: one preschool teacher and 3 full-time, out-of-classroom teachers (EL/Instructional Coach, DLIP TOSA, and STEM Lab teacher) who provide services to our classroom teachers, parents, and students by supporting our STEM program, 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 40% speech and language specialist, a 20% psychologist, and over 20 additional caring classified and hourly staff members who provide a variety of school services directly affecting student success (during class time and after school). Working four days out of the week at Jackson, our music teacher serves students in grades K-5. Our library coordinator/scientist-in-residence works with students and collaborates with teachers.

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 JPL, Caltech, Reading Partners, Side Street Projects, Kidspace, and the Garden School Foundation add greatly to the instructional opportunities we offer our students.

S.T.E.M. MAGNET ACADEMY

Our school is a STEM 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 and received the resources needed to develop it further in that we were one of four schools to receive the federal Magnet School Assistance Grant in October 2013. We have a full-time science/engineering teacher (paid for with school district funds) who provides direct services to students and additional professional development and coaching for our teachers.

We have established partnerships with JPL and Caltech, including the PUSD Community Science Academy, helping to provide additional content knowledge to assist our classroom and support teachers. Our partnerships support our STEM instructional team in continued development of hands-on lessons integrated throughout the curriculum. Designed to engage our students in the scientific and engineering processes and in critical, exploratory thinking, units of study and daily instruction are aligned with life science, earth science, physical science, and engineering lessons. Part of our plan includes ongoing support for the professional development needs of 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. Partnerships with Reading Partners and Kids Reading to Succeed (KRS) add to the learning activities and support offered to our students. Field trips also enhance the overall experience. Our STEM 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.

GARDEN SCHOOL FOUNDATION GRANT

In June of 2013, Jackson Magnet received a local grant from the Garden School Foundation (GSF) entitled "From Seed to Table," further enhancing our STEM 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." By 2017-18, services provided by the Garden School Foundation were paid for through our Annual Fund.

SPANISH/ENGLISH DUAL LANGUAGE IMMERSION PROGRAM

In addition to our STEM academy, Jackson Magnet is the home of a very popular Spanish/English Dual Language Immersion Program. Beginning with one kindergarten class in the 2012-13 academic year, we have added a grade each year until dual language immersion was offered from preschool to fifth (in 2017-18). In the 2019-20 school year, we will house seventeen DLIP classes: one preschool class, 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 STEM focus, our students receive science instruction in two languages, capitalizing on their common Latin roots and enhancing their vocabularies in English as well as in Spanish.

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 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 hosts many family-friendly events and parent meetings throughout the year. Some of these events include Science and Astronomy Night, Book Fairs, musical programs, Back-to-School Night, and Open House.

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

PARENT INVOLVEMENT

Parent involvement is encouraged through monthly meetings of the Parent/Teacher Association (PTA), English Learner Advisory Council (ELAC), School Site Council (SSC), DLIP Parent Advisory Council (bi-monthly), and African-American Parent Council, or AAPC (bi-monthly), all of which are open to the public. Our PTA Board is actively involved and collaborates with a large constituency of well over 200 members. All school-to-home communication (including phone, email, and text messages) is provided in English and Spanish, thus accommodating our large population of parents whose dominant language is Spanish. Individual student academic results are provided in both languages as well and made available and interpreted through trimester report cards, parent conferences, and Student Study Team meetings (SSTs). Translation is available at all parent meetings. Our website is informative, up-to-date, and includes electronic copies of parent newsletters and weekly messages. 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 2017-18 school year showed an increase in overall English language arts and mathematics scores among our students. English language arts scores on the May 2018 administration of the CA Assessment of Student Proficiency and Progress (CAASPP) increased by 23.5 points, and overall math scores increased by 13.3 points. Jackson Magnet has many students who are classified as English learners and who form the lowest-performing subgroup. We continue to provide services to benefit these students such as in-class interventions and after-school and Saturday tutoring. In 2016-17, 10.4% of our students were reclassified as English proficient, but by the 2017-18 school year, the percentage of reclassified students more than doubled to 21.3%. We have been able to reclassify more and more of our English learners due to their increased oral English fluency and academic performance. Local formative assessments reveal current trends that project continued significant increases in scores on the May 2019 CAASPP administration.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	0.4%	0.34%		2	2
African American	12.9%	13.9%	11.90%	64	76	70
Asian	0.8%	0.7%	0.85%	4	4	5
Filipino	0.2%	0.7%	1.19%	1	4	7
Hispanic/Latino	76.9%	71.9%	70.58%	382	393	415
Pacific Islander	0.2%	0.2%	0.17%	1	1	1
White	8.7%	10.8%	13.27%	43	59	78
Multiple/No Response	%	0.4%	0.34%		2	2
Total Enrollment				497	547	588

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	115	117	104
Grade 1	111	118	117
Grade 2	91	103	117
Grade 3	64	91	101
Grade 4	49	67	85
Grade 5	67	51	64
Total Enrollment	497	547	588

Conclusions based on this data:

1. There has been a decrease in the percentage of Hispanic students enrolled between the 2015-16 and 2017-18 school years (by 6.32%), although the total number of students in the subgroup continues to grow due to overall increases in enrollment. There has been a 4.57% increase in the enrollment of white students between the 2015-16 and 2017-18 school years, and the number of white students grew from 43 to 78 individuals school-wide.
2. The enrollment of students in the other subgroups, in particular the African-American subgroup, has remained stable with only slight fluctuations in the past three years.
3. The total enrollment of Jackson Magnet has continued to increase in recent years. In the 2015-16 school year, there were 497 students in grades K-5, and in 2017-18, the number of students grew to 588. In the 2018-19 school year, the K-5th grade enrollment was 624 students. Enrollment is projected to stabilize in the 2019-20 school year as the Spanish Dual Language Immersion Program reaches its full capacity.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	192	183	155	38.6%	33.5%	26.4%
Fluent English Proficient (FEP)	65	80	110	13.1%	14.6%	18.7%
Reclassified Fluent English Proficient (RFEP)	19	20	39	10.6%	10.4%	21.3%

Conclusions based on this data:

1. The number and percentage of English learners declined by 37 students, representing a drop of 12.2%, between the 2015-16 and 2017-18 school years.
2. The number and percentage of students classified as English Proficient increased by 45 individuals, representing a rise of 5.6%, between the 2015-16 and 2017-18 school years. The largest increase occurred between the 2016-17 and 2017-18 school years (a gain of 30 students, or 4.1%).
3. Students who were reclassified as English Proficient grew significantly by 19 students between the 2016-17 and 2017-18 school years (from 10.4% to 21.3%, more than double), a growth rate of 10.9%. In the 2018-19 School Year, we have continued to reclassify students who have passed the ELPAC and met the required academic benchmarks. By March 31st, we had reclassified 27 students in the 2018-19 school year.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	65	89	100	65	87	99	65	87	99	100	97.8	99
Grade 4	52	63	87	52	62	86	52	62	86	100	98.4	98.9
Grade 5	67	49	64	66	48	63	66	48	63	98.5	98	98.4
All Grades	184	201	251	183	197	248	183	197	248	99.5	98	98.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2364.	2367.	2424.	12	12.64	28.28	8	9.20	14.14	22	24.14	25.25	58	54.02	32.32
Grade 4	2393.	2417.	2408.	10	16.13	15.12	13	9.68	6.98	17	20.97	19.77	60	53.23	58.14
Grade 5	2451.	2422.	2435.	8	4.17	12.70	18	16.67	14.29	29	18.75	11.11	45	60.42	61.90
All Grades	N/A	N/A	N/A	10	11.68	19.76	13	11.17	11.69	23	21.83	19.76	54	55.33	48.79

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	9	10.34	29.29	28	27.59	39.39	63	62.07	31.31	
Grade 4	12	11.29	11.63	29	41.94	38.37	60	46.77	50.00	
Grade 5	14	6.25	15.87	30	33.33	31.75	56	60.42	52.38	
All Grades	11	9.64	19.76	29	33.50	37.10	60	56.85	43.15	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	12.64	24.24	25	28.74	40.40	60	58.62	35.35
Grade 4	10	14.52	12.79	35	33.87	31.40	56	51.61	55.81
Grade 5	11	8.33	15.87	45	33.33	25.40	44	58.33	58.73
All Grades	12	12.18	18.15	35	31.47	33.47	53	56.35	48.39

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	8.05	26.26	52	56.32	56.57	38	35.63	17.17
Grade 4	8	12.90	8.14	62	46.77	65.12	31	40.32	26.74
Grade 5	11	4.17	7.94	50	62.50	46.03	39	33.33	46.03
All Grades	9	8.63	15.32	54	54.82	56.85	37	36.55	27.82

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	10.34	25.25	39	45.98	45.45	50	43.68	29.29
Grade 4	10	17.74	13.95	38	40.32	33.72	52	41.94	52.33
Grade 5	12	8.33	9.52	53	43.75	36.51	35	47.92	53.97
All Grades	11	12.18	17.34	44	43.65	39.11	45	44.16	43.55

Conclusions based on this data:

1. The overall percentage of students who met and exceeded standards in English Language Arts has steadily increased, from 23% in the 2015-16 School Year to 31.45% in 2017-18, showing an 8.45% gain in the three year time frame. The percentage of students nearly meeting or not meeting standards decreased steadily by 8.45% between 2015-16 and 2017-18.
2. The third grade had significant gains in students meeting and exceeding standards in overall English Language Arts scores between the school years of 2015-16 and 2018-19. In the 2017-18 school year, 42.42% of the students met and exceeded standards while in 2015-16, the percentage was 20% meeting and exceeding, more than doubling the percentage in the three-year time frame. The percentage of students nearly meeting or not meeting standards decreased significantly by 22.43%. If the trend continues in the third and fourth grades (as indicated on internal formative assessments, such as midyear informal reading inventories) on the 2019 administration of the CAASPP, significant overall increases in students meeting and exceeding standards can be expected. At the same time, significant decreases in the percentages of students not meeting standards can also be expected.
3. There were significant overall increases in the percentages of students exceeding standards in reading and listening between the May 2016 and May 2018 administrations of the ELA portion of the CAASPP (8.76% and 6.32% increases, respectively, demonstrating higher gains in reading). At the same time, decreases in the percentages of students not meeting standards were significant in reading and listening as well (with decreases of 16.85% and 9.18%, respectively, demonstrating greater decreases in lower-performing students in the area of reading). Improvements in writing were more modest, and results were stagnant in the area of research and inquiry, especially since there were slight decreases in the percentages of students meeting or nearly meeting standards in these two areas. The focus of professional development needs to center around research, inquiry, and writing to more significantly affect positive change in ELA scores.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	66	89	100	66	88	99	66	88	99	100	98.9	99
Grade 4	52	63	87	52	63	87	52	63	87	100	100	100
Grade 5	67	49	64	66	48	63	66	48	63	98.5	98	98.4
All Grades	185	201	251	184	199	249	184	199	249	99.5	99	99.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2383.	2392.	2428.	11	11.36	19.19	12	12.50	28.28	26	26.14	22.22	52	50.00	30.30
Grade 4	2406.	2431.	2429.	2	9.52	10.34	12	14.29	13.79	31	34.92	34.48	56	41.27	41.38
Grade 5	2453.	2420.	2425.	6	2.08	4.76	12	8.33	11.11	33	20.83	20.63	48	68.75	63.49
All Grades	N/A	N/A	N/A	7	8.54	12.45	12	12.06	18.88	30	27.64	26.10	52	51.76	42.57

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	17	18.18	34.34	21	23.86	29.29	62	57.95	36.36	
Grade 4	4	11.11	12.64	25	31.75	27.59	71	57.14	59.77	
Grade 5	12	4.17	9.52	26	20.83	20.63	62	75.00	69.84	
All Grades	11	12.56	20.48	24	25.63	26.51	65	61.81	53.01	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	10.23	26.26	44	47.73	35.35	45	42.05	38.38
Grade 4	8	7.94	11.49	25	39.68	36.78	67	52.38	51.72
Grade 5	5	4.17	6.35	38	22.92	23.81	58	72.92	69.84
All Grades	8	8.04	16.06	36	39.20	32.93	56	52.76	51.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	14.77	29.29	55	39.77	46.46	36	45.45	24.24
Grade 4	6	9.52	10.34	37	49.21	43.68	58	41.27	45.98
Grade 5	6	2.08	4.76	39	39.58	36.51	55	58.33	58.73
All Grades	7	10.05	16.47	44	42.71	42.97	49	47.24	40.56

Conclusions based on this data:

1. The demonstrated general trends in mathematics performance are positive. Overall scores indicate a steady rise in students exceeding standards in the third and fourth grades (increases of 8.29% and 8.34%, respectively) between the May 2016 and the May 2018 administrations of the math portion of the CAASPP. At the same time, there were significant decreases in the percentages of students not meeting standards (21.7% in 3rd grade and 14.62% in 4th grade).
2. Fifth grade scores show a negative trend between the 2016 and 2018 administrations of the math portion of the CAASPP. There were very slight drops in the percentages of students exceeding and meeting standards in the identified time frame. There was a significant decrease in students nearly meeting standards (a 12.37% drop), and a rise in students not meeting standards (7.82%). It should be noted that overall 5th grade scores between the 2017 and 2018 school years show slight increases and may indicate the beginning of a positive trend. Mean scores also indicate a very slight improvement. Still, specific areas of weakness in content standards must be addressed, and effective interventions are needed to cause significant increases in the percentages of students meeting and exceeding standards and significant decreases in the percentages of students not meeting 5th grade standards.
3. There is evidence of the same trends in the three separate areas of assessment: concepts and procedures, problem solving and data analysis, and communicating reasoning. The third grade has shown significant positive movement towards students exceeding standards, and significant decreases in students scoring in the below average range. The notable exception would be in problem-solving and data analysis where the percentage of third grade students not meeting standards decreased by a more modest 6.62%. The fourth grade showed modest differences in students exceeding, meeting, and nearly meeting standards. It is important to note, however, that students in the 4th grade who did not meet standards in all three areas were significantly less between May 2016 and May 2018, showing progress in the students who are moving out of the "below standard" category. Fifth grade scores in the three areas tested show the same tendency as the overall scores. The greatest needs, as demonstrated by the percentages of the students scoring at the "below standard" range, are "concepts and procedures" and "problem-solving and data analysis."

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1462.4	1474.2	1435.0	29
Grade 1	1453.7	1462.7	1444.4	23
Grade 2	1496.4	1515.9	1476.4	27
Grade 3	1470.1	1473.7	1465.8	20
Grade 4	1507.2	1515.7	1498.2	30
Grade 5	1507.9	1510.6	1504.8	23
All Grades				152

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	17	58.62	*	*	*	*	*	*	29
Grade 1	*	*	*	*	*	*	*	*	23
Grade 2	16	59.26	*	*			*	*	27
Grade 3			*	*	*	*	*	*	20
Grade 4	*	*	15	50.00	*	*	*	*	30
Grade 5	*	*	11	47.83	*	*	*	*	23
All Grades	49	32.24	60	39.47	28	18.42	15	9.87	152

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	20	68.97	*	*	*	*	*	*	29
Grade 1	13	56.52	*	*	*	*	*	*	23
Grade 2	22	81.48	*	*	*	*	*	*	27
Grade 3	*	*	*	*	*	*	*	*	20
Grade 4	13	43.33	15	50.00	*	*	*	*	30
Grade 5	12	52.17	*	*	*	*	*	*	23
All Grades	84	55.26	48	31.58	11	7.24	*	*	152

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	11	37.93	*	*	*	*	29
Grade 1	*	*	*	*	*	*	*	*	23
Grade 2	*	*	12	44.44	*	*	*	*	27
Grade 3					11	55.00	*	*	20
Grade 4			*	*	16	53.33	*	*	30
Grade 5	*	*	*	*	*	*	*	*	23
All Grades	23	15.13	45	29.61	50	32.89	34	22.37	152

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	20	68.97	*	*	*	*	29
Grade 1	17	73.91	*	*	*	*	23
Grade 2	20	74.07	*	*	*	*	27
Grade 3	*	*	15	75.00	*	*	20
Grade 4	*	*	21	70.00	*	*	30
Grade 5	*	*	16	69.57	*	*	23
All Grades	72	47.37	69	45.39	11	7.24	152

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	19	65.52	*	*	*	*	29
Grade 1	11	47.83	11	47.83	*	*	23
Grade 2	23	85.19	*	*	*	*	27
Grade 3	13	65.00	*	*	*	*	20
Grade 4	27	90.00	*	*	*	*	30
Grade 5	19	82.61	*	*	*	*	23
All Grades	112	73.68	30	19.74	*	*	152

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	17	58.62	*	*	29
Grade 1	*	*	*	*	*	*	23
Grade 2	*	*	17	62.96	*	*	27
Grade 3			*	*	12	60.00	20
Grade 4			18	60.00	12	40.00	30
Grade 5	*	*	*	*	11	47.83	23
All Grades	29	19.08	76	50.00	47	30.92	152

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	18	62.07	*	*	*	*	29
Grade 1	*	*	18	78.26	*	*	23
Grade 2	*	*	21	77.78	*	*	27
Grade 3	*	*	14	70.00	*	*	20
Grade 4	*	*	20	66.67	*	*	30
Grade 5	*	*	16	69.57	*	*	23
All Grades	35	23.03	97	63.82	20	13.16	152

Conclusions based on this data:

- Overall 2017-18 ELPAC scores indicate that most of our English Learners scored at either Level 3 (39.47%, a group mostly comprised of 4th and 5th grade students) or Level 4 (32.24%, made up of mostly kindergarten and 2nd grade students). A significantly smaller percentage test at Level 2 (18.42%), and the smallest group of students scored at Level 1 (9.87%). There were 152 English learners at the time of the reported ELPAC administration; however, English learners total significantly less in number as of May 2019 due to the reclassification of many to "Fluent English Proficient." The documented trend in 2017-18 ELPAC scores points to higher overall English proficiency levels.
- Oral language scores reflect that the majority of our students (55.26%) were at Level 4, with the 2nd grade having the greatest percentage (81.48%) of students at the highest assessed level. The percentages of students at less proficient levels decrease steadily with each less proficient category. Students testing at Level 1 were insignificant statistically and not reported.
- Written language scores for English learners (ELs) on the 2018 administration of the ELPAC yield different results with the greatest percentage of students (32.89%) falling within the Level 2 range and 29.61% falling within Level 3. Also notable is that 22.37% of the English learners were scoring at Level 1, revealing a lag in the acquisition of written English language skills. While 73.68% of the students scored at the "well-developed" range in speaking, 50% scored at the "moderately well-developed range in reading, and 63.82% scored at the "moderately well-developed range in writing. The domain with the highest percentage of students at the beginning range was reading, at which 30.92% of our ELs scored. Midyear 2018-19 informal reading inventories have shown much improvement overall in the reading levels of our students, including our ELs. It is important to continue tracking our English learners to carefully monitor their gains in reading comprehension. Continued focus on guided reading with vocabulary support, an emphasis on comprehension, and many opportunities for independent reading are needed.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
588	70.9%	26.4%	0.5%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	155	26.4%
Foster Youth	3	0.5%
Homeless	4	0.7%
Socioeconomically Disadvantaged	417	70.9%
Students with Disabilities	49	8.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	70	11.9%
American Indian	2	0.3%
Asian	5	0.9%
Filipino	7	1.2%
Hispanic	415	70.6%
Two or More Races	8	1.4%
Pacific Islander	1	0.2%
White	78	13.3%






Conclusions based on this data:

1. The number and percentage of students who are socioeconomically disadvantaged (417, or 70.9%) and those who identify themselves as Hispanic (415, or 70.6%) are by far the most populous subgroups.
2. English learners comprise the next most populous subgroup, with 155 or 26.4%, of our students falling in this category. It is interesting to note that at Jackson, most if not all, of our English learners would also be 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 proficient Hispanic students.
3. The number and percentage of white students (78, or 13.3%) is slightly higher than that of African-American students (70, or 11.9%).

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. English language arts is an area where focus continues to be needed due to the overall performance (in yellow) of our students. Teachers need to continue to refine Reader's and Writer's Workshop and Word Work strategies to effectively meet their students' needs. The teachers need continued professional development, especially in the teaching of writing where students need to provide textual evidence for claims. Targeted students need additional push-in intervention during class time and tutoring after-school or on Saturdays. Additional leveled texts are needed to provide books of variety and high interest for students who struggle with reading skills. Our goal is to improve our overall scores so that the average performance rate of our students increases to the green category, at least.
2. Overall, our students performed in the same category in math (in the yellow range). Writing and providing evidence for claims is crucial for success in mathematics because students are required to explain their thinking and problem-solving strategies, affecting English learners primarily, but also socially and economically disadvantaged students. Foundational skills need to be well-developed for continued progress towards green to take place.
3. Chronic absenteeism is in the green category, and our goal is to continuously improve our attendance rate. Related to a student's desire to come to school would be the climate in his classroom, the playground, and the cafeteria. Our overall suspension rate rose in the 2017-18 school year, due primarily to in-house suspensions as there were only two out-of-school suspensions in the reported school year. In-house suspension was used as an alternative. The orange classification in this category would point to the need for continued social-emotional instruction, trauma-informed practices, and greater supervision on the playground.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 41.8 points below standard Increased 23.5 points 242 students	<p>English Learners</p>  Red 86.4 points below standard Maintained -1.9 points 106 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Yellow 65.3 points below standard Increased 6.3 points 196 students	<p>Students with Disabilities</p>  No Performance Color 94.7 points below standard Increased 20 points 35 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 65.2 points below standard Increased 29.9 points 28 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 57.9 points below standard Increased 8.8 points 185 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 73.8 points above standard Increased 56.6 points 23 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
121.1 points below standard Declined -8.9 points 70 students	18.9 points below standard Increased 8.3 points 36 students	12.2 points below standard Increased 47.3 points 115 students

Conclusions based on this data:

- Overall English language arts scores increased by 23.5 points in the 2017-18 school year. The two major subgroups, socioeconomically disadvantaged and Hispanic students, scored at comparable levels to the general population, as evidenced by the classification within the yellow range to describe their progress.
- All subgroups except English learners, including the reported statistically insignificant subgroups, improved their performance in English language arts. Among the statistically insignificant subgroups, three demonstrated noteworthy increases in scores. The white subgroup (23 students) improved its ELA scores by 56.6 points, and the African-American subgroup (28 students) improved ELA scores by 29.9 points. Students with disabilities, representing 35 students, increased ELA scores by 20 points.
- English learners compose the only subgroup that did not demonstrate gains in English language arts scores. State-identified English learners, including 36 reclassified students, declined in their ELA scores minimally by 1.9 points and performed 86.4 points below standards. Scores of students who were classified as "current English learners," removed from the scores of reclassified students, declined by 8.9 points and performed 121.1 points below standards. Teachers of English learners need to continue to refine Reader's and Writer's Workshop and Word Work strategies to effectively meet their students' needs and focus instruction on vocabulary development and reading comprehension skills.

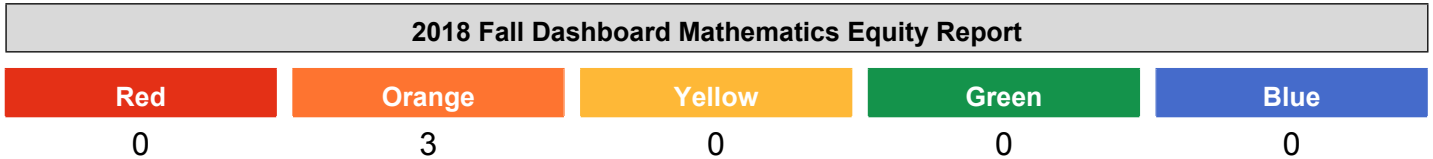
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 48.1 points below standard Increased 13.3 points 243 students	<p>English Learners</p>  Orange 83.8 points below standard Declined -9 points 106 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Orange 68.9 points below standard Maintained -1.8 points 197 students	<p>Students with Disabilities</p>  No Performance Color 105.5 points below standard Maintained 0.7 points 35 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 77.5 points below standard Increased 8.2 points 29 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 60 points below standard Maintained 2.8 points 185 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 40.6 points above standard Increased 33.2 points 23 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.6 points below standard Declined -14.6 points 70 students	29.8 points below standard Maintained -0.7 points 36 students	21.8 points below standard Increased 33.7 points 116 students

Conclusions based on this data:

- Overall math performance fell in the yellow range as the average score of all students increased by 13.3 points. Significant subgroups, however, performed in the orange range, including English learners, Hispanics, and socioeconomically disadvantaged students. The scores among state-identified English learners declined by 9 points, and students in the Hispanic and socioeconomically disadvantaged subgroups maintained their scores from the prior year, with very slight increases or decreases.
- Among the three statistically insignificant subgroups with reported mean scores, white students increased their performance in math by 33.2 points, and African-Americans increased their scores by 8.2 points. The scores of students with disabilities showed very little change from the prior year. English learners, with the scores of reclassified students removed, declined in their performance by 14.6 points, causing their overall performance to be 116.6 points below standards. Targeted and deliberate intervention efforts must focus on the needs of English learners. In addition, the teaching of writing and providing evidence for claims is crucial for success in mathematics because students are required to explain their thinking and problem-solving strategies, affecting English learners primarily. Students need instruction on how to express themselves in mathematical terms when speaking and writing. Teachers need professional development in lesson design to refine their strategies in teaching students to make math-related claims and provide evidence in support, especially when describing procedures and concepts and when engaged in mathematical problem-solving.

3. Teachers need coaching and professional development to refine their strategies when implementing the i-ReadyMath program and the Daily 3 math centers. Small group organization needs to provide optimum and targeted instruction according to students' assessed needs in procedural skills, conceptual analysis, and problem solving. In addition to practice with standards that are the focus of current instruction, learning centers should provide practice with previously learned concepts that need review and skills students need to master.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
152	32.2%	39.5%	18.4%	9.9%

Conclusions based on this data:

1. The majority of our English learners (39.5%) fell within the moderately well-developed range (Level 3), and the next highest percentage (32.3%) represents students who tested within the well-developed range (Level 4). The data demonstrates that our students are making progress towards English proficiency.
2. A significantly smaller percentage of our students (18.4%) performed at the somewhat developed range (Level 2), and the smallest percentage (9.9%) represents students who were at the beginning stages of English language acquisition. The goal is to make use of strategies that build academic vocabulary, augment critical thinking and reading comprehension, and develop effective writing skills among our students. Reading Partners tutoring services continue to provide individual support and additional instruction to students who are having difficulty with decoding, reading fluency, and reading comprehension.
3. Professional development is needed for teachers to fully understand the ways to help EL students perform higher on the ELPAC. Effective strategies to teach the necessary skills will be a focus of collaborative planning and individual coaching in the 2019-20 academic year. The Reader's Workshop model must be continuously refined to target students' individual needs and give them opportunities to practice their reading. Our current school-wide focus on Writer's Workshop needs to continue, including increasingly refined implementation of the Writer's Units of Study, goal-oriented mini-lessons, individual writing conferences, and targeted guided writing lessons in small groups.

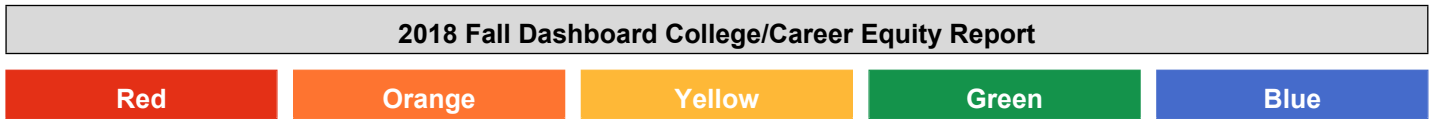
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

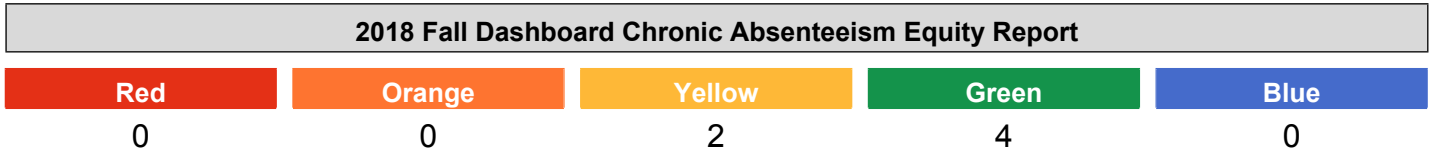
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>7.1% chronically absent</p> <p>Declined 4.8%</p> <p>608 students</p>	<p>English Learners</p>  <p>Green</p> <p>5.6% chronically absent</p> <p>Declined 5.5%</p> <p>161 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8.4% chronically absent</p> <p>Declined 5.3%</p> <p>443 students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>4.9% chronically absent</p> <p>Declined 6.4%</p> <p>61 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 12.8% chronically absent Declined 2.3% 78 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.6% chronically absent Declined 6.4% 424 students	 No Performance Color 0% chronically absent 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 4.9% chronically absent Increased 3.3% 81 students

Conclusions based on this data:

- Students with disabilities and white students demonstrated the smallest percentage of chronic absenteeism among our subgroups (4.9%), although the percentage declined favorably among students with disabilities and increased among white students.
- English learners and Hispanic students demonstrated favorable declines and ultimately low rates of chronic absenteeism (5.6% and 6.6%, respectively).
- Chronic absenteeism is greatest among African-Americans (12.8%) and to a lesser degree, socioeconomically disadvantaged students (8.4%). Social-emotional support is needed to mitigate social problems that may be affecting the students' desire to come to school, especially among African-American students. Expenditures for a clinical social worker have been approved by our SSC to assist in this effort.

School and Student Performance Data

Academic Engagement Graduation Rate

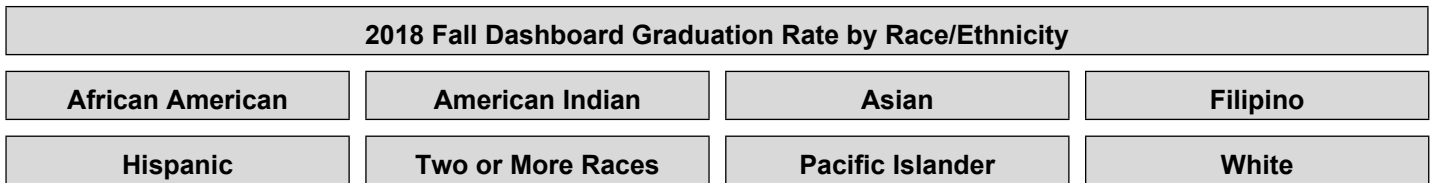
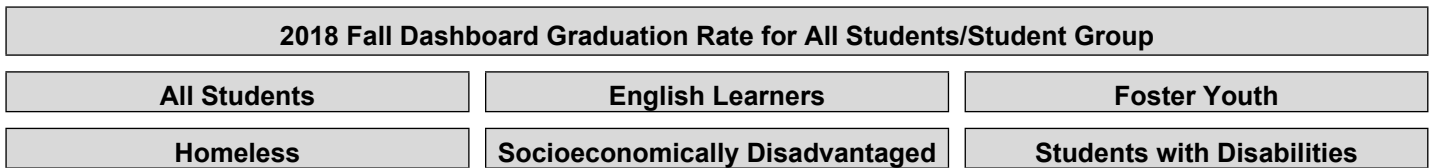
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

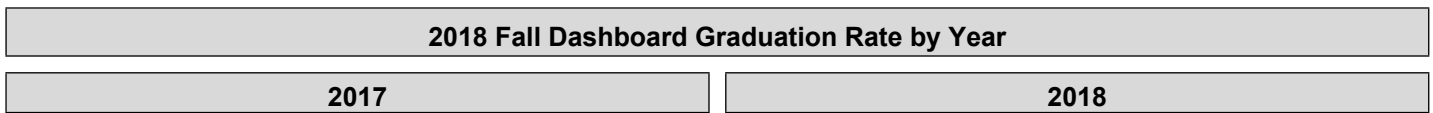
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

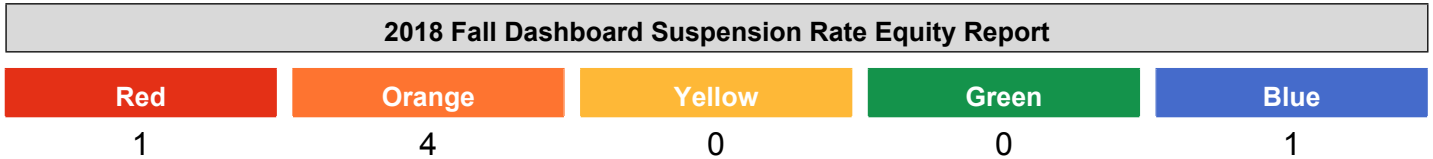
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 1.5% suspended at least once Increased 1.3% 620 students	<p>English Learners</p>  Orange 1.2% suspended at least once Increased 1.2% 164 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 9 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 8 students	<p>Socioeconomically Disadvantaged</p>  Orange 1.8% suspended at least once Increased 1.5% 454 students	<p>Students with Disabilities</p>  Red 6.6% suspended at least once Increased 6.6% 61 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 4.8% suspended at least once Increased 3.7% 83 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color Less than 11 Students - Data 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.2% suspended at least once Increased 1.2% 431 students	 No Performance Color 0% suspended at least once 11 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue 0% suspended at least once Maintained 0% 81 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.7% suspended at least once	0.2% suspended at least once	1.5% suspended at least once

Conclusions based on this data:

1. Although the general student population and every significant subgroup showed increases in suspension rates in the 2017-18 school year, the percentages apply mainly to in-house suspensions because there were only two students who were suspended out-of-school in the entire year. In-school suspension was used as an alternative to out-of-school suspension, and this practice kept students in school.
2. Students with disabilities had the highest rate of suspension (6.6%) and the largest increase in suspension rate (+6.6%) among our subgroups and when compared to the general population. African-Americans had a 4.8% rate of suspension, representing a 3.7% increase. African-Americans had the second highest suspension rate. The two subgroups were affected by multiple offenses made by a limited number of individuals. Increased social-emotional support for some of our students with disabilities and African-American students is needed.
3. The suspension rate of the general student population and of English learners, socioeconomically disadvantaged students, and Hispanics was less than 2%. White students were not suspended in the 2017-18 school year. We need to provide augmented playground supervision and social-emotional support to our students in order to reach the goal of 0% suspension rates among all subgroups.

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

Student Achievement, Access to a Broad Course of Study, State Standards: MATHEMATICS

Goal 1

Overall scores on the 2019 administration of the CAASPP will demonstrate an increase of 8.67% in students meeting or exceeding standards, an increase from 31.33% to 40% over the 2018 administration. The 2020 administration of the CAASPP will result in 48% of our students meeting or exceeding standards.

Significant subgroups (English learners, Hispanics, and socioeconomically disadvantaged students) will increase their mean scores by at least 10 points each year, increasing their scores by 20 points on the May 2020 administration of the CAASPP.

Local measures include three administrations per year of the i-Ready Math Diagnostic Assessment. Scores will demonstrate an 8% increase in students testing at grade level on the January 2020 administration (when compared to the January 2019 administration), resulting in 46% of our students school-wide. At the same time, there will be an 8% decrease in the students testing in the "at risk" level, resulting in 7% of our students needing "tier 3" interventions.

Identified Need

Overall math performance fell in the yellow range on the Dashboard as the average score of all students increased by 13.3 points. Significant subgroups, however, performed in the orange range, including English learners, Hispanics, and socioeconomically disadvantaged students. The scores among state-identified English learners declined by 9 points, and students in the Hispanic and socioeconomically disadvantaged subgroups maintained their scores from the prior year, with very slight increases or decreases.

In contrast to the significant positive growth in math skills among third grade students, fifth grade scores showed a negative trend between the 2016 and 2018 administrations of the math portion of the CAASPP. There were very slight drops in the percentages of students exceeding and meeting standards in the identified time frame. There was a significant decrease in students nearly meeting standards (a 12.37% drop), and a rise in students not meeting standards (7.82%). It should be noted that overall 5th grade scores between the 2017 and 2018 school years show slight increases and may indicate the beginning of a positive trend. Mean scores also indicate a very slight improvement. Still, specific areas of weakness in content standards must be addressed, and effective interventions are needed to cause significant increases in the percentages of students meeting and exceeding standards and significant decreases in the percentages of students not meeting 5th grade standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 and 2020 Administrations of the CAASPP: Overall Scores	2017-18 CAASPP Percentage of Students Meeting and Exceeding Standards: All Students: 31.33%	2019 and 2020 Administrations of the CAASPP Percentage of Students Meeting and Exceeding Standards: All Students 2019: 40% All Students 2020: 48%
2019 and 2020 Administrations of the CAASPP: Mean Scores of Significant Subgroups	2017-18 CAASPP Mean Scores of Significant Subgroups: All Students: 48.1 Points Below Standards (Yellow) English Learners: 83.8 Points Below Standards (Orange) Hispanics: 60 Points Below Standards (Orange) Socioeconomically Disadvantaged: 68.9 Points Below Standards (Orange)	2019 and 2020 Administrations of the CAASPP Mean Scores: All Students 2019 & 2020 (38.1 and 28.1 Points Below Standards) English Learners 2019 & 2020 (73.8 and 63.8 Points Below Standards) Hispanics 2019 & 2020 (50 and 40 Points Below Standards) Socioeconomically Disadvantaged 2019 & 2020 (73.8 & 63.8 < Standards)
2019-20 Midyear Administration of the i-Ready Diagnostic Assessment	2018-19 Midyear Administration of the i-Ready Diagnostic Assessment: On Grade Level: 38% School-Wide At Risk: 15% School-Wide	2019-20 Midyear Administration of the i-Ready Diagnostic Assessment: On Grade Level: 46% School-Wide At Risk: 7% School-Wide

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students will be served by the first five strategies below. Targeted students in grades 3-5 who have demonstrated difficulty with math will be targeted for specific intervention after school (sixth strategy listed below).

Strategy/Activity

Explicit instruction in the language of critical thinking through the standards of mathematical practice is essential for the development of problem-solving skills. Instruction in how to approach the language of a problem, break it down visually, and then determine what needs to be solved is necessary. We need to continue to develop lessons that teach specific skills in an interdisciplinary manner, so that students can apply the skills in multiple contexts and see the relevance of math in their everyday lives.

The Ready program requires students to think about the application of math concepts and articulate their conceptual understanding and problem-solving strategies. Students need opportunities in class to explain their thinking. Kagan Cooperative Learning Structures will be used during whole group lessons to encourage students to communicate their understanding when speaking to their peers. Furthermore, multiple opportunities for students to accurately explain their mathematical thinking in writing need to be purposely and deliberately planned into daily instruction.

The i-Ready program, used in tandem with Ready Math, will help students fill in the gaps in their learning of mathematical concepts and skills. Our goal is to have students engage in 45 minutes a week of i-Ready usage.

Teachers need coaching and collaborative planning time to ensure that they consistently fill the gaps in the learning of their students, both during small group instruction and independent work time. Additional PD will be provided for teachers in the multiple tools of Ready Math and i-Ready, in conjunction with the implementation of the Daily 3 in-class rotations. PD will also include strategies to augment our students' critical thinking skills while engaged in number talks and mini-lessons. Targeted instruction in small groups is essential in order to meet students' individual needs.

An interventionist is being requested to serve students in grades 3-5 during the school day (to be paid for through the Low Performing Student Block Grant and used 50% for ELA and 50% for math instruction). The intervention teacher would provide push-in services in classrooms to assist students who need support and teach small group lessons alongside the classroom teacher.

After-school tutoring in math will be added in the 2019-20 School Year, in addition to tutoring efforts in 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)	Source(s)
60,000	District Funded
10,000	Title I Part A: Allocation
10,000	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2018-19

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.

PD will be provided during A Mondays, and collaborative planning time will be implemented during grade level meetings where release time for teachers is necessary. PD and collaboration is necessary for consistency in instruction across grade levels and vertically throughout the school. Substitute teachers will be paid for with site-based Title 1 funds.

After-school tutoring classes (in small groups) will be provided for at risk students (over 1 year behind in math) and taught by classroom teachers who can effectively provide additional and targeted instruction in the specific areas of need. Teacher hourly rates will be funded through site-based Title1 resources.

The interventionist would provide in-class support to identified teachers throughout the school day, including modeling of strategies for classroom teachers, co-teaching, and small group instruction alongside each classroom teacher. The strategy would be effective in the dissemination of ideas to improve instruction as well as extra support for students who need it during the school day (not all can participate in after-school tutoring): paid for with the Low Performing Student Block Grant.

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

The district-funded interventionist position is subject to Board approval and available resources through the Low Performing Student Block Grant. Substitute teachers needed for teacher release time would be funded via Title 1 (for professional development), and hourly teacher rates for tutoring would be paid through Title 1 (site allocation). The school site cannot pay for an intervention teacher without district support, but it can afford the cost of substitute teachers for teacher-release time and teacher hourly rates for after-school tutoring.

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 (i-Ready Diagnostic and teacher-made standards tests). Adjustments can be made according to test results as the initially identified students gain proficiency and others demonstrate the need for support. Push-in groups would be flexible, and students can be added to tutoring (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 and surveys.

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

Student Achievement, Access to a Broad Course of Study, State Standards: ENGLISH LANGUAGE ARTS

Goal 2

Overall scores on the 2019 administration of the CAASPP will demonstrate an increase of 10.55% in students meeting or exceeding standards, an increase from 31.45% to 42% over the 2018 administration. The 2020 administration of the CAASPP will result in 52% of our students meeting or exceeding standards.

Significant subgroups (English learners, Hispanics, and socioeconomically disadvantaged students) will increase their mean scores by at least 15 points each year, increasing their scores by 30 points on the May 2020 administration of the CAASPP.

Local measures include three administrations per year of Pearson's DRA2 English (grades 3-5) or EDL2 Spanish (DLIP grades K-2) informal reading inventories (IRI). Scores will demonstrate a 10% increase in K-5th grade students testing at grade level or above on the midyear administration, resulting in 68% of our students school-wide who would be meeting or exceeding standards. At the same time, there will be a 10% decrease in K-5th grade students testing below grade level, resulting in 32% of our students school-wide. We identified students as either slightly below or far below grade level at the midyear IRI administration in January of 2019. The percentage of students testing far below grade level will decrease from 20% to 10% as the scores progress towards "slightly below" and "on grade level" classifications on the January 2020 midyear administration.

Identified Need

Although there were significant measurable improvements in overall English language arts scores as measured by the May 2018 administration of the CAASPP, documented progress in writing was more modest, and results were stagnant in the area of research and inquiry, especially since there were slight decreases in the percentages of students meeting or nearly meeting standards in the latter domain. The focus of professional development and deliberate, targeted instruction needs to center around research, inquiry, and writing to continue significant positive change in overall ELA scores.

English learners compose the only subgroup that did not demonstrate gains in English language arts scores. State-identified English learners, including 36 reclassified students, declined in their ELA scores minimally by 1.9 points and performed 86.4 points below standards. Scores of students who were classified as "current English learners," removed from the scores of recently reclassified students, declined by 8.9 points and performed 121.1 points below standards. Teachers of English learners need to continue to refine Reader's and Writer's Workshop and Word Work strategies to effectively meet their students' needs and focus instruction on vocabulary development and reading comprehension skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 and 2020 Administrations of the CAASPP. Overall Scores	<p>2017-18 CAASPP Percentage of Students Meeting and Exceeding Standards:</p> <p>All Students: 31.45%</p>	<p>2019 and 2020 Administrations of the CAASPP Percentage of Students Meeting and Exceeding Standards:</p> <p>All Students 2019: 42%</p> <p>All Students 2020: 52%</p>
2019 and 2020 Administrations of the CAASPP: Mean Scores of Significant Subgroups	<p>2017-18 CAASPP Mean Scores of Significant Subgroups:</p> <p>All Students: 41.8 Points Below Standards (Yellow)</p> <p>English Learners: 86.4 Points Below Standards (Red)</p> <p>Hispanics: 57.9 Points Below Standards (Yellow)</p> <p>Socioeconomically Disadvantaged: 65.3 Points Below Standards (Yellow)</p>	<p>2019 and 2020 Administrations of the CAASPP Mean Scores:</p> <p>All Students 2019 & 2020 (26.8 and 11.8 Points Below Standards)</p> <p>English Learners 2019 & 2020 (71.4 and 56.4 Points Below Standards)</p> <p>Hispanics 2019 & 2020 (42.9 and 27.9 Points Below Standards)</p> <p>Socioeconomically Disadvantaged 2019 & 2020 (50.3 & 35.3 Points < Standards)</p>
2019-20 Midyear Administration of the i-Ready Diagnostic Assessment	<p>2018-19 Midyear Administration of the Informal Reading Inventory (IRI):</p> <p>On Grade Level: 58% School-Wide</p> <p>Below Grade Level: 42% School-Wide</p> <p>Slightly Below Grade Level: 22% School-Wide</p> <p>Far Below Grade Level: 20% School-Wide</p>	<p>2018-19 Midyear Administration of the Informal Reading Inventory (IRI):</p> <p>On Grade Level: 68% School-Wide</p> <p>Below Grade Level: 32% School-Wide</p> <p>Slightly Below Grade Level: 22% School-Wide; may remain at 22% due to:</p> <p>1. 10% moving from "slightly below" to "on grade level" range</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>2. 10% moving from "far below" to "slightly below" grade level range</p> <p>Far Below Grade Level: 10% School-Wide</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 would receive the services described below except the support meant for targeted students (intervention teacher providing small group instruction, Reading Partners, individual tutoring and after-school or Saturday tutoring in small groups).

Strategy/Activity

Effective instruction in reading foundations in the lower grades needs to progress towards the explicit teaching of critical thinking strategies, vocabulary development, and in-depth word study in order for our students to meet or exceed standards. Increased attention will be placed on Word Work, vocabulary instruction, reading comprehension, and Reader's and Writer's Workshop strategies during collaborative planning meetings and coaching sessions. We will continue to explore ways to help our students make meaningful connections as they develop their critical thinking and communication skills when speaking and writing.

Our site purchased Heinemann Kits (Writer's Units of Study) for every teacher at Jackson in 2018-19. Professional development will focus on the continued support of teachers as they implement the Writer's Units of Study, including collaborative discussion when preparing mini-lessons and strategies to engage students in writing conferences. Guided writing in small groups will be added as a strategy in the 2019-20 School Year in order to engage students who struggle with spelling, encoding, and oral and/or written expression.

Full-day teacher release time will be utilized for collaborative planning of instructional units among grade-level teams and to create opportunities for teachers to observe their colleagues as they deliver lessons for specific, pre-determined purposes. The meetings will take place at least 2 times per year per grade level in the 2019-20 academic year. Working with our instructional coach, science teacher, library coordinator, and specialized consultants, teachers will plan interdisciplinary lessons that demonstrate the relevance of what our students are learning to the outside world. Planning will include the continued integration of Balanced Literacy with the STEM disciplines and, increasingly, with social studies (accomplished through the careful selection of texts for read-alouds, guided reading, and independent reading). Data Analysis will take place during grade level meetings and coaching sessions to determine our students' strengths and weaknesses (as indicated on IRIs, the spelling inventory, and CAASPP interim assessments) for the purpose of re-focusing instructional practices, especially during small group instruction.

An interventionist is being requested to serve students in grades 3-5 during the school day. The intervention teacher would provide push-in support in classrooms with targeted students and teach small group lessons alongside the classroom teacher. The interventionist would provide support in ELA (50%) and mathematics (50%).

Emphasis will continue to be placed, through PD and coaching, on Kagan Cooperative Learning Structures. Emphasis on particular structures for specific instructional purposes will develop a culture of collaboration and articulation of academic understandings among our students.

There is the need for more leveled books in both English and Spanish to ensure that differentiation of instruction is equitable for students who are reading at varying levels within each grade. Books for read-alouds and for the augmentation of classroom libraries continue to be needed (\$15,000). Jackson's administration, instructional coach, classroom teachers, and staff will continue to actively search for appropriate books that support the interdisciplinary units of study developed by teachers to support our STEM program (and designed to foster critical thinking skills among our students).

Our 50% library coordinator will be instrumental in ordering books used to support instruction, including fiction and nonfiction books to be used as read-alouds and leveled books for guided reading. The library coordinator will plan with classroom teachers during collaborative planning meetings and consult with our instructional coach when ordering appropriate books to support instruction. Our Library coordinator will read to students, asking guiding questions to aid in comprehension, and check out books and other reading materials to students and teachers. She will also provide recess and lunchtime opportunities for children to read during their break times. She will coordinate author visits to encourage students to read books by contemporary writers.

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

After-school and Saturday tutoring in English language arts will be provided in the 2019-20 school year for 10 weeks beginning in January (paid for through the Language Assessment and Development Department of the PUSD).

Jackson has purchased unlimited LEXIA licenses for its students through the 2018-19 academic year. A sequential and targeted English language arts Internet-based program, LEXIA facilitates small group, differentiated instruction.

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)
60,000	District Funded
10,000	District Funded
10,000	District Funded

25,000	Title I
15,000	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

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.

PD will be provided during A Mondays, and collaborative planning time will be implemented during grade level meetings where release time for teachers is necessary. PD and collaboration is necessary for consistency in instruction across grade levels and vertically throughout the school. Release time for teachers will be provided with site-based Title 1 funds (time will be evenly spent in planning ELA, math, and STEM instruction).

An interventionist would provide in-class support to identified teachers throughout the school day, including modeling of strategies for classroom teachers, co-teaching, and small group instruction alongside each classroom teacher. The strategy would be effective in the dissemination of ideas to improve instruction as well as extra support for students who need it during the school day (not all can participate in after-school tutoring): requested to be paid for through the Low Performing Student Block Grant.

After-school and Saturday tutoring classes (in small groups) will be provided for at risk students (over 1 year behind in reading) and taught by classroom teachers who can effectively provide additional and targeted instruction in the specific areas of need (paid for by LADD).

Our library coordinator is instrumental in motivating our students to read and providing engaging books them. She collaborates with teachers, provides books of specific topics for students when needed for research and inquiry, and continuously keeps our book collection fresh by ordering new books every year. She also runs two book fairs per year and schedules author visits for every grade level. Her salary is paid for through site-based Title 1 funds.

Reading Partners provides individual tutoring for our students who are far below standards in reading. The organization's success rate in teaching struggling students to read is very high. Reading Partners is an essential Tier 2 intervention and a significant and effective support for students who need 1-to-1 assistance in order to learn to read. The organization is asking for \$10,000 in the 2019-20 School Year per site, and we are asking for district assistance to meet the need.

It is essential that we consistently replenish leveled books for our book room and for individual classrooms in addition to books for read-alouds to add to classroom libraries. We pay for books through grants and LCAP funds.

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

The district-funded interventionist position is subject to Board approval and available resources through the Low Performing Student Block Grant.

Substitute teachers needed for teacher release time would be funded via Title 1 (for professional development), and hourly teacher rates for tutoring would be paid through the LADD office.

Our library coordinator is funded through site-based Title 1 funds.

Reading Partners individual tutoring would be paid for using school district funding.

Books to replenish our Book Room would be paid for through grants and LCAP funds.

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 (midyear informal reading inventory and teacher analysis of daily writing 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 groups would be flexible, and students can be added to tutoring (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 and surveys.

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

Student Achievement, Access to a Broad Course of Study, State Standards: CLOSING THE ACHIEVEMENT GAP

Goal 3

ELPAC scores will result in a 5% reduction of English learners (ELs) at Level 1 and a 5% increase in EL students whose scores range at Level 4 as all scores demonstrate a positive flow towards Level 4. On the Spring 2019 and 2020 administrations, respectively, the percentage of students will reflect a positive trend towards English proficiency and reclassification to Fluent English proficiency.

State-identified English Learners will show an increase of 20 points on the CAASPP English Language Arts assessment in the Spring 2019 and Spring 2020 administrations while current English Learners will show an increase of 15 points in each of the two years.

State-identified English Learners will show an increase of 20 points on the CAASPP Mathematics assessment in the Spring 2019 and Spring 2020 administrations while current English Learners will show an increase of 15 points in each of the two years.

All subgroups will demonstrate performance levels that approach or exceed the "Distance from Met," or the cut-point necessary to demonstrate that they are meeting standards. In addition to English learners, significant subgroups and those with reported scores on the Dashboard for English Language Arts and Math include socioeconomically disadvantaged students, Hispanics, African-American students, and students with disabilities.

Reported scores for white students demonstrated that this subgroup was performing 73.8 points above standard in English language arts and 40.6 points above standard in math.

Identified Need

On the 2018 administration of the ELPAC, the majority of our English learners (39.5%) fell within the moderately well-developed range (Level 3), and the next highest percentage (32.3%) represents students who tested within the well-developed range (Level 4). The data demonstrates that our students are making progress towards English proficiency, but they need more support to progress towards Level 4 and build the academic language and skills necessary for reclassification to fluent English proficiency.

On the ELPAC, 18.4% of our English learners performed at the somewhat developed range (Level 2), and 9.9% of our ELs performed at the beginning stages of English language acquisition. Teachers must make use of strategies that build academic vocabulary, augment critical thinking and reading comprehension, and develop effective writing skills among our students.

English learners compose the only subgroup that did not demonstrate gains in English language arts scores on the May 2018 administration of the CAASPP. State-identified English learners, including 36 reclassified students, declined in their ELA scores minimally by 1.9 points and performed 86.4 points below standards. Scores of students who were classified as "current English learners," removed from the scores of reclassified students, declined by 8.9 points and performed 121.1 points

below standards. Teachers of English learners need to continue to refine Reader's and Writer's Workshop and Word Work strategies to effectively meet their students' needs and focus instruction on vocabulary development and reading comprehension skills.

State-identified English learners demonstrated the largest decline in math achievement among our subgroups (-9 points) and scored 83.8 points below standards. English learners, with the scores of reclassified students removed, declined in their mathematics performance by 14.6 points, causing their overall performance to be 116.6 points below standards. Targeted and deliberate intervention efforts must focus on the needs of English learners during math instruction, including vocabulary reinforcement and multiple, deliberate checks for understanding. Foundational and conceptual skills must be strengthened in order for our ELs to effectively apply mathematical reasoning to problem-solving.

Some of our English learners are also students with disabilities. Although the progress of "students with disabilities" remained stable (with very slight improvement on the 2018 Mathematics CAASPP), the English learners in this subgroup need daily, deliberately-planned opportunities to express their mathematical thinking, practice their math skills, and engage in academic dialogue focused on explaining conceptual understanding and problem-solving strategies.

All subgroups show a significant discrepancy in academic progress when compared to our subgroup of white students. Resources and intervention must focus on the need to close the demonstrated gap in achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 and 2020 ELPAC Administrations	<p>Spring 2018 ELPAC scores resulted as follows:</p> <p>Level 4: 32.3%</p> <p>Level 3: 39.5%</p> <p>Level 2: 18.4%</p> <p>Level 1: 9.9%</p>	<p>On the Spring 2019 and 2020 administrations, respectively, the percentage of students will reflect a positive trend as follows:</p> <p>Level 4: 37.3% (2019); 42.3% (2020)</p> <p>Level 3: 39.5% (2019); 39.5% (2020) Percentage of students at this level will remain stable because 5% will be moving to Level 4, and 5% will be moving into this range from Level 2.</p> <p>Level 2: 18.4% (2019); 18.3% (2020) This range will also remain stable due to the positive flow towards Level 4.</p> <p>Level 1: 4.9% (2019); 0% (2020)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2019 and 2020 CAASPP English Language Arts Administrations</p>	<p>Mean Scores of the May 2018 CAASPP English Language Arts scores for English Learners (ELs), Below Standards ("Distance from Met"):</p> <p>State-Identified English Learners: 86.4 Points Below Standard</p> <p>Current English Learners 121.1 Points Below Standard</p> <p>Mean Scores of the May 2018 CAASPP for Other Subgroups:</p> <p>African-American Students: 65.2 Points Below Standard</p> <p>Hispanic Students: 57.9 Points Below Standard</p> <p>Students with Disabilities: 94.7 Points Below Standard</p> <p>Socioeconomically Disadvantaged: 65.3 Below Standard</p>	<p>Mean Scores of the May 2019 and May 2020 CAASPP English Language Arts scores for English Learners (ELs) in 2019 and 2020:</p> <p>State-Identified ELs: 66.4 Points < Standard and 46.4 Points < Standard</p> <p>Current ELs: 106.1 Points < Standard and 91.1 Points < Standard</p> <p>Mean Scores of the May 2019 and May 2020 CAASPP for Other Subgroups:</p> <p>African-Americans: 45.2 Points < Standard and 25.2 Points < Standard</p> <p>Hispanics: 37.9 Points < Standard and 17.9 Points < Standard</p> <p>Students w/Disabilities: 74.7 Points < Standard and 54.7 Points < Standards</p> <p>Socioeconomically Disadvantaged: 45.3 points < Standard & 25.3 Points < Standard</p>
<p>2019 and 2020 CAASPP Mathematics Administrations</p>	<p>Mean Scores of the May 2018 CAASPP Mathematics for English Learners (Below Standards or "Distance from Met"):</p> <p>State-Identified English Learners: 83.8 Points Below Standard</p> <p>Current English Learners: 111.6 Points Below Standard</p>	<p>Mean Scores of the May 2019 and May 2020 CAASPP Mathematics for English Learners (ELs) in 2019 and 2020:</p> <p>State-Identified ELs: 63.8 Points < Standard and 43.8 Points < Standard</p> <p>Current ELs: 96.6 Points < Standard and 81.6 Points < Standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Mean of the May 2018 CAASPP Mathematics Scores for Other Subgroups</p> <p>African-American Students: 77.5 Points Below Standard</p> <p>Hispanic Students: 60 Points Below Standard</p> <p>Students with Disabilities: 105.5 Points Below Standard</p> <p>Socioeconomically Disadvantaged: 68.9 Points Below Standard</p>	<p>Mean of the May 2019 & May 2020 CAASPP Mathematics Scores for Other Subgroups:</p> <p>African-American Students: 57.5 Points < Standard & 37.5 Points < Standard</p> <p>Hispanic Students: 40 Points Below Standard & 20 Points Below Standard</p> <p>Students with Disabilities: 85.5 Points < Standard & 65.5 Points < Standard</p> <p>Socioeconomically Disadvantaged: 48.9 Points < Standard & 28 Points < Standard</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 subgroups, including African-Americans, Hispanics, English learners, Socioeconomically Disadvantaged, and Students with Disabilities benefit from intervention programs as needed. Interventions are available to foster youth, as well. English learners compose the only subgroup that dropped significantly in math scores on the 2018 administration of the CAASPP, but there will be overlaps in services with students in other subgroups that need support.

Strategy/Activity

Professional development is needed for teachers to fully understand the ways to help EL students perform higher on the ELPAC. Effective strategies to teach the necessary skills will be a focus of collaborative planning and individual coaching in the 2019-20 academic year. The Reader's Workshop model must be continuously refined to target students' individual needs and give them opportunities to practice their reading. Our current school-wide focus on Writer's Workshop needs to continue, including increasingly refined implementation of the Writer's Units of Study, goal-oriented mini-lessons, individual writing conferences, and targeted guided writing lessons in small groups.

In order to assist teachers in their capacity to support students, collaborative planning time and classroom visitations among colleagues are needed so that teachers can continuously improve their instructional strategies, resulting in optimum benefits for their students.

One full-time EL/instructional coach will meet individually and in groups with teachers, facilitate collaboration, and provide ongoing PD aimed to continue training teachers on effective instructional strategies for the differentiation of instruction, with attention paid to our subgroups.

A 5-hour Title 1 assistant, doubling as community assistant would support the instructional coach with needed phone calls to parents and paperwork involved in the performance of the coaches' adjunct duties (testing, phone calls to parents, EL paperwork, ILPs, reclassification paperwork, and other related tasks).

A proposed intervention teacher will provide direct services to students scoring below standards in targeted 3rd-5th grade classes.

Saturday and after-school tutoring is needed in English language arts. In the 2018-19 School Year, tutoring for ELs was paid for by the Language Assessment and Development Department of the PUSD. After-school tutoring in math is needed for struggling students of all subgroups because mathematics achievement is lagging behind academic progress in English language arts.

Reading Partners will continue to prioritize second grade primarily and third grade as well, but there may be a few fourth and fifth grade students participating in the intervention program, as well as first grade students who have been retained.

Jackson has a 50% Speech Teacher and a full time RSP teacher. Ongoing collaboration with our Special Education team is necessary to ensure that English learners with disabilities are accessing the curriculum with sufficient support, both in the general education classroom and the RSP and Speech centers.

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: 2018-19

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.

Proposed expenditures are not reported in this section because they will overlap with that which has been reported in other sections of this SPSA (Mathematics, English Language Arts, and Parent and Community Engagement).

A full-time instructional coach is needed to provide professional development, opportunities for teacher collaboration, classroom visitations among teacher colleagues, and individual coaching in specific instructional areas.

1. The instructional coach, in a school of well over 600 students and 26 full-time classroom teachers needs to be completely paid for by the school district for the sake of equity.
2. The coach will also need an assistant to perform tedious tasks that take her away from providing professional development and coaching opportunities for our teachers.

The proposed intervention teacher, paid for by the Low-Performing Student Block Grant (LPSBG) would provide push-in support to targeted students in grades 3-5 in both English language arts and mathematics. Effective support of students will necessitate much collaboration between the interventionist and each classroom teacher he or she works with. Modeling of instructional strategies between the interventionist and classroom teachers will be mutually beneficial and, subsequently, facilitate the spread of effective practices across the school among classes served by the interventionist.

After-school and Saturday tutoring of English learners in English language arts will continue, and it is hoped that the LADD office will continue to fund the practice. This way, available school-based funds can be used to provide after-school tutoring in math for students who demonstrate the greatest needs.

The Reading Partners organization provides effective and needed support in reading instruction for students who are struggling with decoding, fluency, vocabulary, and reading comprehension. The organization provides a well-trained site coordinator who oversees the program and trains volunteers from the community to work with individual students twice a week (45-minute sessions each for a total of 1.5 hours weekly). The curriculum used is sequential in nature and designed to teach fundamental skills needed for success as a reader. Reading Partners has greatly supported our students and has shown much effectiveness in the teaching of reading to students who need individual support. In 2019-20, Reading Partners has experienced funding shortfalls, and there is a need for \$10,000 to be allotted from the LPSBG for the organization to remain at Jackson Magnet.

As a growing site, Jackson Magnet has also increased in the number of students who qualify for special education services. Our RSP case load has been exceedingly high throughout much of the 2018-19 School Year. The Special Education Department has provided a substitute teacher to assist our RSP teacher in the last 8 weeks of the school year. It is evident, however, that the support was needed earlier. In the 2019-20 School Year, the RSP case load, in particular needs to be closely monitored to ensure that we have enough personnel at Jackson to meet the needs of our growing special education population.

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

The differences in the intended implementation and available funding will be addressed in other sections of the SPSA, specifically, the two prior sections of English Language Arts and Mathematics as well as the subsequent section on Parent and Community Engagement.

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 informal reading inventory and teacher analysis of daily writing 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 groups would be flexible, and students can be added to tutoring (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 and surveys.

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 # 2

School Climate, Student Engagement, and Other Student Outcomes: SCHOOL SAFETY, CLIMATE AND CULTURE

Goal 4

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

The goal is a school-wide suspension rate of under 1% for all students, including a suspension rate for all individual subgroups of under 1% by the 2019-20 School Year.

Review 360 Universal Screener results will demonstrate 3% decreases in students classified as "at risk" and corresponding 3% increases in students classified as "not at risk" until no more than 5% of our students demonstrate externalizing or internalizing behaviors by May 2020.

Identified Need

Although only 2 students were suspended out-of-school in the 2017-18 Academic Year, Jackson's suspension rate increased due to the use of in-school suspension as an alternative to sending students home. The result was a decrease in our Dashboard classification from blue in 2016-17 to orange in 2017-18. The total suspension rate decreased slightly between 2016 and 2018 (-0.2%), but increased more significantly between the 2017 and 2018 school years (+1.3%). All students and subgroups except the white subgroup demonstrated increases in the number of times students were removed from class in the 2017-18 School Year when compared to the prior academic year:

All students: increase of 1.3% and overall suspension rate of 1.5%

Socioeconomically Disadvantaged: increase of 1.5%; suspension rate of 1.8%

Hispanics: increase of 1.2%; suspension rate of 1.2%

English Learners: increase of 1.2%; suspension rate of 1.2%

Students with Disabilities: increase of 6.6%; suspension rate of 6.6%

African-Americans: increase of 3.7%; suspension rate of 4.8%

Whites: increase of 0%; suspension rate of 0%

The data above from the 2017-18 School Year demonstrates that the highest increase of suspension rates was experienced by students with disabilities. The African-American subgroup experienced the second highest increase, pointing to the need for additional social-emotional support for the students of these two subgroups in particular.

The November 2018 Review 360 Universal Screener site administration showed a decrease in students classified as at risk when compared to the May 2018 administration, including the

percentage of students classified as externalizers and internalizers. At the same time, there was an increase in students classified as "not at risk." In May 2018 and November 2018, students were classified as follows:

Externalizers:

At Risk (Red): 16% (May '18) decreased to 13% (November '18)

On the Radar (Yellow): 11% (May '18) decreased to 10% (November '18)

Not at Risk (Green): 74% (May '18) increased to 77% (November '18)

Internalizers:

At Risk (Red): 9% (May '18) decreased to 7% (November '18)

On the Radar (Yellow): 11% (May '18) maintained at 11% (November '18)

Not at Risk (Green): 80% (May '18) increased to 82% (November '18)

Our school-wide efforts in the area of social-emotional learning are taking effect, resulting in a nurturing environment in which students can learn and thrive socially, emotionally, and academically. Increased frequency in the use of social-emotional learning tools among all teachers needs to be implemented to demonstrate continued progress in maintaining a positive school-wide climate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2017-18 Yearly Suspension Rates	<p>2017-18 Suspension Rates, including all students and subgroups:</p> <p>All Students 1.5%</p> <p>Socioeconomically Disadvantaged: 1.8%</p> <p>Hispanics: 1.2%</p> <p>English Learners: 1.2%</p> <p>Students With Disabilities: 6.6%</p> <p>African-Americans: 4.8%</p>	<p>2018-19 and 2019-20 Suspension Rates of all students and subgroups:</p> <p>All Students: 0.5% (2019) and 0.2% (2020)</p> <p>Socioeconomically Disadvantaged: 0.8% (2019) and 0.3% (2020)</p> <p>Hispanics: 0.2% (2019) and maintain 0.2% or less (2020)</p> <p>English Learners: 0.2% (2019) and maintain 0.2% or less (2020)</p> <p>Students With Disabilities: 3.6% (2019) and 0.6% (2020)</p> <p>African-Americans: 1.8% (2019) and 0.3% (2020)</p>
Review 360 Beginning- and End-of-Year Universal Screener Administrations: Externalizers	Review 360 Universal Screener November 2018: Externalizers:	Review 360 Universal Screener May 2019, November 2019, and May 2020:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	At Risk (Red): 13% On the Radar (Yellow): 10% Not at Risk (Green): 77%	Externalizers: At Risk (Red): 10%, 7%, 4% On the Radar (Yellow): 7%, 4%, 4% or less Not at Risk (Green): 83%, 89%, 92% or greater
Review 360 Beginning- and End-of-Year Universal Screener Administrations: Internalizers	Review 360 Universal Screener November 2018: Internalizers: At Risk (Red): 7% On the Radar (Yellow): 11% Not at Risk (Green): 82%	Review 360 Universal Screener May 2019, November 2019, and May 2020: Internalizers: At Risk (Red): 4% and maintain 4% or less On the Radar (Yellow): 8%, 5%, 4% or less Not at Risk (Green): 88%, 92%, 92% or greater

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. Specific interventions will be focused on individual students demonstrating the need for Tier 2 and Tier 3 support.

Strategy/Activity

Socio-Emotional Learning and Tier 1, 2, and 3 Support is addressed as follows:

Part of Jackson's professional development plan for 2018-19 will include trauma-informed care (TIC) to define a supportive foundation in the way that teachers and members of staff address students.

Jackson’s staff follows a School-Wide Positive Behavior Support Plan and continues to develop strategies in line with the district-wide Behavior Rtl Initiative.

Our daily “Morning Message” will be led by a different teacher every week at 7:55 a.m. and encourages a positive character trait each week. Students also recite the Pledge of Allegiance, led

by fellow students. In addition, students demonstrating positive citizenship are complimented during the "Morning Message" at the discretion of the classroom teacher.

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, and clinical social worker. The Behavior RTI team will address "at-risk" students who are identified as having social-emotional needs through the Review 360 Universal Screener as well as monitor students classified as "on the radar."

A behavior aide will continue to assist the principal in resolving disciplinary problems through proactive vigilance. The aide will follow through with consequences when students misbehave, in consultation with the principal and/or classroom teachers. We will maintain at least 7 noon aides to supervise students on the playground and in the cafeteria. The 7 aides are necessary given our increase in student enrollment. The behavior aide and noon aides will be trained at the beginning of the 2019-20 School Year to follow procedures aligned to our social-emotional curriculum in an effort to establish consistency between classroom and playground expectations and ways to resolve behavioral issues among students.

A site-based Clinical Social Worker will provide strong Tier 1 support across the school and provide Tier 2 support to students who need it. He or she will help to structure the playground so that it includes a variety of games to keep our students engaged. He or she will form social skills groups of students who will interact with each other via activities provided in a non-structured, but well supervised environment. He or she will also coach teachers in the use of our SEL curriculum and model lessons in different classes.

Pacific Clinics will continue to offer counseling services to address social or emotional difficulties, and we will continue to use counseling interns provided by the Child Welfare, Attendance, and Safety Department of the PUSD (CWAS) to provide individual counseling or social skills groups for "at risk" students.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
74,000	Title I
66,000	LCFF - Supplemental
20,000	Unrestricted

Annual Review

SPSA Year Reviewed: 2018-19

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.

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

An effective school-wide and classroom Tier 1 foundation must be supported by Tier 2 strategies for students demonstrating behaviors that are "on the radar." Often, students need more guidance on the playground when interacting with peers in a less structured environment. To keep students safely engaged in positive interactions, it is crucial to have ample supervision on the playground during recesses and in the cafeteria at lunchtime. At least two cafeteria and five playground aides are needed for the number of students served as well as strategically-timed recesses that effectively ensure sufficient space on the playground for students to interact and engage in sports safely.

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. In addition to the behavior aide, a clinical social worker is needed to help organize social groups during recesses and lunchtime and assist in trained support of students demonstrating ongoing or extreme negative behaviors, further teaching "at risk" students to positively interact with peers.

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

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

With district assistance in providing an interventionist to focus on academic progress and a community assistant to engage our families, the school can provide the budget for social-emotional support. The clinical social worker may be part-time, and in that case, we will collaborate with CWAS to determine the possibility of funding a full-time position between the department and our school site.

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 areas of greatest needs, determined by the November 2019 administration of the Universal Screener. Budgeting

decisions made at the Education Center regarding the use of supplemental funding and grants will greatly affect the quality and quantity of the support we can offer our students.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 2

School Climate, Student Engagement, and Other Student Outcomes: ATTENDANCE, CHRONIC ABSENTEEISM, AND DROP-OUT RATE

Goal 5

Jackson Magnet will maintain a 97% average attendance rate in the 2019-20 School Year.

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

The African American subgroup will decrease its chronic absenteeism to less than 10%.

Identified Need

In the 2017-18 School Year, Jackson approached a yearly attendance rate of 97%, but was just shy of the goal at 96.83%. In 2018-19, however, a drop in the overall yearly attendance rate is expected. Inclement weather, including an especially wet winter combined with a flu season that affected many of our students, caused a drop in our overall attendance rate in the 2018-19 School Year. Students who walk to school with their parents or who rely on the city's bus transportation system are especially vulnerable when weather conditions are harsh. Attendance rates tend to be much higher at the beginning of the school year and drop steadily throughout the rest of the year. The lowest rates are often reported in the last 3-4 months of school of the School Year.

There was a decrease each month (with the exception of Month 2) in the attendance rates of the 2018-19 School Year when compared to the 2017-18 School Year.

Chronic absenteeism for the 2017-18 School Year was 7.1%.

Jackson's chronic absenteeism declined in the 2017-18 School Year; however, it is expected to increase in 2018-19 as demonstrated by monthly attendance reports (and compared to the monthly reports for 2017-18). The average attendance rate per month is reported below and will begin with 2017-18 and subsequently report the rate of the 2018-19 School Year:

Month 1: 97.77% and 97.62%
Month 2: 97.35% and 97.37%
Month 3: 97.26% and 96.99%
Month 4: 97.09% and 96.89%
Month 5: 96.79% and 96.48%
Month 6: 96.63% and 96.26%
Month 7: 96.52% and 96.05%
Month 8: 96.44% and 95.97%

All subgroups in the 2017-18 School Year had an chronic absenteeism rate of less than 7.1% except socioeconomically disadvantaged students (chronic absenteeism rate of 8.4%) and African-Americans (chronic absenteeism rate of 12.8%). It is important to engage our socioeconomically disadvantaged and African-American families in school activities and reinforce the message explaining the benefits of school attendance to their children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2017-18 Overall Attendance Rate	<p>Overall Attendance Rate (most recently reported):</p> <p>96.83% Yearly Attendance Rate: 2017-18</p>	2019-20 Overall Yearly Attendance Rate of 97%
2018-19 Monthly Attendance Rates (Months 1-8)	<p>Monthly Attendance Rates in the 2018-19 School Year:</p> <p>Month 1: 97.62%</p> <p>Month 2: 97.37%</p> <p>Month 3: 96.99%</p> <p>Month 4: 96.89%</p> <p>Month 5: 96.48%</p> <p>Month 6: 96.26%</p> <p>Month 7: 96.05%</p> <p>Month 8: 95.97%</p>	<p>2019-20 Monthly Attendance Rates:</p> <p>Increase of at least 0.95% per month so that the average rate is 97% or greater in months 1-7.</p> <p>Increase of at least 1.03% in the attendance rate for Month 8</p> <p>Increase of more than 1.03% so that the attendance rates for the 9th and 10th months of the School Year remain at 97% or more.</p>
2017-18 Chronic Absenteeism Rates	<p>2017-18 Overall and Subgroup Chronic Absenteeism Rates:</p> <p>All Students: 7.1%</p> <p>Socioeconomically Disadvantaged: 8.4%</p> <p>Hispanics: 6.6%</p> <p>English Learners: 5.6%</p> <p>Students with Disabilities: 4.9%</p> <p>African-Americans: 12.8%</p> <p>Whites: 4.9%</p>	<p>2019-20 Overall and Subgroup Chronic Absenteeism:</p> <p>All Students: 5% or Less</p> <p>Percentage decrease needed to maintain 5% or less chronic absenteeism in our subgroups:</p> <p>Socioeconomically Disadvantaged: -3.5%</p> <p>Hispanics: -1.6%</p> <p>English Learners: -0.6%</p> <p>Students with Disabilities: Maintain at 4.9% or less</p> <p>African-Americans: -7.8%</p> <p>Whites: Maintain at 4.9% or less</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 be served by the following interventions. African-American students will be served with increased communication with families and engagement with the AAPC.

Strategy/Activity

The importance of daily school attendance will continue to be communicated to parents through meetings and parent education, parent groups, special events, and periodic email and phone blasts. It is important to begin promoting excellent attendance from the very beginning of the school year. Comparisons can be made known to parents of the percentage rates per month from the 2018-19 School Year so that all stakeholders understand the range of improvement needed.

It is especially important to engage the site-based African-American Parent Council (established in the 2018-19 School Year), inform them of the high chronic absenteeism in African-American students, and implement their suggestions for improving attendance rates among African-Americans.

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

In order to increase our overall attendance rate to 97%, we will hold friendly school-wide competitions between our students as incentives.

Perfect and "near perfect" attendance awards will be given to students who demonstrate outstanding attendance.

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

The district-wide "Attention 2 Attendance" system continues to produce and mail out truancy letters to help curtail unexcused absences. "Attention 2 Attendance" will send letters for chronic absenteeism, as well.

Consistent use of the SART process is needed to discourage chronic absenteeism. More support is needed at the school site to monitor the attendance of chronically absent students and to schedule frequent SART meetings in order to prevent the need for SARB meetings. Monitoring and responding to chronic absenteeism demands a great deal of time and persistence. A community assistant is crucial to ensuring that the practice is used fairly and regularly. The community assistant would provide support to our attendance clerk to make sure that the SART meetings are happening on a regular basis.

It is crucial for a school with over 625 students to have an 8-hour attendance clerk, but currently, the position is a 6-hour one. The school site has regularly paid for 2 additional hours, ensuring that the community assistant 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)
30,000	District Funded
10,000	Unrestricted

Annual Review

SPSA Year Reviewed: 2018-19

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.

In addition to the specific strategies described above ("Strategy/Activity"), effective and ongoing communication with CWAS is essential to obtain, analyze, and monitor attendance data affecting our students.

A community assistant or another identified member of staff (attendance clerk or CWAS intern) will identify and contact the parents of children with high absence rates and identified as "red" (over 10 absences) on monthly reports. SART conferences will be held throughout the year to inform parents of the importance of school attendance as well as the consequences of high absenteeism in terms of parental accountability.

Creating a positive, nurturing, and trusting school-wide climate for learning is essential to instill in students a desire to come to school every day. A clinical social worker, working alongside CWAS interns and Ed Center staff, would be able to intervene in special cases where social-emotional concerns were interfering with chronic absenteeism.

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

Jackson will use Title 1 funds to pay for a 5-hour community assistant to assist in monitoring attendance rates and intervene when needed.

Our attendance clerk is an 8-hour position due additional funding. The school district provides a 75% attendance clerk to all school sites. Schools of over 600 students need special consideration and the provision of a 100% attendance clerk to equitably serve the students at the larger elementary sites.

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 attendance data continues to become available and more recent chronic absenteeism data is made known, we will determine the outcomes of our interventions. 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 # 3

Parent Engagement: PARENT AND COMMUNITY ENGAGEMENT

Goal 6

Our school-wide focus on the social-emotional development of our students would be stronger with support on the part of the parents. Working with Young and Healthy and Planned Parenthood, Jackson Magnet will offer a series of classes with the help of these organizations for our families. The goal is to have at least 15 parents attend each class.

Attendance at our ELAC meetings has declined with an average of 12.6 parents or less attending each of our monthly meetings. Similarly, after establishing an African-American Parent Council with a well-attended first meeting, our AAPC meetings have declined in the number of parents participating. The goal is to increase the number of participants at each meeting to 20 parents or more at ELAC meetings and to establish a baseline of 12 parents or more at bi-monthly AAPC meetings.

As of 3/29/19, 30.77% of our students have at least one parent with a Parent Portal account. Our goal is to increase the rate so that 60% of our students will have at least one parent who has access to the Parent Portal system.

Identified Need

There is a need to strengthen the school-wide social-emotional learning effort with parental support so that students can benefit from strategies that are used increasingly at home to match practices at school. Ongoing efforts to provide parent education on parenting practices aligned to brain research are needed to strengthen the connection between home and school.

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 compose the subgroup with the greatest academic needs, and African-Americans are the subgroup with the greatest social-emotional needs. In order to better serve the children in these subgroups it is essential to engage their parents in the lives of their children at school.

Parent Portal allows parents to check their children's attendance as well as their grades. Such information informs parents of their children's needs and is instrumental in facilitating parental support of their children at home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-in Sheets at Parent Education Classes	Baseline of parent attendance will be established in 2019-20.	Attendance goal at Parent Education Classes will total 15 parents or more at each class.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-in Sheets at English Learner Advisory Committee (ELAC) Meetings	<p>Average Attendance at ELAC Meetings in 2018-19 = 12.6 Parents or Members of the CommunityCommunity:</p> <p>September 2018: 20 attendees October 2018: 16 attendees November 2018: 9 attendees December 2018: 8 attendees January 2019: 10 attendees February 2019:19 attendees March 2019: 8 attendees April 2019: 11 attendees</p> <p>The number of parents and community members above do not include members of school or district staff who signed in.</p>	<p>Attendance at Monthly ELAC Meetings: 20 Parents/Community Member or More</p> <p>Goal: Average increase of 7.4 attendees across 8 reported months</p>
Sign-in Sheets at African-American Parent Council (AAPC) Meetings	Baseline of attendance at AAPC meetings will be established in 2019-20.	Attendance Goal at Bimonthly Meetings: 12 Parents or More
Percentage of Students with One Parent having Access to Parent Portal	<p>Percentage of Students with Parents Enrolled in the Parent Portal System:</p> <p>As of 3/29/19: 30.77%</p>	<p>Percentage of Students with Parents Enrolled in the Parent Portal System:</p> <p>As of 3/29/19: 60% or More</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)

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

Strategy/Activity

Parent education classes and parent stakeholder group meetings, with special emphasis on ELAC and AAPC meetings, will be publicized through multiple means: the website, the principal's Weekly Message, phone/email/text blasts, the electronic marquee, and flyers sent home in English and Spanish. Spanish translation services will be available for parents.

In order to create a strong foundation for social-emotional learning, Jackson Magnet will offer parent education classes in collaboration with Young and Healthy. These classes will inform

parents of an approach to discipline at school and at home that takes into account the brain development of children and young adults.

Related parent education on puberty and ways to prepare children for its onset will be offered through Planned Parenthood.

Establishing an electronic survey for ELAC and AAPC parents at key points in the school year will validate our parents' voices and help in planning subsequent meetings of interest, and in this way, encourage our parents to participate.

Incentives such as certificates to local restaurants for their children may encourage parents to participate in stakeholder group meetings. Their children enjoy outings to places such as Islands and Perry's Joint; therefore certificates for attending may encourage parents as much as they do our students!

Continued parent education classes are needed to teach parents how to establish a Parent Portal Account as well as how to use it to increase communication between home and school regarding their children's progress in school. Two Parent Portal workshops will be offered (at the beginning and middle of the school year) to demonstrate the benefits of the system and how to use it to support their children at home. Increased promotion via all communication systems will be employed to enroll more parents in Parent Portal!

A 5-hour community assistant will be crucial in organizing and promoting the various efforts to engage the community, ensure the success of our parent training sessions, and managing our many parent and community volunteers.

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)

1,910.00

Source(s)

Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2018-19

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.

Parent education classes were met with inconsistent interest among our parents in the 2018-19 School Year. Those related to social-emotional learning and brain development were better received by many parents. By the end of the year, however, parents were tiring of classes. In order

to best serve our parents in alignment to our school-wide goals, a more limited number of focused classes may encourage greater participation.

Incentives to involve the parents of student populations most at risk, English learners and African-American parents need an incentive to take a first step in participation. In addition to incentives, listening to their voices and offering the information and support they desire would encourage their continued participation.

Efforts to increase Parent Portal enrollment stagnated by the third trimester of the 2018-19 School Year. Our goal in 2019-2020 is to publicize Parent Portal from the beginning of the School Year, at Back-to-School Night, and at subsequent parent workshops to increase the participation rate among our parents.

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

Parent education classes offered through Young and Healthy and Planned Parenthood are free. A small honorarium of \$200 per class for Planned Parenthood would be paid for by our PTA. Title 1 Parent involvement funding would pay for refreshments at parent meetings and training sessions. Any additional money needed for food, or paper for flyers, will be supplemented by School Site Title 1 funding.

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

Changes to the goal would be made according to the availability of trainers 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

Student Achievement, Access to a Broad Course of Study: SCIENCE

Goal 7

5th grade students will take the California Science Test in May 2019. An assessment of much of the science standards students have learned throughout their elementary education, the CAST provides culminating data of spiraling standards, particularly from the 3rd through the 5th grades.

Our goal is that 40% or more of our 5th grade students will meet and exceed standards on the May 2019 CAST administration.

Identified Need

In the past few years, we have focused on technology integration throughout the curriculum as we developed our teachers' skills in using technology creatively and effectively in the classroom. We established specific goals per grade level to enhance instruction and increase student collaboration on academic tasks. With the district-wide initiative of providing 1:1 correspondence between students and Chromebooks, we have been able to achieve technology integration throughout the curriculum in all classrooms.

The 2019 California Science Test (CAST) will establish a baseline from which subsequent goals will be developed. The science test provides a cumulative assessment of the progress our 5th grade students have made on the 3rd-5th grade Next Generation Science Standards (NGSS).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fifth Grade 2019 CAASPP Science Test	The May 2019 CA Science Test (CAST) Administration will establish a baseline upon which to determine subsequent goals.	At least 40% of our 5th grade students will meet or exceed standards on the May 2019 Administration of the CAST. Depending on the results, goals will be established for the 2019-20 and 2020-2021 school years.

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

Strategy/Activity 1

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

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

Strategy/Activity

Jackson has a dedicated science teacher who works with teachers and provides ongoing PD on the implementation of the Next Generation Science Standards (NGSS) in the regular classroom. Professional development will take into account the STEM Lab and the advantages in having a science teacher who can provide real-life explorations for our students that help them to connect the concepts they are learning with 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 make discoveries, adding to our collective knowledge.

Professional development will include A Monday presentations and workshops, individual coaching, and time for teacher collaboration to carefully craft a cohesive instructional program across grade levels as well as vertically from one grade to another.

Through collaborative grade level planning, we systematically have embedded science, technology, and engineering into the math, reading, and writing units of study, but the process must be continuous in order for ideas to be refined and include the input from new teachers and members of staff, as well. Teacher collaboration time is essential for grade level teams to augment science-infused lessons in creative ways and offer instruction that is challenging, relevant, and motivational for our students. Substitute teachers will be used to provide teacher release time to enable collaborative planning meetings and coaching sessions.

Community Science Academy consultants are key to helping teachers with their use of SKIES and other technologies as well as in their planning of cross-curricular lessons with embedded NGSS connections. Continued PD is needed in tools for student coding projects and robotics ("App Academy" at A Mondays) and how these tools can be smoothly integrated into existing units.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100,000	District Funded
7,000	Unrestricted

Annual Review

SPSA Year Reviewed: 2018-19

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

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: 2018-19

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

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: 2018-19

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

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: 2018-19

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$508,910.00

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	Allocation (\$)
Title I	\$99,000.00
Title I Part A: Allocation	\$20,000.00
Title I Part A: Parent Involvement	\$1,910.00

Subtotal of additional federal funds included for this school: \$120,910.00

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

State or Local Programs	Allocation (\$)
District Funded	\$270,000.00
LCFF - Supplemental	\$81,000.00
Unrestricted	\$37,000.00

Subtotal of state or local funds included for this school: \$388,000.00

Total of federal, state, and/or local funds for this school: \$508,910.00

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
Sarah Cole	Parent or Community Member
Rita M. Exposito	Principal
Cybele Garcia-Kohel	Parent or Community Member
Matt Ima	Parent or Community Member
Ashley Nava	Classroom Teacher
Elizabeth Nganga	Parent or Community Member
Shanon Smith	Classroom Teacher
Diana Suarez	Classroom Teacher
Xiomara Tovar	Other School Staff
Catherine Zlab	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



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 4/25/19.

Attested:



Principal, Rita Exposito on 4/25/19



SSC Chairperson, Sarah Cole on 4/25/19

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.

[Stakeholder 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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/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 (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/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



**PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY**

Pasadena Unified School District Unified School District

Jackson STEM Dual Language Magnet Academy

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

March 28, 2019 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 February 28, 2019 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:

.he plan for school safety been properly implemented and approved.

Amendments

Evacuation Plan in the Event of Emergencies or Disasters

School Site Council

Approved on Thursday, March 28, 2019

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

	3/28/19		3/28/19
Signature	Date	Signature	Date
	3/28/19		3/28/19
Signature	Date	Signature	Date
	3/28/19		3/28/19
Signature	Date	Signature	Date
	3/28/19		
Signature	Date	Signature	Date
	3/28/19		
Signature	Date	Signature	Date



Attendance Policy

Jackson STEM Dual Language Magnet Academy follows state and school district guidelines regarding attendance. The importance of regular school attendance cannot be overemphasized. It affects both individual student progress at school and the status of our school funding which is based on average daily attendance. When a student misses school, the absence is marked on his or her record as either unexcused (considered a truancy) or excused. An explanation for the absence is required by the state of California for its verification report, and excused absences include illness, injury, medical or dental appointments, or bereavement.

Please provide a handwritten note, call the main office, or email the attendance clerk and your child's teacher before 9:00 on the day of the absence to let us know that your child will not be in attendance, and please provide a valid reason. Excessive absences and tardiness will be referred to the School Attendance and Review Team (SART) for further action. If calling the school, it is necessary to talk to a member of our office staff instead of leaving a message.

If your child is out of school for an extended time (a minimum of 5 days) due to an emergency, please notify his/her teacher as well as the front office so arrangements can be made in advance for possible independent study. Please note that independent study can only be used for a student once in a semester of the school year.

Being on time to school every day is also very important. Punctuality for your child ensures that he or she is not missing any part of the instructional day. In addition, when all students are on time in the morning, classroom interruptions are minimized, thereby allowing all students to take full advantage of each instructional minute.

Your child needs to be in his/her seat in class by 7:50 every morning. The drop-off zone will help in this regard, as well. Keep in mind that tardies of more 30 minutes can negatively affect your child's attendance record.

Please allow for prompt arrival by planning your early morning routines with school attendance in mind. Arrive with plenty of time to allow your child to optimize his or her access to important learning opportunities each day. Every instructional minute counts!



Jackson Magnet
STEM Dual Language Academy

Políticas escolares sobre la asistencia estudiantil

Jackson Magnet sigue las leyes del estado de California y las políticas del distrito escolar con respecto a la asistencia estudiantil. Es esencial que los padres entiendan la importancia de la asistencia regular a la escuela. Afecta tanto el progreso individual del estudiante en la escuela como el estado de nuestra financiación escolar que se basa en el promedio de la asistencia diaria de nuestros estudiantes.

Cuando un estudiante pierde un día de clase, la ausencia se clasifica en su expediente como inexcusable (considerado "truant") o excusada. El estado de California requiere una razón para cualquier ausencia para su reporte de verificación. Las ausencias excusadas incluyen enfermedad, lesión, citas médicas o dentales, o un duelo en la familia. Proporcione una nota escrita a mano o del médico, un correo electrónico al/a la maestro/a de su hijo/a y la empleada de asistencia, o llame a la oficina de la escuela antes de las 9:00 para justificar la ausencia. Las ausencias excesivas y las tardanzas se remitirán al Equipo de Revisión y Asistencia Escolar (SART) para futuras acciones. Si llama a la escuela, es necesario hablar con un miembro del personal de nuestra oficina en lugar de dejar un mensaje.

Si usted tiene una emergencia por un tiempo prolongado y su hijo/a no asistirá a la escuela por más de cinco días, por favor notifique a su maestro/a así como a la oficina para preparar materias de estudio independiente. Tengan en cuenta que el estudio independiente sólo se puede utilizar para un estudiante una vez cada semestre del año escolar.

Llegar a tiempo a la escuela todos los días también es sumamente importante. La puntualidad de su hijo asegura que él o ella no falte ninguna parte de la instrucción. Además, cuando todos los estudiantes llegan a tiempo por la mañana, se minimizan las interrupciones en el aula, permitiendo que todos los estudiantes aprovechen al máximo cada minuto de instrucción. Su hijo/a necesita estar en su asiento en clase a las 7:50am. Favor de planificar sus rutinas en la mañana con la puntualidad de su hijo/a en mente.

Llegar tarde puede afectar negativamente el registro de asistencia de su hijo, especialmente si llega más de 30 minutos tarde a la clase. Por favor llegue con tiempo suficiente para permitir que su hijo/a optimice su acceso a importantes oportunidades de aprendizaje todos los días. ¡Cada minuto de instrucción cuenta!



Jackson Magnet
STEM Dual Language Academy

PASADENA UNIFIED SCHOOL DISTRICT
Jackson STEM Dual Language Magnet Academy
SCHOOL COMPACT
2019-2020

Staff

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

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

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

Student

I agree to carry out the following responsibilities:

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

Student Signature/Date Grade

Family/Parent

I agree to carry out the following responsibilities:

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

Parent Signature/Date



Jackson Magnet
STEM Dual Language Academy

DISTRITO ESCOLAR UNIFICADO DE PASADENA
Jackson STEM Dual Language Magnet Academy
ACUERDO DE ESCUELA ELEMENTAL
2019-2020

MAESTROS:

Como maestro de Distrito Escolar unificado de Pasadena yo:

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

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

ESTUDIANTE:

Yo estoy de acuerdo en cumplir las siguientes responsabilidades:

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

Firma del estudiante/ fecha/ Grado

PADRE DE FAMILIA:

Yo estoy de acuerdo en cumplir las siguientes responsabilidades:

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

Firma de Padre de familia



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

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

Policy Involvement

Annual Meeting: August 28, 2019

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

Planning, Review and Improvement of the Student Support Programs:

- Parents were presented with the plans and design of the Student Support Programs according to the District's funding timeline on August 28, 2018.
- The school has an ELAC (English Learners Advisory Committee, SSC (School Site Council), DLIP PAC (Dual Language Immersion Program Parent Advisory Council), and PTA (Parent Teacher Association). All parents are encouraged to join these parent advisory committees. Nominations and elections are held in early May or September.
- An African-American Parent Council has been organized in the 2018-19 School Year. Meetings are held on a bimonthly basis.
- The District Uniform Complaint Procedure is available in the school office (BP 1312.3) and parents have been informed on how to contact the district with complaints.

Scheduling and Special Support for Parent Involvement Meetings:

- ELAC meetings at Jackson Magnet are scheduled on the second Wednesday of the month at 8:00 am in the school auditorium.
- The School Site Council meetings are scheduled on the fourth Thursday of the month at 2:30 pm in the Library.
- PTA meetings are held on the third Tuesday of the month in the morning and, to accommodate parents and teachers, on some afternoons and evenings.
- Jackson Magnet has a DLIP PAC that meets every other month beginning in September. Two parents represent our school on the district level DLIP PAC.

Maintaining Two-Way Communication with Parents:

- Jackson STEM Dual Language Magnet Academy provides a calendar for parents to ensure that they are informed about parent meetings and school events to be held during the year. The calendar is on our website and upcoming events are sent weekly via phone, text, and email blasts. A hard copy of the most recent Weekly Message, including upcoming events, is found on the Parent Involvement bulletin board.

- Jackson STEM Dual Language Magnet Academy provides a bilingual parent letter before the start of the school year, a Weekly Message, and calendar to inform parents about special school programs and school events. Parent letters, messages, and calendars are posted on the school website.
- Events at Jackson STEM Dual Language Magnet Academy are posted on the marquee in front of the school building in Spanish and English.
- Jackson STEM Dual Language Magnet Academy maintains a parent bulletin board next to the auditorium. All notices and agendas for parent meetings are posted 72 hours prior to the meetings around the campus.
- Jackson STEM Dual Language Magnet Academy sends weekly bilingual messages about meetings and school information through the district's Blackboard Messaging communication system.
- Jackson STEM Dual Language Magnet Academy informed parents about:
 - School performance through the School Accountability Report Card, individual student assessment results and what they mean through district mailed test information, and October Teacher/Parent Conferences and Individual Learning Plans
 - Description and explanation of the curriculum, assessments used to measure student progress, and expectations for student performance was presented at Back-To-School Night on September 13, 2018.
 - The Student Study Team (SST) process is used when there is a concern about a student that needs to be communicated to the parents. Additional support for the student through cooperation between the home and school is discussed at an SST meeting. All parties brainstorm possible interventions that are available during and after school.

Parents formulated suggestions and participated in decisions relating to the school plan and other concerns during the open forum portion of the meetings: ELAC and SSC. The Single Plan for Student Achievement is an annual focus of the January ELAC meeting and throughout the year at SSC meetings.

Shared Responsibilities to High Student Performance

School/ Parent Compact: The Jackson STEM Dual Language Magnet Academy/Parent Compact outlines how parents, the entire school staff, and students share the responsibility for improved student achievement and the means by which the school and parents build and develop a partnership to help children achieve the state's high standards. Parents had input into the development of the Parent/School Compact on October 20, 2009. Parents, teachers and students reviewed and signed the compact during the month of September 2018.

Building Capacity for Involvement

Parent Education Opportunities and Topics:

- Jackson STEM Dual Language Magnet Academy provided information at the Back-To-School Night about the California Common Core State Standards and programs such as Balanced Literacy, the Ready and iReady Math programs, STEM Magnet Academy, science lab, and various learning settings such as Structured English Immersion, Spanish Dual Language Immersion Program, After School Programs and English mainstream.
- Information about the GATE Program will be provided four times annually: during one designated School Site Council meeting and parent education offerings in the middle of the year and immediately preceding Back-to-School Night and Open House.
- Understanding the California Common Core State Standards, Balanced Literacy, academic expectations, assessments and supplemental programs are addressed at parent meetings, workshops, parent letters, and conferences.
- Monitoring a child's progress and working with the teacher to improve student performance are addressed at the October parent conferences, SST meetings, and when creating Individual Learning Plans.
- Participation in decisions relating to the education of our children is explained at meetings.
- Skills and strategies for improving the child's success are ongoing themes at meetings and parent education offerings.

- Jackson STEM Dual Language Magnet Academy coordinates with other resources:
 - PEN for training to assist parents in helping their children
 - Education Center Program Coordinators
 - Parenting Classes coordinated by the principal or the Resource Center through the Parent University.

Training for Teachers, Principals and Other Staff

Jackson STEM Dual Language Magnet Academy provided ongoing coaching to staff regarding:

- The use of volunteers in the classroom
- The value, benefits and purpose of contributions of parents
- Communication, reaching out and working with parents as partners
- Building ties between home and school
- Implementing and coordinating parent programs

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

Accessibility

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

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



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

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

Política de Participación

Reunión Anual: 28 de agosto de 2018

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

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

- Se presentó a los padres los planes y el diseño de los Programas de Soporte al Estudiante de acuerdo con el calendario de financiamiento del Distrito el 28 de agosto de 2018.
- La escuela cuenta con un Comité de ELAC (Comité Asesor para la educación de alumnos en proceso de aprender inglés), SSC (Concilio Escolar), DLIP PAC (Comité Asesor de Padres del Programa de Doble Inmersión) y el PTA (Asociación de Padres y Maestros). Todos los padres están invitados a unirse a estos comités asesores. Nominaciones y elecciones se llevan a cabo al principio de mayo o septiembre.
- Se organizó un Consejo de Padres Afroamericanos en el año escolar 2018-19. Las reuniones se llevan a cabo bimestralmente.
- El procedimiento uniforme para quejas del Distrito está disponible en la oficina de la escuela (BP 1312.3) y los padres han sido informados sobre cómo contactar al distrito sobre reclamos.

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

- Las reuniones de ELAC en Jackson Magnet están programadas para el segundo miércoles del mes a las 8:00 am en el auditorio de la escuela.
- Las reuniones del Concilio Escolar están programadas para el cuarto jueves del mes a las 2:30 pm en la biblioteca.
- Las reuniones del PTA se llevan a cabo el tercer martes del mes en la mañana y para acomodar padres y maestros, también algunas tardes a las 2:30 p./m. o las 5:30 p.m.
- Jackson Magnet tiene un grupo DLIP PAC el cual se reúne cada mes de por medio comenzando en septiembre. Dos padres representan a la escuela al nivel del distrito.

Mantenimiento de Comunicación Bilateral con los padres:

- Jackson STEM Dual Language Magnet Academy provee un calendario para padres para asegurarse que estén informados sobre reuniones y eventos escolares que se realizan durante el año. El calendario se encuentra en nuestro sitio web.

- Anuncios sobre eventos próximos son enviados semanalmente por teléfono, mensajes de texto y correo electrónico. Una copia impresa del Boletín Semanal más reciente, incluyendo eventos cercanos, se puede encontrar en la pizarra de anuncios de Participación de Padres.
- Jackson STEM Dual Language Magnet Academy provee una carta bilingüe para padres antes del inicio del año escolar, un mensaje semanal, y un calendario para informar a los padres sobre programas y eventos especiales en la escuela. Cartas a padres, mensajes y calendarios son colocados en el sitio web de la escuela.
- Eventos en la escuela Jackson STEM Dual Language Magnet Academy son anunciados en la marquesina al frente de la escuela en inglés y español.
- Jackson STEM Dual Language Magnet Academy mantiene una pizarra de anuncios al lado del auditorio. Todas las notificaciones y agendas de reuniones de padres son colocadas con 72 horas de anticipación.
- Jackson STEM Dual Language Magnet Academy envía mensajes bilingües semanales acerca de reuniones e información escolar a través del sistema de comunicación de mensajes "Blackboard" del Distrito escolar.
- Jackson STEM Dual Language Magnet Academy informa a los padres sobre:
 - El rendimiento escolar a través del Reporte de Responsabilidad, resultados de las evaluaciones individuales a los estudiantes y el significado de las mismas, conferencias de maestros y padres, y planes individuales de aprendizaje.
 - Descripción y explicación del currículo, evaluaciones utilizadas para medir el progreso estudiantil, y expectativas para el estudiante son presentadas en la "Noche de Regreso a la escuela" el 13 de septiembre de 2018.
 - El método "Equipo de estudio del estudiante" (SST por sus siglas en inglés) es utilizado cuando existe preocupación acerca de un estudiante y es necesario comunicárselo a los padres. Soporte adicional para el estudiante a través de cooperación entre el hogar y la escuela se discute en la reunión de SST. Todas las partes proponen posibles soluciones que estén disponibles durante y después de la escuela.

Padres proponen sugerencias y participan en decisiones relacionadas con el plan escolar y otros asuntos relacionados en las juntas del SSC y durante la parte de foro abierto de las reuniones de ELAC. El Plan Único para el logro estudiantil tiene un enfoque anual en la reunión de ELAC en enero y a través del año en las reuniones de SSC.

Responsabilidades Compartidas para Estudiantes de alto rendimiento

Manual de Escuela/Padres: El manual de la escuela Jackson STEM Dual Language Magnet Academy describe como padres, empleados, y estudiantes comparten la responsabilidad de mejorar el rendimiento escolar y los medios por los cuales la escuela y los padres construyen y desarrollan conjuntamente un compromiso para ayudar a alcanzar los estándares estatales. Los padres colaboraron en el desarrollo del manual de Padre/Escuela el 20 de octubre de 2009. Padres, maestros y estudiantes revisaron y firmaron este manual durante el mes de septiembre de 2018.

Construyendo la capacidad para la participación

Oportunidades de Educación para Padres y los temas:

- Jackson STEM Dual Language Magnet Academy provee información durante la Noche de regreso a la escuela acerca de los estándares y programas de "California Common Core", como alfabetización balanceada, programas de matemáticas "Ready" y "iReady", Academia STEM, laboratorio de ciencia, y varios entornos de aprendizaje como Inmersión Estructurada en Inglés, Programas de Doble Inmersión en Español e Inglés, el programa de inglés regular, y programas después de la escuela.
- Información sobre el programa GATE para estudiantes talentosos será dada cuatro veces al año: en una reunión del Concilio Escolar y reuniones especiales para los padres en el medio del año e inmediatamente antes de la noche de regreso a la escuela y la casa abierta.

- Entendiendo los estándares del Common Core del estado de California, Alfabetización Balanceada, expectativas académicas, evaluaciones y programas complementarios son dirigidos en las reuniones de padres, talleres, cartas a padres, y conferencias.
- El monitoreo del progreso del niño y trabajar con el maestro(a) para mejorar el desempeño del estudiante son realizados durante las conferencias con padres en octubre, reuniones de SST, y cuando se crean planes individuales de aprendizaje.
- Participación en las decisiones relacionadas con la educación de nuestros niños es explicada durante las reuniones.
- Habilidades y estrategias para mejorar el éxito de los niños son temas comunes en las reuniones y en las clases de educación para padres.
- Jackson STEM Dual Language Magnet Academy coordina con otros recursos:
 - PEN para entrenamiento en asistir padres para ayudar a sus hijos
 - Coordinadores del Programa del Centro de Educación
 - Clases de crianza coordinadas por la directora y el Centro Familiar a través de la Universidad para Padres.

Entrenamiento para Maestros, Directores y otros empleados

Jackson STEM Dual Language Magnet Academy provee entrenamiento a los empleados acerca de:

- El uso de voluntarios en el salón
- El valor, beneficios y propósito de las contribuciones de los padres
- Comunicación, alcance y trabajo con padres como socios
- Construcción de lazos entre el hogar y la escuela
- Implementación y coordinación de programas de padres

Jackson STEM Dual Language Magnet Academy coordina con PEN (Red de Educación de Pasadena), la oficina de Compromiso de PUSD, el Hospital Huntington, Day One, Young and Healthy, Kaiser Permanente, y Planned Parenthood en proveer oportunidades para que los padres aprendan sobre el desarrollo y crecimiento de los niños.

Accesibilidad

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

Esta política fue leída y aprobada por el Concilio Escolar de Jackson STEM Dual Language Magnet Academy y el Comité de Estudiantes en Proceso de aprender inglés y será presentada al inicio de cada año escolar para cambios y aprobación.



Pasadena Unified School District

Instructional Services

GIFTED AND TALENTED EDUCATION

GATE Principal's Checklist

The grey portions detail state requirements of school districts for GATE programs. The white portions that follow are ways that the district expects the schools to implement the state requirements in grey. Please review this revised checklist, which is aligned with the current district GATE plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the school GATE program in alignment with the district GATE plan.

Rubric			
1 = This is an established practice that has been in place since before the 2019-20 school year.			
2 = This practice is being implemented for the first time during the 2019-20 school year.			
3 = This practice is being developed now to be implemented during the 2019-20 school year.			
Section 1: Program Design			
1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.			
1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.			
1:3 The program is articulated with the general education programs.			
	1	2	3
Does the school administrative leadership team have access to and review the GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?	X		
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?	X		
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?	X		
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?	N/A		
Are GATE services provided to students during the regular instructional school day?	X		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?	X		
Are all parents informed of the GATE Parent Education Workshops offered by the District?	X		

Do secondary counselors review their caseloads to be aware of which students are GATE so that they can be appropriately counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?	N/A		
Section 2: Identification			
2:1 The nomination/referral process is ongoing.			
2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.			
2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.			
	1	2	3
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?	X		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?			X
Does the plan inform parents and teachers of the GATE referral window of August - September?	X		
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of October?	X		
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2 nd grade teachers?			X
Section 3: Curriculum and Instruction			
3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.			
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
	1	2	3
Elementary			X
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			X
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?			X
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	X		
Are the following instructional options implemented in the classrooms with GATE clusters:	X		
• Individual Learning Plan			
• Independent projects/Independent Study/Interest based enrichment opportunities	X		
• Curriculum compacting	X		
• IB program		N/A	

<ul style="list-style-type: none"> • Kaplan’s prompts of depth and complexity 	X		
<ul style="list-style-type: none"> • Thinking like a disciplinarian 			X
<ul style="list-style-type: none"> • Integration of creative and critical thinking clusters 	X		
<ul style="list-style-type: none"> • Thematic learning across disciplines 	X		
<ul style="list-style-type: none"> • Scholarly Dispositions 			X
	1	2	3
<u>Middle School</u>			
Are high-achieving GATE students placed in accelerated or honors classes?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> • Honors class • Pre-AP classes • IB classes • Enrichment classes • Vertical subject-matter acceleration • Options for GATE Advisory 			
<u>High School</u>			
Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes are available?			
Is the IB diploma program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> • Honors classes • AP classes • IB classes • Career Pathways classes/Independent Study • Vertical subject-matter acceleration 			

<ul style="list-style-type: none"> Options for GATE Advisory 			
All Grades Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?	X		
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the GATE Principals Checklist annually as needed?	X		
Does the School Site Council review and approve the GATE Principal's Checklist annually?	X		
Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?	X		
Is the GATE Principal's Checklist developed in response to the specific and varied learning needs of the individual school population?	X		
Section 4: Social and Emotional Development 4:1 Actions to meet the affective needs of gifted students are ongoing. 4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).			
	1	2	3
Do schools provide enrichment activities that foster social interaction among GATE students?	X		
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?	X		
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?	N/A		
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?	X		
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?	N/A		
Section 5: Professional Development 5:1 The district provides professional development opportunities related to gifted learners on a regular basis.			
	1	2	3
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> PUSD GATE Program Overview GATE Identification Process Characteristics of Gifted Learners from Diverse Populations How to get or renew GATE Certification How to create and use the Individual Learning Plan 	X		
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the	X		

following topics: <ul style="list-style-type: none"> • Kaplan's Prompts of Depth and Complexity/Content Imperatives • Acceleration of content (Universal Themes and Big Ideas) • Differentiation of skill, product, process • Critical and Creative thinking • Independent Study/Developing an Interest • Characteristics of Giftedness • Scholarly Behaviors (Thinking like a Disciplinarian) • Interdisciplinary lesson development 			
Section 6: Parent and Community Involvement			
6:1 Open communication with parents and the community is maintained.			
6:2 An active GATE advisory committee with parent involvement is supported by the district.			
	1	2	3
Does the school have a GATE Parent Advisory Committee (PAC) that meets four times per year?	X		
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?	X		
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?	X		
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?	X		
Is the School GATE Plan shared with parents and the community effectively and systematically?	X		
Section 7: Program Assessment			
7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.			
	1	2	3
Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?			X

Based on the above needs assessment, identify a SMART goal for 2019-20 for GATE at your school site:

At Jackson, there is inconsistency among teachers when rating their students using the district-approved checklist of the characteristics of gifted and talented children. Our goal for the 2019-20 School Year will be for our teachers to recognize these traits in their students, including those who have been identified as GATE and those for whom we are undergoing a secondary review for the purpose of identification (with special emphasis on 2nd grade teachers).

In September 2019, we will spend the time necessary with teachers during the initial 2nd grade collaborative planning meeting of the school year to go over the characteristics of GATE students and the specific behaviors to keep in mind when rating their students using the GATE Checklist. The timing will ensure that teachers have the information before district-wide GATE testing begins in the 2019-20 school year.

In addition, an A Monday PD will be scheduled in the 2019-20 School Year to inform all teachers of the characteristics of GATE students. The information will ensure recognition of and appropriate strategies to equitably meet their needs.

Please identify key GATE teachers at your school site (those teaching GATE clusters for elementary school):

Veronica Alcantar
Lissett Barron (certified)
Melissa Cervantes
Linda Keavy (certified, but not currently teaching GATE students)
Yadira Ruarte
Jocelyn Strickland (certified, but not currently teaching GATE students)
Katherine Michelle Taboada (certified)
Xiomara Tovar

School: Jackson STEM Dual Language Magnet Academy

Date Approved By GATE Site Advisory Council: March 25, 2019

Date Approved By School Site Council: March 25, 2019

Dates of calendared site GATE advisory meetings 2019-20:

	date	topic		date	topic
1st meeting	9/18/19	GATE Program at Jackson Magnet, with time for questions, comments, and suggestions	3rd meeting	2/07/19	Thinking Like a Disciplinarian
2nd meeting	11/13/19	Characteristics of GATE Students Family Event	4th meeting	4/30/19	GATE Innovation Exposition Projects: Practice and Presentation

Jackson Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Rita Exposito, Principal

Principal, Jackson Elementary

About Our School

Welcome to Jackson STEM Dual Language Magnet Academy, a nurturing and unique elementary school community that provides an innovative approach to teaching and learning, infusing our STEM curriculum across disciplines to inspire the next generation of scientists! Our community routinely and passionately explores the varied ways to support an upper tier, cross-curricular academic program emphasizing science, technology, engineering, and math (STEM). Proudly engaging in continual improvement, Jackson Magnet has developed a vibrant and ever-unfolding science program enhanced by upgrades in technology, a science lab, a garden program with connections to life science, nutrition, and cooking, and a full-time science/engineering teacher. As a magnet school, we are able to offer varied opportunities for our students and challenge them to make deeper interdisciplinary connections. At Jackson, we are forward-thinking in our approach to our students' education, preparing them for the cognitive demands that will be placed on them in the future.

The 21st century has become a highly technological and global era, one where marketable advantages will include an education rich in the STEM disciplines and the ability to speak multiple languages. Therefore, as an option for parents, Jackson is exceedingly proud of its Spanish/English dual language immersion program (SDLIP). Beginning with one kindergarten class in the 2012-13 academic year, the program has grown by one additional grade each subsequent year and serves both Spanish- and English-dominant students with the goal of nurturing bilingualism, bi-literacy, and bi-cognitive thinking. Capitalizing on our STEM academy, students in the SDLI program receive science instruction in both English and Spanish, enabling them to make connections between the languages and understand their linguistic commonalities. In a highly competitive world of innovation, math and science are crucial disciplines arming our students with valuable, well-sought-after skills. When enhanced with early instruction in a foreign language, students will be equipped for success in the 21st century.

Jackson's teachers, staff, parents, and members of the greater community are dedicated to addressing the needs of a diverse student population. Our highly trained teachers demonstrate a unity of purpose, motivating our students to achieve to the best of their abilities. Our goal is to create an environment that encourages our students to set high expectations and to be active participants in their learning. Parents and the community are actively involved, providing support and leadership while striving to meet the school and district visions. We are the Jackson Dolphins, as highly intelligent and cooperative as our mascot would indicate. Each and every stakeholder is part of a collaborative team, striving to reach a common goal through creative thinking. As a result, Jackson's students thrive and learn that there is no limit to what they can achieve. In the words of Andrew Jackson: "I've got big shoes to fill. This is my chance to do something. I have to seize the moment." Like the great president our school is named after, our students will understand that their education will give them the power to shape their own lives. Each and every day, they will "seize the moment" and learn all that they can.

Contact

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

Phone: 626-396-5700
E-mail: exposito.rita@pusd.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
E-mail Address	mcdonald.brian@pusd.us
Web Site	www.pusd.us

School Contact Information (School Year 2018—19)	
School Name	Jackson Elementary
Street	593 West Woodbury Rd.
City, State, Zip	Altadena, Ca, 91001-5464
Phone Number	626-396-5700
Principal	Rita Exposito, Principal
E-mail Address	exposito.rita@pusd.us
Web Site	http://jackson.pusd.us
County-District-School (CDS) Code	19648816021620

Last updated: 1/19/2019

School Description and Mission Statement (School Year 2018—19)

School Mission Statement

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

School Vision Statement

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

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

Staff Philosophy

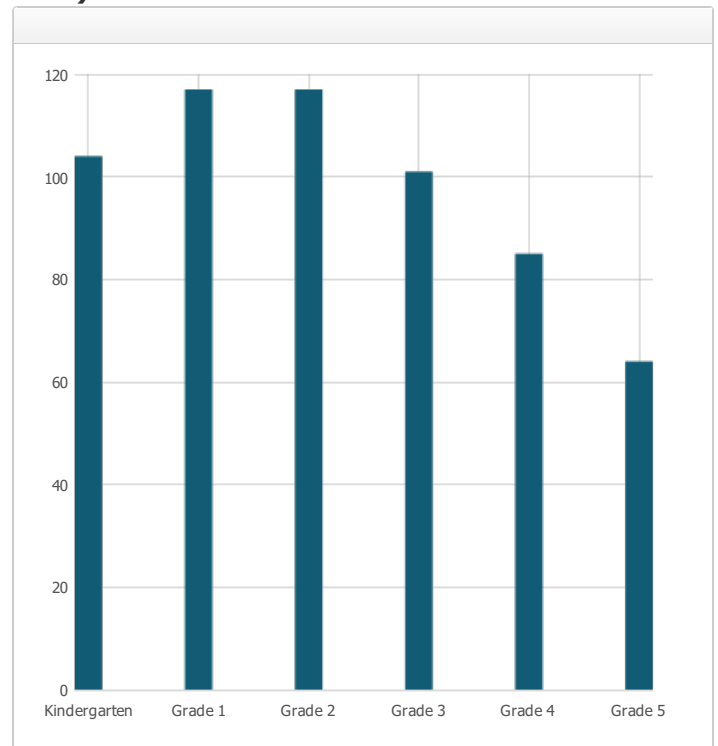
The community of Jackson Magnet STEM Dual Language Academy has a shared stake in the educational philosophy of the school. We believe that:

- All children can discover and develop their passion for learning.
- Knowledge and academic success instill self-motivation in our students.
- A rigorous, meaning-centered, thinking curriculum based on significant content and 21st century skills is the centerpiece of instruction.
- An academic program that seamlessly integrates the STEM disciplines will prepare students for a highly technological future.
- Early second language acquisition leads to biliterate and bi-cognitive students with a multi-cultural understanding that helps them develop a global perspective.
- The involvement of parents and community members is integral to the success of our students.

Last updated: 1/22/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	104
Grade 1	117
Grade 2	117
Grade 3	101
Grade 4	85
Grade 5	64
Total Enrollment	588



Last updated: 1/19/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	11.9 %
American Indian or Alaska Native	0.3 %
Asian	0.9 %
Filipino	1.2 %
Hispanic or Latino	70.6 %
Native Hawaiian or Pacific Islander	0.2 %
White	13.3 %
Two or More Races	1.4 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.9 %
English Learners	26.4 %
Students with Disabilities	8.3 %
Foster Youth	0.5 %

A. Conditions of Learning

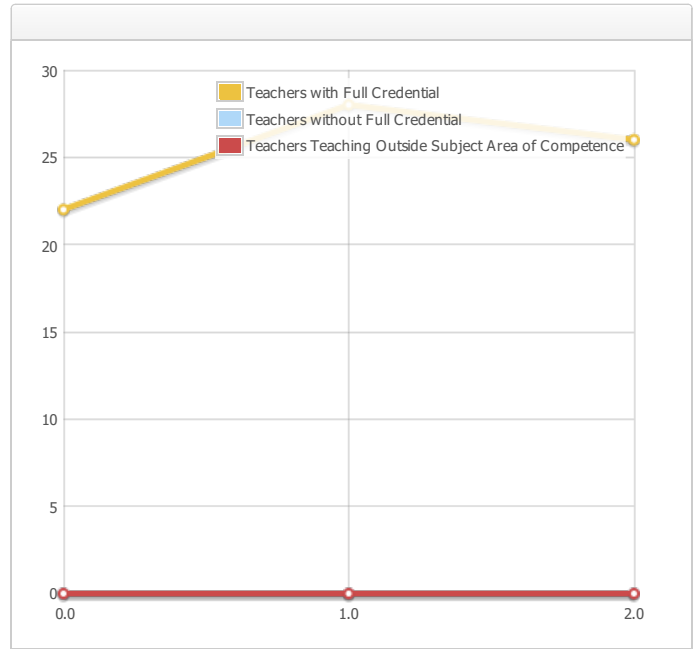
State Priority: Basic

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

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

Teacher Credentials

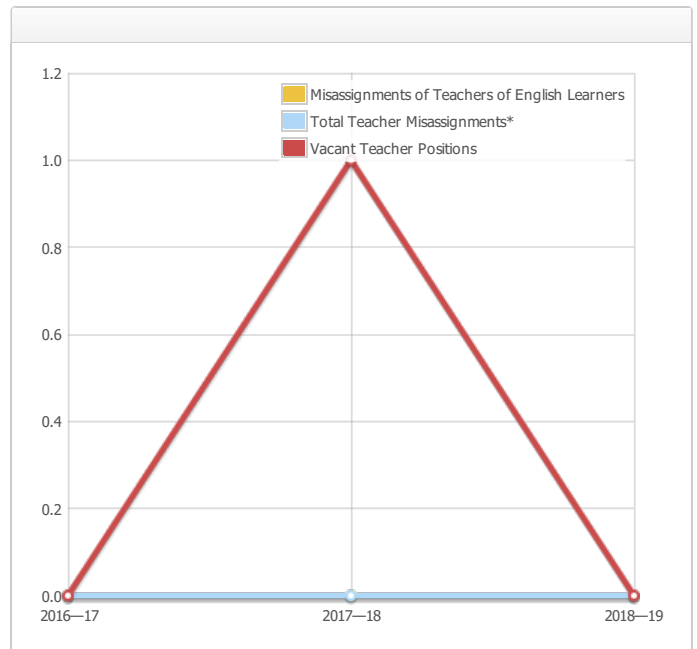
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	22	28	26	690
Without Full Credential	0	0	0	29
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA K SRA/McGraw-Hill OCR/Big Books 2002 ELA 1-5 Reading/English SRA/McGraw-Hill OCR /Anthology 2002 ELD 1-5 Houghton Mifflin Read 180 2012	Yes	0.0 %
Mathematics	MATH K iReady common core Ready CCSS MATH INSTRUCTION -Student book 2017 MATH 1-5 iReady common core Ready CCSS MATH INSTRUCTION -Student book 2017 MATH - Spanish Dual Immersion K-2 iReady common core Ready CCSS SPANISH MATH INSTRUCTION -Student book 2017	Yes	0.0 %
Science	SCI K Houghton Mifflin Harcourt School Publishers California Science Kindergarten Big Book 2007 SCI 1-5 Houghton Mifflin Harcourt School Publishers California Science Lv. 1-5 2007 SCI- Spanish Dual Immersion K Houghton Mifflin Harcourt School Publishers California Ciencias Kindergarten Big Book 2007	Yes	0.0 %
History-Social Science	HSS K Scott Foresman History-Social Science for California: Learn & Work 2006 HSS 1 Scott Foresman History-Social Science for California: Time and Place 2006 HSS 2 Scott Foresman History-Social Science for California: Then and Now 2006 HSS 3 Scott Foresman History-Social Science for California: Our Communities 2006 HSS 4 Scott Foresman History-Social Science for California Our California 2006 HSS 5 Scott Foresman History-Social Science for California: Our Nation 2006 HSS-Dual Immersion K Scott Foresman Spanish- History Science for California: Learn & Work 2006 HSS - Dual Immersion 1 Scott Foresman Spanish - History-Social Science for California: Time and Place 2006 HSS - Dual Immersion 2 Scott Foresman Spanish - History-Social Science for California: Then and Now 2006 HSS - Dual Immersion 3 Scott Foresman Spanish - History-Social Science for California: Our Communities 2006 HSS - Dual Immersion 4 Scott Foresman Spanish - History-Social Science for California: Nuestra California 2006 HSS- Dual Immersion 5 Scott Foresman History-Social Science for California: Nuestra Nacion 2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

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

The campus currently houses 27 classrooms in the permanent buildings, including a science lab, library, a garden/cooking room doubling as a parent room, and a preschool classroom. The campus also has an auditorium, a separate cafeteria, a health office, a large playground, and two smaller playgrounds for our kindergarten and preschool programs. The portable classrooms house four additional regular classes as well as our RSP and speech and language programs, academic intervention services, and a book room housing leveled texts for classroom use. In addition, a new play structure was added in the fall of 2016 to positively contribute to our students' experiences at play during recesses.

Cleaning Process

Jackson Magnet STEM Dual Language Academy provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Jackson Magnet STEM Dual Language Academy's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Last updated: 1/24/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Poor	Room B105: Unsecured items are stored too high Room B202: Unsecured items are stored too high. Cluttered classroom or storeroom Room B206: Unsecured items are stored too high. Cluttered classroom or storeroom Room B207: Unsecured items are stored too high. Cluttered classroom or storeroom Room B208: Unsecured items are stored too high. Cluttered classroom or storeroom Room F101: Unsecured items are stored too high. Cluttered classroom or storeroom Room F103: Unsecured items are stored too high. Cluttered classroom or storeroom Room F104: Unsecured items are stored too high. Cluttered classroom or storeroom Room F109: Unsecured items are stored too high. Cluttered classroom or storeroom Room F201: Unsecured items are stored too high. Cluttered classroom or storeroom Room F203: Unsecured items are stored too high. Cluttered classroom or storeroom Room G102: Unsecured items are stored too high. Cluttered classroom or storeroom Work orders submitted
Electrical: Electrical	Poor	Room B110: Improper usage of extension cords or extension cord trip hazard Room B202: Improper usage of extension cords or extension cord trip hazard Room B206: Improper usage of extension cords or extension cord trip hazard Room G101: Improper usage of extension cords or extension cord trip hazard Room G103: Improper usage of extension cords or extension cord trip hazard Room G104: Improper usage of extension cords or extension cord trip hazard Room G105: Improper usage of extension cords or extension cord trip hazard Room G106: Improper usage of extension cords or extension cord trip hazard Staff Lounge: Unsecured items are stored too high Work orders submitted

Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	<p>Room B207: Fire extinguisher is blocked</p> <p>Room G102: Fire extinguisher is out of date or missing tag</p> <p>Room G107: Fire extinguisher is out of date or missing tag</p> <p>Main Office: Fire extinguisher is out of date or missing tag</p> <p>Work orders submitted</p>
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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Last updated: 1/19/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	23.0%	31.0%	43.0%	45.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	21.0%	31.0%	33.0%	35.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/19/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	251	248	98.80%	31.45%
Male	136	134	98.53%	27.61%
Female	115	114	99.13%	35.96%
Black or African American	34	32	94.12%	28.13%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	188	187	99.47%	24.06%
Native Hawaiian or Pacific Islander	--	--	--	
White	23	23	100.00%	78.26%
Two or More Races				
Socioeconomically Disadvantaged	205	202	98.54%	21.29%
English Learners	109	108	99.08%	12.96%
Students with Disabilities	35	35	100.00%	11.43%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	251	249	99.20%	31.33%
Male	136	135	99.26%	30.37%
Female	115	114	99.13%	32.46%
Black or African American	34	33	97.06%	30.30%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	188	187	99.47%	24.06%
Native Hawaiian or Pacific Islander	--	--	--	
White	23	23	100.00%	73.91%
Two or More Races				
Socioeconomically Disadvantaged	205	203	99.02%	22.66%
English Learners	109	108	99.08%	18.52%
Students with Disabilities	35	35	100.00%	14.29%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/2019

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.5%	19.0%	7.9%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/19/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Parents and members of the community are very supportive of the educational programs at Jackson Magnet. Parents can participate in the Parent Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Council (ELAC), Dual Language Immersion Program Parent Advisory Council (DLIP PAC), African-American Parent Council (AAPC), and the Garden Committee. Parents are encouraged to volunteer in classrooms, in the library, in the garden, at special events, and as Reading Partners tutors. They can also participate in many Parent Education classes provided through partnerships, the school site, and the school district. Jackson Magnet has formed a number of partnerships with local community businesses and organizations including the following:

Altadena Rotary Club
 Altadena Town Council
 Amigos de los Rios
 Armory Center for the Arts
 Audubon Society
 Boy Scouts
 California Institute of Technology (Caltech)
 Community Science Academy
 Day One
 Garden School Foundation
 Girl Scouts
 Huntington Hospital
 Jet Propulsion Laboratories (JPL)
 Kids Reading to Succeed (KRS)
 kNOw Waste
 La Cañada Methodist Church
 Oakwood Brass
 Pasadena Audubon Society
 Pasadena Education Network (PEN)
 Pasadena Educational Foundation (PEF)
 Pasadena Masons
 Pasadena Rotary Club
 Pasadena Youth Symphony Orchestra
 Reading is Fundamental (RIF), Pasadena Chapter
 Raising a Reader (RAR)
 Reading Partners
 Side Street Projects
 Young and Healthy

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

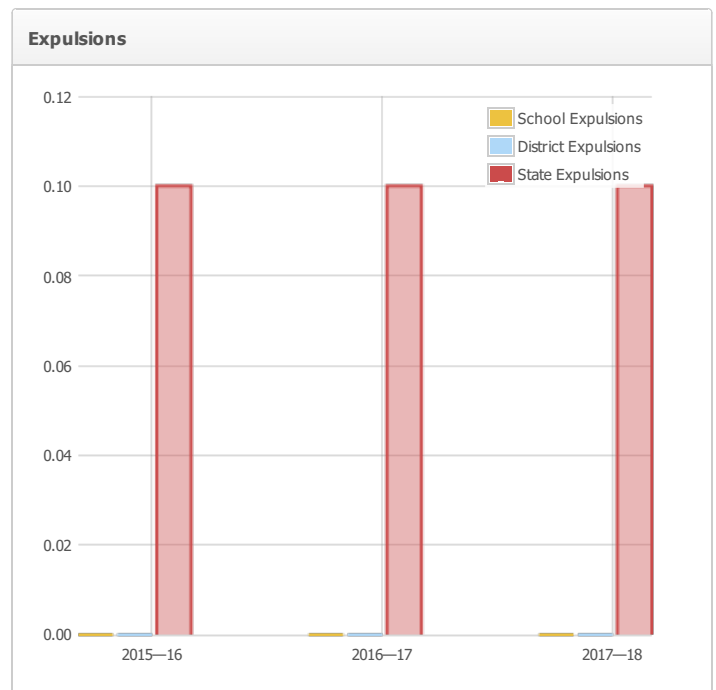
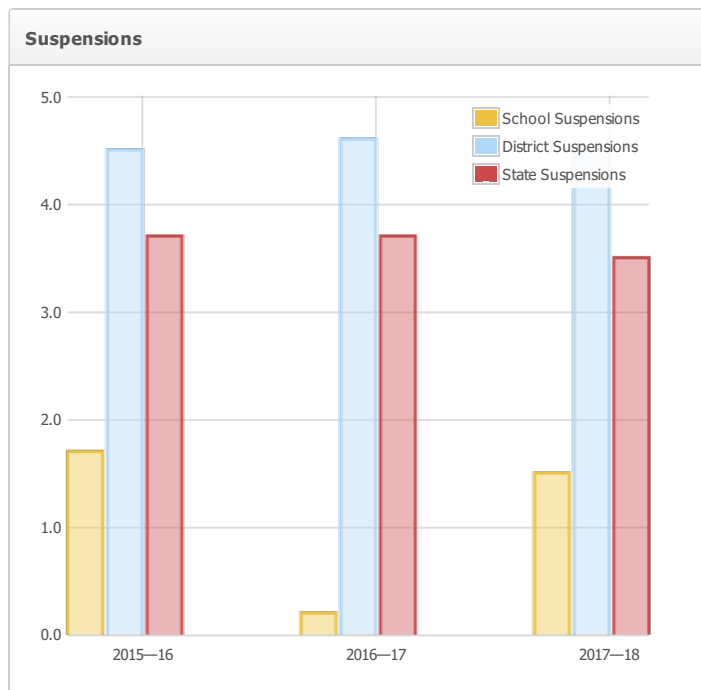
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.7%	0.2%	1.5%	4.5%	4.6%	4.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/19/2019

School Safety Plan (School Year 2018—19)

The safety of students and staff is of primary concern at Jackson STEM Dual Language Magnet Academy. To ensure maximum security, only the main gate is open during school hours, and it leads directly into the main office. Visitors to the campus must sign in at the front office and wear a visitor's pass at all times. Optimum supervision is provided to provide the safety of each student before school, at recess, during lunch, and after school. Supervision is a responsibility shared among project aides, support staff, noon assistants, teachers, and the administration.

The School Site Safety Plan is revised annually in the fall by the principal and reviewed by teachers, staff, and the School Site Council. The Safety Plan was most recently updated and agreed upon in October 2018. Key elements include an evacuation plan in response to emergencies, a positive behavior management plan, methods to improve attendance, and school-to-home communication.

Jackson Magnet is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and intruder drills are conducted on a regular basis throughout the school year.

Last updated: 1/19/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0	1	4	
1	22.0	1	4	
2	23.0	1	3	
3	21.0	2	1	
4	25.0		2	
5	34.0			2
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0	2	3	
1	24.0	1	4	
2	23.0		4	
3	20.0	1	4	
4	29.0		2	
5	31.0		2	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	2	3	
1	23.0	2	3	
2	23.0		5	
3	27.0		3	
4	28.0		3	
5	28.0		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/19/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	5.1	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/22/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7284.4	\$1595.5	\$5688.9	\$69870.5
District	N/A	N/A	\$5978.7	\$74041.0
Percent Difference – School Site and District	N/A	N/A	-5.0%	-5.8%
State	N/A	N/A	\$7125.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-22.4%	-13.1%

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

Last updated: 1/19/2019

Types of Services Funded (Fiscal Year 2017—18)

Jackson Magnet has 26 full-time classroom teachers as well as instructional support staff: one preschool teacher, and 3 full-time, out-of-classroom teachers who provide services to our teachers, parents, and students (an EL/Instructional Coach, DLIP TOSA, and a STEM teacher), support our STEM program, assist with Common Core-aligned lesson development, support the language needs of our English and Spanish language learners, and help teachers address the academic needs of each of our subgroups. In addition, we employ the services of a full-time RSP teacher, a 40% speech and language specialist, a 20% psychologist, and approximately 20 additional caring classified/hourly staff members who provide a variety of school services directly affecting student success (during class time and after school). Working four days out of the week at Jackson, our music teacher services our students in grades K-5. Classified staff includes a part-time library coordinator who serves as our scientist-in-residence and works with both teachers and students.

In addition to our STEM academy, Jackson Magnet is the home of the popular Spanish/English Dual Language Immersion Program. Beginning with one kindergarten class in the 2012-13 academic year, we added a grade each year until dual language immersion was offered from preschool to fifth (in 2017-18). In the 2018-19 school year, we will house eighteen DLIP classes: two preschool classes, three kindergarten classes, three first grade classes, three-second grade classes, 3 third grade classes, 2.5 fourth grade classes, and 1.5 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 STEM focus, our students receive science instruction in two languages, capitalizing on their common Latin roots and enhancing their vocabularies in English as well as in Spanish.

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

Last updated: 1/22/2019

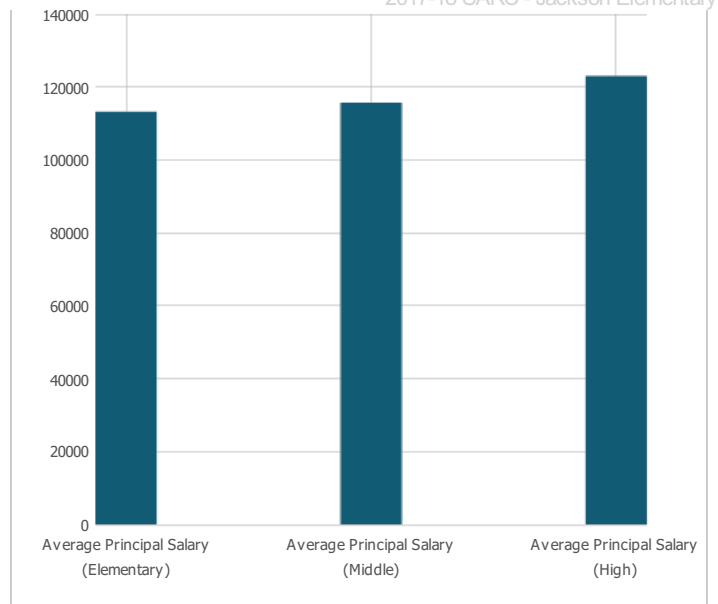
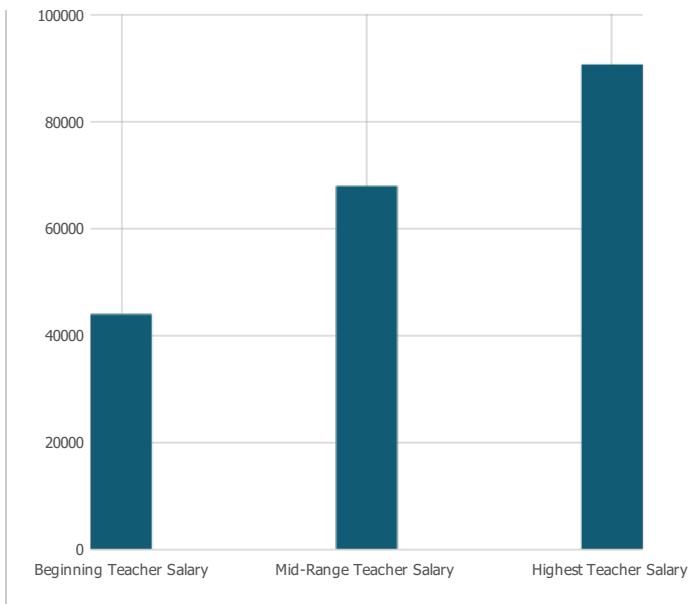
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,901	\$49,512
Mid-Range Teacher Salary	\$67,859	\$77,880
Highest Teacher Salary	\$90,585	\$96,387
Average Principal Salary (Elementary)	\$113,223	\$123,139
Average Principal Salary (Middle)	\$115,692	\$129,919
Average Principal Salary (High)	\$123,024	\$140,111
Superintendent Salary	\$265,000	\$238,324
Percent of Budget for Teacher Salaries	30.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/19/2019

Professional Development

There were a total of 310 days of professional development provided during the 2016-17, 2017-2018, and 2018 -2019 school years. Disaggregated by year there were 134 days offered in 2016-17, 133 days in 2017-2018 and 43 in 2018 - 2019 through December. There are 25 additional days scheduled between January 2019 and May 2019.

The major areas of focus of over the past three school years for has been around literacy, math implementation and science. Literacy professional development has included Reading Units of Study Workshop, Writing Units of Study, Building Educator Assessment Literacy workshops, and Reading and Writing summer institutes. Math professional development has consisted of initial implementation for adopted programs K - 12, math workshop model for secondary, and progress monitoring through data use. Science professional development has been frontloading and preparing for the newly adopted NGSS. The types of professional development offered were based on the need to implement and provide support for the District's literacy initiative, the adoption of new math materials K- 12 and the impending and subsequent adoption of the new science standards.

Professional development has been delivered in various forms. Institutes and workshops have been offered during the summer as well as cohorts during the school day. Site based instructional coaches have provided professional development during some A-Mondays based on the training they have received. In addition there has been job embedded support and professional development provided through instructional rounds and in-class mentoring and coaching.

Last updated: 1/24/2019