

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jackson STEM Dual Language Magnet Academy	19-64881-6021620	May 27, 2021	6/30/2021

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

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

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 2020-21 School Year, we have served between 655-662 students in grades K-5 and an additional 29 students in our preschool program (for a total of 691 students in PK-5th grade). The inequity is created by the documented increase of student enrollment between the 2015-16 and 2020-21 school years and the decreases in personnel experienced within those years. In 2015-16, Jackson enrolled 497 students in K-5th grade, and by 2019-20, we had experienced a total gain of 150 students. It is important to note that in 2011-12, Jackson served 300 students in grades K-5.

In the time frame identified above, we have lost Magnet personnel (as expected), three employees in our Healthy Start Office, our full-time DLIP TOSA, and our part-time community assistant. Subsequently, additional responsibilities have been divided among reduced personnel in order to continue offering instructional assistance to a growing student population. Due to funding restrictions and an increase in the minimum wage, we are currently spending more to maintain the number of playground supervisory personnel in a year with our highest elementary enrollment counts. It will be very difficult to sustain our academic programs and keep our students safe with the continued understaffing of our support personnel. The need for safety and social-emotional support of our students compelled the School Site Council to approve the hiring of a clinical social worker (CSW) in 2019-20. Despite the significant expense, our CSW proved to be an invaluable addition to our team, and the school site will continue to fund her position in 2021-2022.

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

Our custodial staff is also 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. I also have a heavy list of teachers each year that I need to evaluate, including probationary teachers who require three formal observations and four written evaluations every year, including a summative evaluation. There are many additional administrative tasks that only I can complete, as well. The administrative work load has increased significantly 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 classroom furniture and mitigate the effects of time on old classroom desks, chairs, book cases, and cabinets and to continue to purchase books for the implementation of balanced literacy.

School Vision and Mission

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

SCHOOL MISSION:

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

SCHOOL VISION:

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

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

SHARED SCHOOL PHILOSOPHY:

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

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

School Profile

Jackson STEM Dual Language Magnet Academy was built in 1910 and lies nestled in the foothills of the San Gabriel Mountains just a short distance from NASA's Jet Propulsion Laboratory and the Rose Bowl. Historically a neighborhood school, Jackson has become a widely popular school of choice and one of the most popular elementary schools in the

Pasadena USD. Our dedicated staff members work alongside our parents and community members to create a safe and attractive environment that supports learning and provides services to meet the individual needs of our students. Throughout the 2020-21 school year, our school has served 691 students in grades Pre-Kindergarten through 5th grade. Our student population is very diverse and is represented by the following ethnic groups: 9.49% African American, 16.23% Caucasian, 66.77% Hispanic or Latino, 1.69% Asian (including Filipinos), and 5.36% multi-ethnic. Sixty-three percent of our students receive free and reduced lunch. Among our kindergarten through fifth grade students, 19.44% are currently classified as English learners, and 26% of our English learners have been reclassified as English-proficient. About 9.1% 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 2 full-time, out-of-classroom teachers (EL/Instructional Coach 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 50% speech and language specialist, a 20% psychologist, and over 20 additional caring classified and hourly staff members who provide a variety of school services directly affecting student success (during class time and after school). Working 3-3.5 days out of the week at Jackson, our music teacher serves students in grades K-5. Our library coordinator and scientist-in-residence work with students and collaborate with teachers. Both positions are vacant in the 2020-21 school year, but plans are in place to hire new staff to fill these roles in the subsequent school year.

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

S.T.E.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.

Jackson Magnet hosts events to support science and academic instruction in general, both during class time and in the evenings so that parents can enjoy the activities with their children. A partnership with Reading Partners adds to the learning activities and support offered to our students. Field trips also enhance the overall experience. Our 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.

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 (DLIP) option, the inaugural academic year of which was 2012-13. In the 2020-21 school year, our DLI Program has grown to house two preschool classes and 16 elementary classes: three kindergarten classes, three first grade classes, three second grade classes, 3 third grade classes, 2 fourth grade classes, and 2 fifth grade classes. Beginning in kindergarten with a 90/10 model (90% Spanish instruction and 10% English instruction), 10% additional English instruction is added each year until, at the fourth grade level, students spend 50% of their time learning in Spanish and 50% in English. Because of our STEM focus, our DLIP students receive science instruction in two languages, capitalizing on their common Latin roots and enhancing their vocabularies in English as well as in Spanish.

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.” Since 2019-20, services provided by the Garden School Foundation were paid for through our Annual Fund and a grant from Food Corps.

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

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

PARENT INVOLVEMENT

Parent involvement is encouraged through monthly meetings of the Parent/Teacher Association (PTA), English Learner Advisory Committee (ELAC), and School Site Council (SSC), all of which are open to the public. Our African American Parent Council meets about 4 times per year. Our PTA Board is actively involved and collaborates with a large constituency of well over 200 members. All school-to-home communication (including phone, email, and text messages) is provided in English and Spanish, thus accommodating our large population of parents whose dominant language is Spanish (about 20%). Individual student academic results are provided in both languages, as well, and made available and interpreted through trimester report cards, parent conferences, and Student Study Team meetings (SSTs). Translation is available at all parent meetings. Our website is informative, up-to-date, and includes electronic copies of parent newsletters 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 2018-19 school year showed an increase in overall English language arts and mathematics scores among our students. English language arts scores on the May 2019 administration of the CA Assessment of Student Proficiency and Progress (CAASPP) increased by 21.8 points, and overall math scores increased by 18 points. Jackson Magnet has many students who are classified as English learners, forming one of the lowest-performing student subgroups in addition to students with disabilities. We continue to provide services to benefit EL students and students with disabilities, such as in-class interventions and after-school tutoring. Specialized services are provided for our EL students with disabilities. Local formative assessments reveal current trends that project continued significant increases in May 2021 through alternate state testing methods due to the COVID-19 pandemic (students were not tested in May 2020, as was the case throughout California).

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.32%	0.46%	0.5%	2	3	3
African American	12.78%	10.6%	9.4%	81	69	62
Asian	0.63%	0.61%	0.5%	4	4	3
Filipino	1.26%	1.23%	1.5%	8	8	10
Hispanic/Latino	67.03%	66.51%	66.5%	425	433	440
Pacific Islander	0.16%	0.31%	0.2%	1	2	1
White	14.35%	16.28%	16.8%	91	106	111
Multiple/No Response	0.32%	0.46%	0.5%	2	3	3
Total Enrollment				634	651	662

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	105	113	112
Grade 1	115	108	113
Grade 2	116	113	111
Grade 3	114	111	113
Grade 4	98	108	105
Grade 5	86	98	108
Total Enrollment	634	651	662

Conclusions based on this data:

1. There has been a decrease in the percentage of Hispanic students enrolled between the 2016-17 and 2018-19 school years (by 4.87%), although the total number of students in the subgroup continues to grow due to overall increases in enrollment. There has been a 3.55% increase in the enrollment of white students between the 2016-17 and 2018-19 school years, and the number of white students grew from 59 to 91 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 2016-17 school year, there were 547 students in grades K-5, and in 2018-19, the number of students grew to 634. Enrollment stabilized in the 2019-20 school year as the Spanish Dual Language Immersion Program neared its full capacity. Throughout the 2020-21 school year, K-5th grade enrollment fluctuated between 652-662 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	139	109	94	21.9%	16.7%	14.2%
Fluent English Proficient (FEP)	117	140	121	18.5%	21.5%	18.3%
Reclassified Fluent English Proficient (RFEP)	8	28	3	5.2%	20.1%	2.8%

Conclusions based on this data:

1. The number and percentage of English learners declined by 44 students, representing a drop of 11.6%, between the 2016-17 and 2018-19 school years.
2. The number and percentage of students classified as English Proficient increased by 37 individuals, representing a rise of 3.9%, between the 2016-17 and 2018-19 school years. The largest increase occurred between the 2016-17 and 2017-18 school years (a gain of 30 students, or 4.1%).
3. Reclassification rates decreased between the 2016-17 and 2018-19 school years, a drop of 12 individuals, or 5.2%. Students who were reclassified as English Proficient grew significantly by 19 students between the 2016-17 and 2017-18 school years, a growth rate of 10.9%. In the 2018-19 School Year, by contrast, the rate significantly dropped, reflecting the reclassification of only 8 students, or 5.2% by the CALPADS deadline, a decrease of 31 reclassified students, or a decline of 16.1% when compared to the prior year. The decrease in the number of reclassifications was due to a CDE change in criteria that raised the standards in ELPAC results used for the reclassification of English learners.

By the Fall of 2019, data demonstrated that there had been a total of 28 reclassified students in the 2018-19 school year, according to the CDE Dataquest's rules for calculating reclassification rates and provided by the Language Assessment and Development Department on March 27, 2020.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89	100	113	87	99	113	87	99	113	97.8	99	100
Grade 4	63	87	98	62	86	96	62	86	96	98.4	98.9	98
Grade 5	49	64	82	48	63	81	48	63	81	98	98.4	98.8
All Grades	201	251	293	197	248	290	197	248	290	98	98.8	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2367.	2424.	2428.	12.64	28.28	26.55	9.20	14.14	22.12	24.14	25.25	22.12	54.02	32.32	29.20
Grade 4	2417.	2408.	2467.	16.13	15.12	28.13	9.68	6.98	18.75	20.97	19.77	18.75	53.23	58.14	34.38
Grade 5	2422.	2435.	2440.	4.17	12.70	11.11	16.67	14.29	17.28	18.75	11.11	13.58	60.42	61.90	58.02
All Grades	N/A	N/A	N/A	11.68	19.76	22.76	11.17	11.69	19.66	21.83	19.76	18.62	55.33	48.79	38.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.34	29.29	25.66	27.59	39.39	50.44	62.07	31.31	23.89
Grade 4	11.29	11.63	25.00	41.94	38.37	38.54	46.77	50.00	36.46
Grade 5	6.25	15.87	11.11	33.33	31.75	40.74	60.42	52.38	48.15
All Grades	9.64	19.76	21.38	33.50	37.10	43.79	56.85	43.15	34.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.64	24.24	17.70	28.74	40.40	51.33	58.62	35.35	30.97
Grade 4	14.52	12.79	26.04	33.87	31.40	44.79	51.61	55.81	29.17
Grade 5	8.33	15.87	11.11	33.33	25.40	38.27	58.33	58.73	50.62
All Grades	12.18	18.15	18.62	31.47	33.47	45.52	56.35	48.39	35.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.05	26.26	24.78	56.32	56.57	61.95	35.63	17.17	13.27
Grade 4	12.90	8.14	22.92	46.77	65.12	66.67	40.32	26.74	10.42
Grade 5	4.17	7.94	8.64	62.50	46.03	48.15	33.33	46.03	43.21
All Grades	8.63	15.32	19.66	54.82	56.85	59.66	36.55	27.82	20.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.34	25.25	25.66	45.98	45.45	44.25	43.68	29.29	30.09
Grade 4	17.74	13.95	28.13	40.32	33.72	40.63	41.94	52.33	31.25
Grade 5	8.33	9.52	13.58	43.75	36.51	32.10	47.92	53.97	54.32
All Grades	12.18	17.34	23.10	43.65	39.11	39.66	44.16	43.55	37.24

Conclusions based on this data:

1. The overall percentage of students who met and exceeded standards in English Language Arts has steadily increased, from 22.85% in the 2016-17 School Year to 42.42% in 2018-19, showing an 19.57% gain in the three year time frame. The percentage of students nearly meeting or not meeting standards decreased steadily by 19.57% between 2016-17 (77.16% of the students) and 2018-19 (57.59% of the students).
2. The third and fourth grades demonstrated significant gains in students meeting and exceeding standards in overall English Language Arts scores between the school years of 2016-17 and 2018-19. In the 2018-19 school year, 48.67% of the 3rd grade students and 46.88% of the 4th grade students met and exceeded standards. In 2016-17, the overall percentage for the 3rd grade was 21.84% meeting and exceeding standards (by 2018-19, the percentage more than doubled in the three-year time frame). In 2016-17, only 25.81% met or exceeded standards for the 4th grade, an increase of 21.07% in 3 years. The percentage of students nearly meeting or not meeting standards decreased significantly in the 3rd grade by 26.84%, and in the 4th grade by 21.07% in the 3-year period.
3. There were significant overall increases in the percentages of students exceeding standards in reading, writing, listening, and research/inquiry between the May 2017 and May 2019 administrations of the ELA portion of the CAASPP (11.74%, 6.44%, 11.03%, and 10.9% increases, respectively). At the same time, decreases in the percentages of students not meeting standards were also significant in reading, writing, listening, and research/inquiry (with decreases of 22.02%, 20.49%, 15.86%, and 6.92%, respectively, demonstrating the greatest decreases in lower-performing students in the area of reading). Increases in students above standard in writing were more modest, and decreases in below standard scores were more modest in the area of research and inquiry. The focus of professional development needs to center around research, inquiry, and writing to more significantly affect positive change in ELA scores. In 2021-22, targeted instruction and key methods to accelerate rates of learning will need to take place after over a year of remote instruction.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89	100	113	88	99	113	88	99	113	98.9	99	100
Grade 4	63	87	98	63	87	97	63	87	97	100	100	99
Grade 5	49	64	82	48	63	82	48	63	82	98	98.4	100
All Grades	201	251	293	199	249	292	199	249	292	99	99.2	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2392.	2428.	2435.	11.36	19.19	24.78	12.50	28.28	26.55	26.14	22.22	20.35	50.00	30.30	28.32
Grade 4	2431.	2429.	2475.	9.52	10.34	21.65	14.29	13.79	21.65	34.92	34.48	26.80	41.27	41.38	29.90
Grade 5	2420.	2425.	2430.	2.08	4.76	10.98	8.33	11.11	3.66	20.83	20.63	18.29	68.75	63.49	67.07
All Grades	N/A	N/A	N/A	8.54	12.45	19.86	12.06	18.88	18.49	27.64	26.10	21.92	51.76	42.57	39.73

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	34.34	40.71	23.86	29.29	24.78	57.95	36.36	34.51
Grade 4	11.11	12.64	32.99	31.75	27.59	25.77	57.14	59.77	41.24
Grade 5	4.17	9.52	10.98	20.83	20.63	14.63	75.00	69.84	74.39
All Grades	12.56	20.48	29.79	25.63	26.51	22.26	61.81	53.01	47.95

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.23	26.26	29.20	47.73	35.35	43.36	42.05	38.38	27.43
Grade 4	7.94	11.49	23.71	39.68	36.78	45.36	52.38	51.72	30.93
Grade 5	4.17	6.35	8.54	22.92	23.81	28.05	72.92	69.84	63.41
All Grades	8.04	16.06	21.58	39.20	32.93	39.73	52.76	51.00	38.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.77	29.29	34.51	39.77	46.46	38.05	45.45	24.24	27.43
Grade 4	9.52	10.34	26.80	49.21	43.68	42.27	41.27	45.98	30.93
Grade 5	2.08	4.76	10.98	39.58	36.51	30.49	58.33	58.73	58.54
All Grades	10.05	16.47	25.34	42.71	42.97	37.33	47.24	40.56	37.33

Conclusions based on this data:

1. The demonstrated general trends in mathematics performance are positive. Overall scores indicate a steady rise in students meeting and exceeding standards in the third and fourth grades (increases of 27.47% and 18.88%, respectively) between the May 2017 and the May 2019 administrations of the math portion of the CAASPP. At the same time, there were significant decreases in the percentages of students nearly meeting and not meeting standards (27.47% in 3rd grade and 19.49% in 4th grade).
2. Fifth grade scores show a slight positive trend between the 2017 and 2019 administrations of the math portion of the CAASPP. There were slight increases (4.07%) in the percentages of students exceeding and meeting standards in the identified time frame. There were very slight decreases in students nearly meeting and not meeting standards in the 3-year period. Specific areas of weakness in content standards must be addressed, and effective interventions are needed to cause significant increases in the percentages of students meeting and exceeding 5th grade standards and significant decreases in the percentages of 5th grade students not meeting the grade level standards.
3. There is evidence of the same trends in the three separate areas of assessment: concepts and procedures, problem solving and data analysis, and communicating reasoning. The third and fourth grades have shown significant positive movement towards students exceeding standards between the 2016-17 and 2018-19 CAASPP administrations, and significant decreases in students scoring in the below average range. In the 5th grade, the trends have also been positive, but the differences are less significant. In communicating reasoning, the percentages of 5th grade students performing below standard have remained stagnant. In 2021-22, targeted instruction and key methods to accelerate rates of learning will need to take place after over a year of remote instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1462.4	1422.8	1474.2	1436.9	1435.0	1389.7	29	19
Grade 1	1453.7	1452.0	1462.7	1473.0	1444.4	1430.4	23	16
Grade 2	1496.4	1477.9	1515.9	1496.2	1476.4	1459.1	27	17
Grade 3	1470.1	1480.8	1473.7	1483.9	1465.8	1477.1	20	15
Grade 4	1507.2	1487.8	1515.7	1480.3	1498.2	1494.9	30	19
Grade 5	1507.9	1504.2	1510.6	1505.2	1504.8	1502.7	23	26
All Grades							152	112

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	58.62	0.00	*	73.68	*	15.79	*	10.53	29	19
1	*	6.25	*	43.75	*	37.50	*	12.50	23	16
2	59.26	5.88	*	58.82		35.29	*	0.00	27	17
3		0.00	*	33.33	*	60.00	*	6.67	20	15
4	*	0.00	50.00	47.37	*	36.84	*	15.79	30	19
5	*	11.54	47.83	42.31	*	38.46	*	7.69	23	26
All Grades	32.24	4.46	39.47	50.00	18.42	36.61	9.87	8.93	152	112

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	68.97	31.58	*	42.11	*	15.79	*	10.53	29	19
1	56.52	37.50	*	43.75	*	12.50	*	6.25	23	16
2	81.48	35.29	*	52.94	*	11.76	*	0.00	27	17
3	*	20.00	*	60.00	*	20.00	*	0.00	20	15
4	43.33	31.58	50.00	26.32	*	31.58	*	10.53	30	19
5	52.17	26.92	*	65.38	*	0.00	*	7.69	23	26
All Grades	55.26	30.36	31.58	49.11	7.24	14.29	*	6.25	152	112

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.26	37.93	42.11	*	42.11	*	10.53	29	19
1	*	6.25	*	12.50	*	50.00	*	31.25	23	16
2	*	0.00	44.44	29.41	*	41.18	*	29.41	27	17
3		0.00		6.67	55.00	60.00	*	33.33	20	15
4		0.00	*	15.79	53.33	57.89	*	26.32	30	19
5	*	0.00	*	3.85	*	80.77	*	15.38	23	26
All Grades	15.13	1.79	29.61	17.86	32.89	57.14	22.37	23.21	152	112

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	68.97	21.05	*	73.68	*	5.26	29	19
1	73.91	62.50	*	31.25	*	6.25	23	16
2	74.07	23.53	*	76.47	*	0.00	27	17
3	*	0.00	75.00	73.33	*	26.67	20	15
4	*	15.79	70.00	57.89	*	26.32	30	19
5	*	7.69	69.57	84.62	*	7.69	23	26
All Grades	47.37	20.54	45.39	67.86	7.24	11.61	152	112

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.52	21.05	*	68.42	*	10.53	29	19
1	47.83	0.00	47.83	93.75	*	6.25	23	16
2	85.19	35.29	*	64.71	*	0.00	27	17
3	65.00	66.67	*	33.33	*	0.00	20	15
4	90.00	47.37	*	42.11	*	10.53	30	19
5	82.61	92.31	*	0.00	*	7.69	23	26
All Grades	73.68	47.32	19.74	46.43	*	6.25	152	112

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	58.62	89.47	*	10.53	29	19
1	*	12.50	*	50.00	*	37.50	23	16
2	*	11.76	62.96	58.82	*	29.41	27	17
3		0.00	*	33.33	60.00	66.67	20	15
4		0.00	60.00	47.37	40.00	52.63	30	19
5	*	3.85	*	73.08	47.83	23.08	23	26
All Grades	19.08	4.46	50.00	60.71	30.92	34.82	152	112

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	62.07	57.89	*	31.58	*	10.53	29	19
1	*	0.00	78.26	68.75	*	31.25	23	16
2	*	0.00	77.78	82.35	*	17.65	27	17
3	*	6.67	70.00	73.33	*	20.00	20	15
4	*	0.00	66.67	89.47	*	10.53	30	19
5	*	3.85	69.57	88.46	*	7.69	23	26
All Grades	23.03	11.61	63.82	73.21	13.16	15.18	152	112

Conclusions based on this data:

- Overall 2018-19 ELPAC scores indicate that most of our English Learners scored at either Level 3 (50%, with kindergarten representing the highest percentage of students testing at Level 3) or Level 2 (38.46%, made up of mostly 3rd grade students). A significantly smaller percentage test at Level 1 (8.93%), and the smallest percentage of students scored at Level 4 (4.43%). There were 112 English learners in the 2018-19 School Year who took the ELPAC, and in the 2017-18 School Year, there were 152, representing a decrease of 40 students due to reclassification and a smaller number of English learners in grades K-4 when comparing the data from the two school years.
- Oral language scores in 2018-19 demonstrate that the majority of our students (49.11%) were at Level 3, with the 3rd grade having the greatest percentage (60%) of students at this level. The next highest percentage of students tested at Level 4 (30.36%). Students testing at Level 1 represented 6.25% of the English learners tested, although 0% tested at the most limited level in grades 2 and 3. While 67.86% of the students scored at the "moderately well-developed" range in listening, 47.32% scored at the "well-developed range in speaking. A positive trend is noted with the exception of the greater percentage of students at Level 3 than at Level 4 in the oral language domain.
- Written language scores for English learners (ELs) on the 2018-19 administration of the ELPAC demonstrate the greatest percentage of students (57.14%) falling within the Level 2 range and 23.21% falling within Level 1, revealing a lag in the acquisition of literacy skills in the English language, although 60.71% and 73.21% scored at the "moderately well-developed range in reading and writing, respectively, reflecting a positive trend. The domain with the highest percentage of students at the beginning range was reading, at which 34.82% of our ELs scored.

It is important to continue tracking our English learners to carefully monitor their gains in reading comprehension. Continued focus on guided reading with vocabulary support, an emphasis on comprehension, and many

opportunities for independent reading are needed. Continued focus on Writer's Workshop with key mini-lessons strengthening effective writing strategies will continue in the 2021-2022 School Year (after many hours of professional development dedicated district-wide on the Heinemann Units of Study in the 2019-20 School Year).

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
634	61.4	21.9	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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	139	21.9
Foster Youth	3	0.5
Homeless	4	0.6
Socioeconomically Disadvantaged	389	61.4
Students with Disabilities	58	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	81	12.8
American Indian	2	0.3
Asian	4	0.6
Filipino	8	1.3
Hispanic	425	67.0
Two or More Races	20	3.2
Pacific Islander	1	0.2
White	91	14.4

Conclusions based on this data:





1. The number and percentage of students who are socioeconomically disadvantaged (389, or 61.4%) and those who identify themselves as Hispanic (425, or 67%) are by far the most populous subgroups.
2. English learners comprise the next most populous subgroup, with 139 or 21.9%, of our students falling in this category. It is interesting to note that at Jackson, most if not all, of our English learners are also counted in the Hispanic subgroup. It is important to remove the English learner population from that of the Hispanic category when analyzing data to capture the progress of Hispanic students who are proficient in English.

3. The number and percentage of white students (91, or 14.4%) is slightly higher than that of African-American students (81, or 12.8%). The trend continued, and in 2020-21, the percentage of white students rose to 16.23% while the percentage of African American students declined to 9.49%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Yellow		

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 to share best strategies and emphasize the teaching of writing where students need to provide textual evidence for claims. Targeted students need additional push-in intervention during class time and after-school tutoring. Additional leveled texts are needed to provide books of variety and high interest for students who struggle with reading skills. Our goal is to improve our overall scores so that the average performance rate of our students increases to the green category.
2. Overall, our students performed in the same category in math (in the yellow range). Writing and providing evidence for claims is crucial for success in mathematics because students are required to explain their thinking and problem-solving strategies, affecting English learners primarily, but also socially and economically disadvantaged students and students with disabilities. Foundational skills need to be well-developed for continued progress towards green to take place.
3. Our overall suspension rate declined in the 2018-19 school year, causing the significant positive change in categorization from orange to blue. Chronic absenteeism increased in 2018-19, however, causing a decline in categorization from green to orange. Our goal is to continuously improve our attendance rate. Related to a student's desire to come to school would be the climate in his or her classroom, the playground, and the cafeteria. The orange classification in this category signals the need for continued social-emotional instruction, trauma-informed practices, and greater and more effective supervision on the playground. Our school site's clinical social worker played a significant role in the social-emotional health and wellbeing of our students during the 2020-21 school year where school closures were widespread due to the COVID-19 pandemic.

School and Student Performance Data

Academic Performance English Language Arts







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.

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 35.8 points below standard Increased Significantly ++29.4 points 36	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.5 points below standard Increased Significantly ++20.3 points 212	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 84.5 points above standard Increased ++10.7 points 29

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

1. Overall English language arts scores increased by 21.8 points in the 2018-19 school year. The two major subgroups, socioeconomically disadvantaged and Hispanic students, improved at comparable levels to the general population, as evidenced by the classification within the yellow range to describe their progress. Students with disabilities, the lowest performing significant subgroup and representing 38 students, increased ELA scores by 10.5 points. Their improvement in achievement resulted in an orange categorization.
2. All subgroups, including the reported statistically insignificant subgroups, improved their performance in English language arts. Among them, the African-American subgroup (36 students), significantly improved ELA scores by 29.4 points. Although all subgroups are showing positive trends, the white subgroup is the only one performing above standards (84.5 points above the expectations).
3. English learners demonstrated an overall increase of 10.3 points in English language arts on the 2019 administration of the CAASPP. Current English learners, 56 in total, increased their performance by 8.5 points, but tested 112.6 points below standard. In contrast, reclassified English learners declined in performance by 14.5 points, but they are only performing 33.5 points below standard. English only students increased their performance by 22.1 points and are performing 9.9 points above standard. Teachers of English learners need to continue to refine Reader's and Writer's Workshop and Word Work strategies to effectively meet their students' needs and focus instruction on vocabulary development, reading comprehension skills, oral development, and written expression.

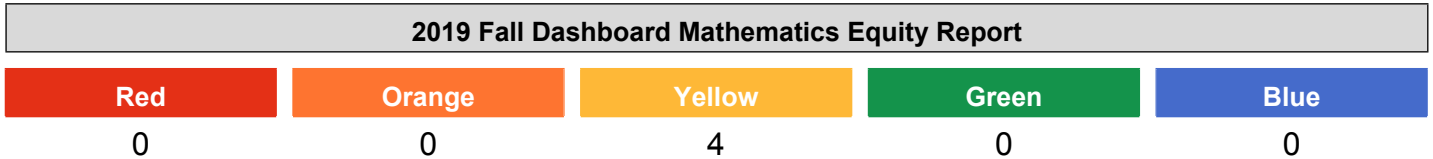
School and Student Performance Data

Academic Performance Mathematics






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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 30.1 points below standard Increased Significantly ++18 points 288	<p>English Learners</p>  Yellow 77.1 points below standard Increased ++6.7 points 104	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Yellow 56.7 points below standard Increased ++12.2 points 211	<p>Students with Disabilities</p>  Yellow 80.2 points below standard Increased Significantly ++25.2 points 38

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 75.3 points below standard Maintained ++2.2 points 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42.6 points below standard Increased Significantly ++17.4 points 212	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 70.5 points above standard Increased Significantly ++20.9 points 29

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.4 points below standard Declined -4.8 points 56	31.3 points below standard Maintained -1.5 points 48	6 points below standard Increased Significantly ++15.8 points 151

Conclusions based on this data:

- Overall math performance was categorized in the yellow range as the average score of all students increased by 18 points. All significant subgroups, including English learners, Hispanics, and socioeconomically disadvantaged students, increased their performance (by 6.7, 17.4, and 25.2 points, respectively) and moved from an orange categorization to yellow. The students with disabilities subgroup was a newly-identified significant subgroup in the 2018-19 School Year.
- All subgroups, including the reported statistically insignificant subgroups, improved their performance in mathematics. Among them, the African-American subgroup (36 students), slightly improved their math scores by 2.2 points. Although all subgroups are showing positive trends, the white subgroup is the only one performing above standards (70.5 points above the expectations).

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

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

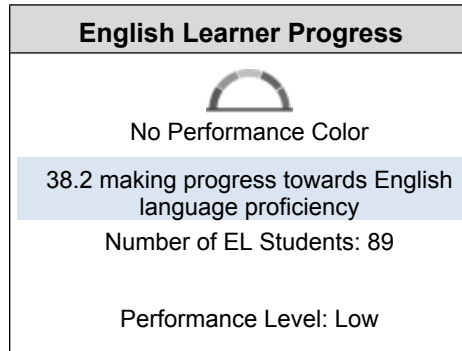
Teachers need continued coaching, time to share best practices, and professional development to refine their strategies when implementing the i-Ready Math program and Math Workshop. Small group organization needs to provide optimum and targeted instruction according to students' assessed needs in procedural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

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.0	33.7		38.2

Conclusions based on this data:

1. Among the 89 English learners represented in this data set, 38.2% are making progress towards proficiency. Most of our English learners (38.2%) progressed by at least one ELPI (English Learner Proficiency Indicator) level. 33.7 percent maintained their ELPI levels, and 28% decreased in performance by one ELPI level.
2. The data demonstrates that our students are making slow progress towards English proficiency. The test results of 10.2% more ELs increased their scores as opposed to decreasing them, but more focused attention is needed to achieve higher proficiency levels on the ELPAC. The goal is to make use of strategies that build academic vocabulary, augment critical thinking and reading comprehension, and develop effective writing skills among our EL students.
3. Professional development is needed for teachers to fully understand the ways to help EL students perform higher on the ELPAC. Data chats and practice tests will help students become accustomed to the types of tasks required on the assessment and fully understand its purpose. Effective strategies for ongoing instructional strategies and the teaching of ELD standards will be a focus of collaborative planning and individual coaching in the 2021-22 academic year.

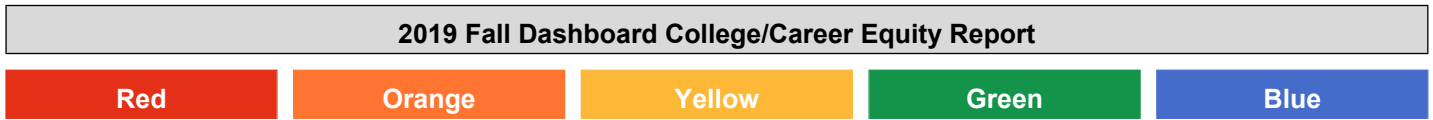
School and Student Performance Data

Academic Performance College/Career

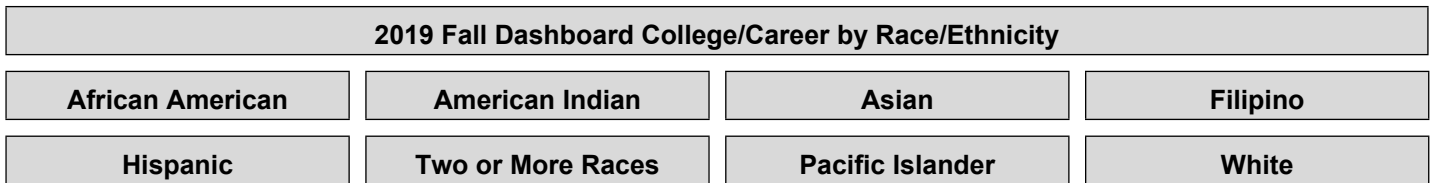
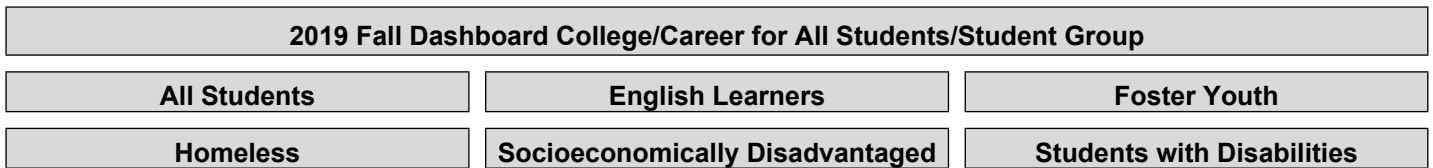
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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.



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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

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

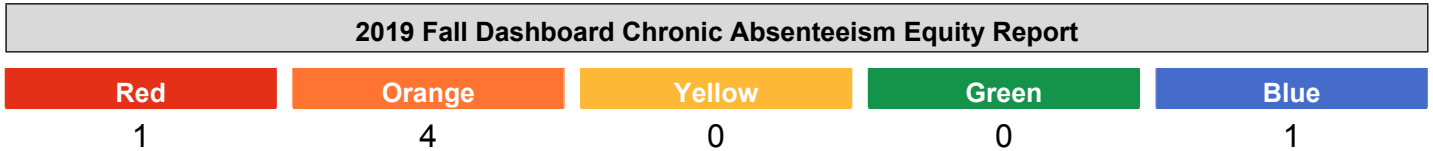
School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 8.7 Increased +1.7 641	<p>English Learners</p>  Orange 9.2 Increased +3.6 141	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p>  No Performance Color 20 30	<p>Socioeconomically Disadvantaged</p>  Red 11.8 Increased Significantly +3.5 432	<p>Students with Disabilities</p>  Orange 6.8 Increased +1.9 73

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

- Chronic absenteeism increased school-wide in the 2018-19 School Year by 1.7 percentage points, including all student groups. Chronic absenteeism rose among socioeconomically disadvantaged students by 3.5%, English learners by 3.6%, and students with disabilities by 1.9%. Socioeconomically disadvantaged students represent the only subgroup within the red category in the 2018-19 school year across every indicator or domain.
- When classified by race/ethnicity, documented cases of chronic absenteeism decreased in the white subgroup (-2.7%), representing the only subgroup categorized as blue. Among the Hispanic subgroup, chronic absenteeism rose by 2.2 percentage points.
- Chronic absenteeism in the 2018-19 School Year was greatest among African-Americans (18.3%), representing a 5.5 increase over the chronic absenteeism rate in 2017-18 (12.8%) for this racial group. Social-emotional support is needed to mitigate social problems that may be affecting the students' desire to come to school, especially among African-Americans. Increased parent engagement and the distribution of information focused on the importance of consistent school attendance may also prove helpful. Our site-based clinical social worker delivered social-emotional lessons in the classroom to mitigate the isolation from peers that many students experienced during the 2020-21 school year.

School and Student Performance Data

Academic Engagement Graduation Rate

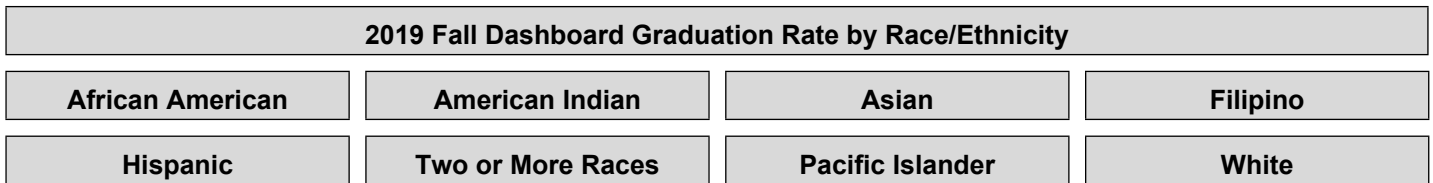
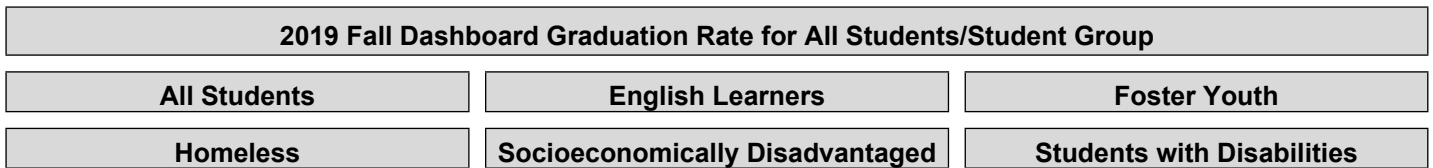
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

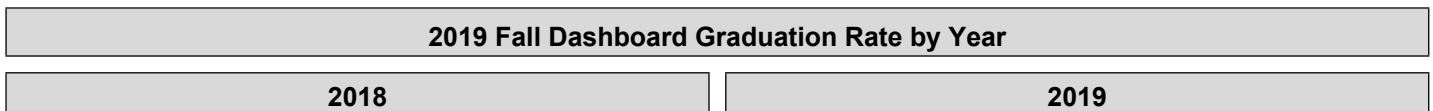
This section provides number of student groups in each color.



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. Not Applicable
2. Not Applicable
3. Not Applicable

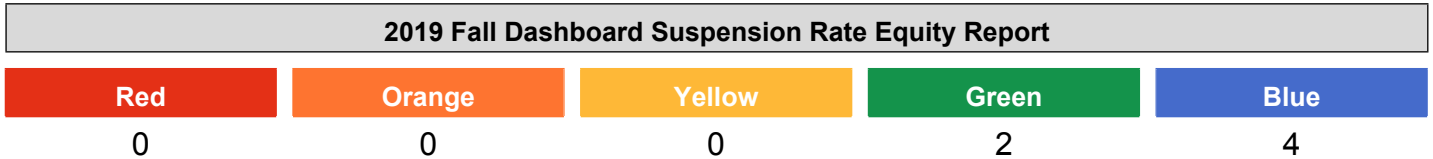
School and Student Performance Data

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.

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 1.2 Declined -3.6 82	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.2 Declined -0.9 435	 No Performance Color 0 Maintained 0 24	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Maintained 0 91

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.5	0.3

Conclusions based on this data:

1. The general student population and every subgroup showed decreases in suspension rates in the 2018-19 school year (-1.1% overall decline). Among the student groups, the socioeconomically disadvantaged group significantly declined by -1.5%, resulting in a suspension rate of 0.2% (and demonstrating a complete reversal in categorization FROM RED TO BLUE when compared to the suspension rate of the 2017-18 School Year). It is notable to add that English learners had 0 suspensions in 2018-19, a decrease of -1.2% over the prior year. Homeless students also had 0 suspensions (not reported in the prior year).
2. When analyzing the data of racial or ethnic groups, Hispanic students decreased their rate of suspension by -0.9%. White students and students of 2 or more races maintained a 0% suspension rate, joining ELs and homeless students in experiencing 0 suspensions in the 2018-19 School Year (resulting in a total of 4 subgroups with 0 suspensions).
3. Although most subgroups and "all students" were categorized within the highest range of blue, students with disabilities and African-Americans were the only two subgroups to be categorized as green. However, both groups experienced declines in suspension rates in the 2018-19 School Year. The suspension rate of students with disabilities declined by -5.2% (having the highest rate of suspension among all subgroups at 1.4%). African-American students were suspended at a rate of 1.2%, a decrease of -3.6% in the 2018-19 School Year over the prior year. We continued to place emphasis on the social-emotional health of our students during the school closures that defined the 2020-21 school year.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

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

Midyear 2021 i-Ready Math Diagnostic results (administered in December 2021) for grades 3-5 will increase by at least 5% over the midyear 2020 administration, resulting in 38.33% of our students or more scoring at the on or above grade level range (Tier 1). Meanwhile, there will be a 5% decrease or more in the students scoring in the "At Risk for Tier 3" range (2 or more grade levels below), resulting in 16% or less of our students in grades 3-5 in need of Tier 3 interventions.

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

Identified Need

In the 2021-22 School Year, it will be necessary to provide ongoing reinforcement and targeted support to ensure our 3rd-5th grade students are mastering foundational skills and concepts necessary to be able to successfully master upper grade mathematical content.

Results of the midyear iReady Math Diagnostic Assessment, administered in December of 2020, showed a 7% gain when school-wide results were compared to the December 2019 administration. Deeper analysis demonstrated that our kindergarten scores had increased significantly when comparing the percentage of K students at Tier 1 (74%) with the kindergarten students who took the midyear assessment in December 2019 (32% at Tier 1), a gain of 42%.

When analyzing midyear iReady Math Diagnostic results for grades 3-5, however, the data revealed an 8.34% decrease in average performance from 41.67% on or above grade level (in December 2019) to 33.33% on or above grade level (in December 2020). Moreover 18.66% of the students in grades 3-5 scored in the lowest tier in December 2019, whereas 21% of the students in grades 3-5 tested in the "At Risk of Tier 3" range in December 2020.

The students at Jackson Magnet had previously demonstrated a trajectory towards continued significant improvement in mathematics and were nearing standard (defined as zero points from meeting standards, or right at the cut point) as measured by the May 2019 administration of the

CAASPP. The mean of all students increased by 18 points over the prior year to reach 30.1 points below standard (a significant improvement from 48.2 points below standard in May 2018). In addition, every subgroup performed within the Yellow range, beginning to close the gap in achievement for our underserved populations.

Nevertheless, 30.1 points below standard is considered to be a low performance level according to the five-by-five color placement grid, the accountability system that establishes five Status and Change Levels for the California Dashboard. There is a need to continue making significant gains each year on the CAASPP to reach what would be considered medium and ultimately, high achievement levels.

There was evidence of the positive trends in the three separate mathematical domains: concepts and procedures, problem solving and data analysis, and communicating reasoning. The third and fourth grades showed significant positive movement towards students exceeding standards between the 2016-17 and 2018-19 CAASPP administrations, and significant decreases in students scoring in the below average range. In the 5th grade, the trends were also positive, but the differences were less significant. In communicating reasoning, the percentages of 5th grade students performing below standard remained stagnant.

There is a need to ensure that foundational skills in math are well-developed to better prepare our 5th grade students for the demands of mathematics course work in middle school and beyond. The ability to effectively communicate reasoning orally and in writing needs to be practiced on a daily basis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
December 2020 Midyear Administration of the i-Ready Math Diagnostic: Grades K-5	December 2020 Midyear Administration of the i-Ready Math Diagnostic Assessment K-5: On or Above Grade Level (Tier 1): 44% School-Wide Two or More Grade Levels Below (At Risk for Tier 3): 18% School-Wide	December 2021 Midyear Administration of the i-Ready Math Diagnostic Assessment: On or Above Grade Level (Tier 1): 49% or more School-Wide Two or More Grade Levels Below (At Risk for Tier 3): 13% or less School-Wide
December 2020 Midyear Administration of the i-Ready Math Diagnostic: Grades 3-5	December 2020 Midyear Administration of the i-Ready Math Diagnostic Assessment - Grades 3-5: On or Above Grade Level (Tier 1): 33.33% Two or More Grade Levels Below (At Risk for Tier 3): 21%	December 2021 Midyear Administration of the i-Ready Math Diagnostic Assessment - Grades 3-5: On or Above Grade Level (Tier 1): 38.33% or more Two or More Grade Levels Below (At Risk for Tier 3): 16% or less

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2019 Administrations of the CAASPP: Mean Score for All Students	Spring 2019 CAASPP Mean Score for ALL STUDENTS: All Students: -30.1 Points Below Standard (Yellow)	Spring 2022 Administration of the CAASPP Mean Score: All Students: -25 Points Below Standard or Higher (Performance Level Change from Yellow to Green)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students will be served using the strategies below.

Strategy/Activity

In the 2021-22 School Year, professional development and instructional focus will be placed on mitigating the learning losses and widening gap in achievement in 3rd-5th grade students after a year of remote instruction and the inequities it revealed among traditionally underserved students. Professional development will be provided for teachers in the multiple tools of Ready Math, i-Ready, and ST Math in conjunction with effective strategies to provide differentiated instruction and the teaching of prerequisite skills to ensure mastery of grade level math standards. PD will include strategies to strengthen basic skills while augmenting critical thinking and engaging in number talks, mini-lessons, and homogeneous small group instruction.

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

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

Extra in-class or after-school support provided in mathematics for at-risk students in grades 3-5 needs to be targeted to meet specific weaknesses and focus on prerequisite skills necessary for

success with grade level standards. Additional intervention in the form of Math Power Hour tutors and other volunteers will be crucial in supporting the needs of our students at all grade levels.

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

Unrestricted funding has been allocated, and listed below, for materials and supplies from Staples to meet our students' needs in the classroom.

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)
112,000	District Funded
3,000	None Specified
5,000	Unrestricted
4,000	Unrestricted

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

1. 2020-21 Midyear Administration of the iReady Math Diagnostic Assessment:

On Grade Level: 42% or more School-Wide: THE GOAL WAS MET. 44% of the students in grades K-5 tested on or above grade level (Tier 1). Kindergarten scores were especially high (77% on or above grade level), positively affecting the school-wide goal.

At Risk: 6% School-Wide: THE GOAL WAS NOT MET. 18% of the students were classified as "At Risk for Tier 3 Interventions."

2. The 2018-19 CAASPP goals for mathematics and the subsequent analysis of their results are explained as follows. Due to school closures and the resulting elimination of state testing requirements in April-May 2020 (and alternate assessments planned for Spring 2021), we will not be able to analyze the student scores until after the Spring 2022 administration of the CAASPP.

The analysis provided refers to the goals set in May 2018 compared to the 2019 results of the Spring CAASPP administration.

A. 2019 Administration of the CAASPP Percentage of Students Meeting and Exceeding Standards:

All Students 2019: 40% (THE GOAL WAS NOT MET, BUT SIGNIFICANT IMPROVEMENT WAS MADE.) The percentage of students meeting and exceeding standards in mathematics was 38.35% (an increase of 7.02% over the results of the May 2018 administration of the CAASPP when 31.33% of the students met and exceeded standards).

B. 2019 Administration of the CAASPP Mean Scores:

All Students 2019 (38.1 Points Below Standards): THE GOAL WAS MET. The mean of all students increased by 18 points over the prior year to reach 30.1 points below standard.

English Learners 2019 (73.8 Points Below Standards): THE GOAL WAS NOT MET, BUT PROGRESS WAS MADE: English learners improved their mean scores by 6.7 points and tested 77.1 points below standard, changing their performance color from ORANGE to YELLOW.

Hispanics 2019 (50 Points Below Standards): THE GOAL WAS MET. The mean of Hispanics increased by 17.4 points over the prior year to reach 42.6 points below standard, changing their performance color from ORANGE to YELLOW.

Socioeconomically Disadvantaged 2019 (58.9 < Standards): THE GOAL WAS MET. The mean of socioeconomically disadvantaged students increased by 12.2 points over the prior year to reach 56.7 points below standard, changing their performance color from ORANGE to YELLOW.

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

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

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

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

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

Changes to the goal would depend upon local and ongoing testing of students showing the effectiveness of implementation (Ready Math unit tests, iReady Diagnostic, and teacher-made

standards tests). Adjustments can be made according to test results as the initially identified students gain proficiency and others demonstrate the need for support. Changes to professional development can be made according to teacher feedback provided via personal contact, surveys, and principal/instructional coach observations.

In the 2021-2022 School Year, grade level meetings and after-school tutoring may not be practical due to possible adjusted instructional schedules, any remote or hybrid learning that may continue, and the need to keep cohorts separate (students would not be able to meet in classes with peers outside their cohorts).

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

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

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

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

Identified Need

Because the i-Ready Reading Diagnostic Assessment was not used in prior years to measure the progress in reading ability among our students, the three administrations of the i-Ready assessment for reading established a baseline in the 2020-21 school year from which progress will be measured in subsequent years, including beginning, middle, and end-of-year scores. A focus on the midyear administration will provide time for teachers to focus on the standards on which their students are having difficulty in preparation for the Spring 2022 administration of the CAASPP.

Growth between the 2020-21 beginning- and middle-of-year administrations of the i-Ready Reading Diagnostic was significant among students in grades 1-5 as they increasingly scored at or above the grade level range (BOY: 35% and MOY: 47%) and slightly reduced the Tier 3 scores, 2+ years below grade level (BOY: 27% and MOY: 25%). The upward trend was further evidenced by the students scoring within one year below grade level in the two administrations (BOY: 38% and MOY 28%). Students in grades 3-5 scoring at grade level or above in the beginning and midyear administrations were as follows: BOY: 33.66%; MOY: 44%. In grades 3rd-5th, 37% of the students scored 2 years or more below grade level at the beginning of the year while at the middle of the year, 33.33% scored at the lowest range. Continued emphasis on refining classroom instruction during Reading Workshop is needed, including targeted differentiation of instruction based on the assessed needs of our students.

Prior to the COVID-19 pandemic that resulted in school closures and remote-only instruction, the students at Jackson Magnet had demonstrated a trajectory towards continued significant improvement in English language arts and were nearing standard (defined as zero points from meeting standards, or right at the cut point) as measured by the May 2019 administration of the CAASPP. Nevertheless, 20 points below standards is considered to be a low performance level according to the five-by-five color placement grid, the accountability system that establishes five Status and Change Levels for the California Dashboard. There is a need to continue making significant gains each year on the CAASPP to approach what would be considered medium and ultimately, high achievement levels.

Between May 2017 and May 2019, there have been significant overall increases in the percentages of students exceeding standards in reading, writing, listening, and research/inquiry (11.74%, 6.44%, 11.03%, and 10.9% increases, respectively). Increases in students above standard in writing were more modest, and decreases in below standard scores were more less significant in the area of research and inquiry when compared with the other three domains (-22.02% in reading, -20.49% in writing, -15.86% in listening, and -6.92% in research/inquiry). The focus of professional development needs to center around writing and its relationship to research and inquiry to more significantly affect positive change in ELA scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-21 Midyear Administration of the i-Ready Diagnostic Reading Assessment	2020-21 Midyear Administration of the i-Ready Diagnostic Reading Assessment On or Above Grade Level: 47% School-Wide 2+ Years Below Grade Level: 25% School-Wide	2021-22 Midyear Administration of the i-Ready Diagnostic Assessment On Grade Level: 52% School-Wide 2+ Years Below Grade Level: 20% School-Wide
2020-21 Midyear Administration of the i-Ready Diagnostic Reading Assessment	2020-21 Midyear Administration of the i-Ready Diagnostic Reading Assessment On or Above Grade Level: 44% (Grades 3-5) 2+ Years Below Grade Level: 33.33% (Grades 3-5)	2021-22 Midyear Administration of the i-Ready Diagnostic Assessment On Grade Level: 49% (Grades 3-5) 2+ Years Below Grade Level: 28.33% (Grades 3-5)
Spring 2019 Administrations of the CAASPP: Mean Score for All Students	Spring 2019 CAASPP Mean Score for ALL STUDENTS:	Spring 2022 Administrations of the CAASPP Mean Score:

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

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

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

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

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

After-school tutoring in English language arts was provided in the 2020-21 school year once a week beginning after the winter holidays (paid for through the Language Assessment and Development Department of the PUSD). The tutoring allowed teachers to provide focused assistance to English learners struggling with English language arts, in particular with reading. I would like to explore ways, in collaboration with LADD to more effectively use funding to provide in-class push-in support for English learners to receive additional assistance during the school day. Students are more alert during the morning hours, and this alternate use of funds may be more effective in meeting their needs. (The expense of \$10,000 is included in the Closing the Gap section.)

LEXIA Core 5 is an effective online platform that provides practice with grade level English language arts skills and beyond, differentiating practice opportunities for our students and filling gaps in learning. Half of a two year contract will be paid for using 2021-22 site funds.

Funding has been allocated for materials and supplies from Staples to meet our students' needs in the classroom.

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)
6,000	None Specified
22,860	LCFF - Supplemental and Concentration (S/C)
715	Title I
570	Title I
6,243.75	Unrestricted
5,000	Unrestricted
1350.00	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

1. The goal for the 2019-20 Midyear Administration of the Informal Reading Inventory (IRI) appears below. We are not able to analyze the results of our strategies due to school closures and subsequent remote instruction from March 16, 2020 until April 13th (grades K- 2) and April 20th (grades 3-5), although approximately one third of our students continued with remote instruction until the end of the 2020-21 school year. We were not able to use the Informal Reading Inventories (DRA2 for English and EDL2 for Spanish reading) in a remote environment; therefore we adopted the online i-Ready Diagnostic reading assessment as an appropriate alternate. Results are not comparable; therefore, an analysis would not be an accurate reflection of our instructional strategies. The goals, as established in May of 2020 were as follows:

On Grade Level: 75% School-Wide (The IRI was not administered in the 2020-2021 school year.)

Below Grade Level: 25% School-Wide (The IRI was not administered in the 2020-2021 school year.)

2. The 2018-19 goals for English language arts and the subsequent analysis of their results are explored as follows. Due to school closures and the resulting elimination of testing requirements in April-May 2020 and alternate measures adopted in May 2021, we will not be able to analyze the student scores in ELA until after the Spring 2022 administration of the CAASPP. The analysis provided refers to the goals set in May 2018 compared to the 2019 results of the Spring CAASPP administration. They are included in this analysis because they will be useful in setting goals for the future administration of the CAASPP.

A. PREVIOUS GOAL set for April 2019: Overall scores on the 2019 administration of the CAASPP will demonstrate an increase of 10.55% in students meeting and exceeding standards, an increase from 31.45% to 42% over the 2018 administration.

RESULTS: The increase in all students meeting and exceeding English language arts standards was 10.97%; THEREFORE, THE GOAL WAS MET.

B. All students and significant subgroups (English learners, Hispanics, and socioeconomically disadvantaged students) will increase their mean scores by at least 15 points each year.

2019 Administrations of the CAASPP Percentage of Students Meeting and Exceeding Standards:

All Students 2019: 42.42% (THE 2019 GOAL WAS MET).

C. 2019 and 2020 Administrations of the CAASPP Mean Scores:

All Students 2019 (26.8 Points Below Standards): THE 2019 GOAL WAS MET. The average scores for all students increased by 21.8 points, resulting in a 2019 mean score of 20 points below standard).

English Learners 2019 (71.4 Points Below Standards): THE GOAL WAS NOT MET, BUT THE SCORES INCREASED. Average EL scores increased by 10.3 points, resulting in a 2019 mean score of 76.1 points below standard).

Hispanics 2019 (42.9 Points Below Standards): THE 2019 GOAL WAS SURPASSED. The average scores for Hispanic students increased by 20.3 points, resulting in a 2019 mean score of 37.5 points below standard.

Socioeconomically Disadvantaged 2019 (50.3 Points < Standards): THE 2019 GOAL WAS MET. The average scores for SED students increased by 16.3 points, resulting in a 2019 mean score of 48.9 points below standard.

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

Currently, we have a library coordinator vacancy we plan to fill for the 2021-22 school year (paid for with LCAP funds).

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

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

Hourly teacher rates for tutoring or push-in services would be paid through the LADD office.

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

Funding for Reading Partners individual tutoring is undetermined at this time. The school district has previously helped to fund this much-needed service, but unforeseen expenses have jeopardized the resources used for this purpose in the past (cost: \$10,000 per year).

SKIES is a platform that facilitates differentiated instructional elements, including independent work and videotaped lessons provided by classroom teachers, creating an ideal environment for small group instruction. SKIES can be used for all subject matter and is an instrument that makes cross-curricular connections feasible and plentiful. The cost of \$1,350 for the 2020-21 school year will most likely be paid via carryover funding or our PEF Annual Fund.

Funding for LEXIA Core 5 will be allocated through LCAP for 2021-22 as part of a 2-year agreement made in September 2020 (for the 2020-21 and 2021-22 school years.)

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 reading and writing activities in the classroom). Adjustments can be made according to test results as the initially-identified students gain proficiency and others demonstrate the need for support. Push-in 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, surveys, and principal/instructional coach observations.

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 3

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

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

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

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

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

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

above by February 2022. A stretch goal will be the percentage of ELs testing on or above grade level to increase by 10%, resulting in 22% testing within or above grade level range on the iReady Diagnostic Exam administered by February 2022.

- The percentage of ELs scoring 2 years or more below grade level will decrease by 5% when compared to the 53% scoring in the lowest range in February 2021, resulting in 48% scoring 2 years below grade level by February 2022. The stretch goal is to reduce the percentage of ELs scoring 2 years or more below grade level by 10%, resulting in 43% scoring in the lowest range on the midyear iReady Reading Diagnostic Exam administered by February 2022.
- The percentage of AAs scoring on grade level or above on the midyear iReady Reading Diagnostic Exam in February 2022 will increase by at least 5% over the 29% who tested on grade level in February 2021, resulting in 34% testing on grade level or above by February 2022. A stretch goal will be the percentage of AAs testing on or above grade level to increase by 10%, resulting in 39% testing within or above grade level range on the iReady Diagnostic Exam administered by February 2022.
- The percentage of AAs scoring 2 years or more below grade level will decrease by 5% when compared to the 39.58% scoring in the lowest range in February 2021, resulting in 34.58% scoring 2 years below grade level by February 2022. The stretch goal is to reduce the percentage of AAs scoring 2 years or more below grade level by 10%, resulting in 29.58% scoring in the lowest range on the midyear iReady Reading Diagnostic Exam administered by February 2022.

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

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

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

The stretch goal will be 10% above standard and 51.11% below standard.

Performance of African-Americans in February 2020 resulted in 20% above standard, 50% near standard, and 30% below standard (however, there were only 10 students tested in this subgroup in February 2020. AAs will perform as follows in February

2022: 25% above standard and 25% below standard on the SBAC IAB PT. The stretch goal will be 30% above standard and 20% below standard.

Identified Need

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

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

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 ELPAC Administration	<p>2018-19 ELPAC Administration:</p> <p>38.2% of ELs demonstrated progress of one ELPI level or more.</p>	<p>2021-2022 Administration of the ELPAC:</p> <p>An increase of one ELPI level or more by 45% of our English learners (in the 2020-21 School Year) will result in MEDIUM OVERALL PROGRESS as measured by the ELPAC.</p> <p>A stretch goal would be for 55% of our English learners to progress one ELPI level, resulting in a HIGH level of progress overall by the end of the 2020-2021 School Year.</p>
2020-21 Midyear Administration of the iReady Reading Diagnostic Exam	2020-21 Midyear Administration of the iReady Reading Diagnostic Exam- Results for English Learners	2021-22 Midyear Administration of the iReady Reading Diagnostic Exam- Results for English Learners

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>and African American students in grades 3-5:</p> <p>ALL STUDENTS IN GRADES 3-5: 44% on or above grade level; 33.33% two years + below grade level</p> <p>1. ELs in grades 3-5: 12% on or above grade level; 53% two years + below grade level</p> <p>2. AAs in grades 3-5: 29% on or above grade level; 39.58% two years + below grade level</p>	<p>and African American students in grades 3-5:</p> <p>1. ELs in grades 3-5: 17% on or above grade level; 48% two years + below grade level, with a stretch goal of 22% on or above grade level and 43% two years or more below grade level.</p> <p>2. AAs in grades 3-5: 34% on or above grade level; 34.58% two years + below grade level, with a stretch goal of 39% on or above grade level and 29.58% two years or more below grade level.</p>
<p>2019-20 5th Grade SBAC IAB Math Performance Task</p>	<p>2019-20 Midyear Administration of the SBAC Math IAB Performance Task: Claim 1 with focus on English Learners and African American students:</p> <p>All 5th Grade Students: 21.05% above standard; 22.11% below standard</p> <p>1. English Learners: 0% above standard; 61.11% below standard</p> <p>2. African-Americans: 20% above standard; 30% below standard</p>	<p>2020-22 Midyear Administration of the SBAC Math IAB Performance Task: with focus on English Learners and African American students:</p> <p>All 5th Grade Students: 26.05% above standard; 17.11% below standard, with a stretch goal of 31.05% above standard and 12.11% below standard.</p> <p>1. English Learners: 5% above standard; 56.11% below standard Stretch Goal: 10% above standard; 51.11% below standard</p> <p>2. African-Americans: 25% above standard; 25% below standard Stretch Goal: 30% above standard; 20% below 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)

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

Strategy/Activity

Professional development is needed for teachers to fully understand the ways to help English learners perform higher on the ELPAC, especially after over a year of remote-only instruction and expected decreases in performance as a result. Effective strategies to teach the necessary skills will be a focus of collaborative planning and individual coaching in the 2021-22 academic year. The Reader's Workshop model must be continuously refined to target students' individual needs and give them multiple opportunities to practice their reading. Our current school-wide focus on Writer's Workshop needs to continue, including increasingly refined implementation of the Writer's Units of Study, goal-oriented mini-lessons, individual writing conferences, and targeted guided writing lessons in small groups.

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

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

After-school tutoring is needed in English language arts for English learners, in particular. I would like to explore the possibility with the Language Assessment and Development Department (LADD) of using the funds for in-class intervention and take advantage of the earlier hours when students are most attentive. The strategy may be more effective in meeting the needs of our EL students. Since the 2018-19 school year, tutoring in ELA for ELs was paid for by LADD (\$10,000).

There is a need for other subgroups to receive after-school tutoring and/or in-class support. One possibility is to extend the hours of our playground aides so that they can support the students that need it most in the classroom.

Targeted support in math is needed for struggling students of all subgroups, but funding is not available at this time for math intervention through push-in services, unless an interventionist or

trained aide (paid by LADD or other district funding source) would be able to provide support in both English language arts and math. The AAPC Math Power Hour, implemented in the 2019-20 School Year, supported a limited number of students in first and second grade classes and helped them progress in their understanding of math concepts. Tutoring in mathematics would also be helpful, but funds for this purpose are limited.

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

LEXIA Core 5 is an Internet-based program used by many of our teachers to support the upward trajectory in English language arts for many of our students, especially during independent work periods. Targeted, individualized per student, and possessing the capacity to track the progress of each, LEXIA provides valuable differentiated support for our students. During school closures in the 2019-20 School Year, the LEXIA CORE 5 program provided consistent practice for our students and an opportunity to continue making progress in specific essential skills.

The RAZ-Kids Internet-based reading assessment/program and electronic leveled library will continue to be funded by the school district for the students in the Spanish dual language immersion program through the 2022-23 school year. The district contract with RAZ-Kids for our English mainstream classes was for a one-year term only. The cost of RAZ-Kids for our 10 English mainstream classes will be paid for by our Annual Fund if not paid for through the school district.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	District Funded
1,920.00	Annual Fund

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

1. AN ANALYSIS OF THE CAASPP GOALS DEVELOPED FOR THE 2020-21 SCHOOL YEAR AS THEY RELATE TO OUR SUBGROUPS FOR ELA AND MATH IS NOT POSSIBLE DUE TO THE SUSPENSION OF STATE TESTING IN THE SPRING OF 2020.

2. AN ANALYSIS OF THE ELPAC GOALS FOR ENGLISH LEARNERS, INCLUDING THE INCREASE OF AT LEAST ONE ELPI LEVEL, IS NOT POSSIBLE DUE TO THE LACK OF DATA FROM THE STATE.

3. AN ANALYSIS OF THE INTERIM GOAL RELATED TO THE RESULTS OF THE INFORMAL READING INVENTORY (IRI), PEARSON'S DRA2 AND EDL2, IS NOT POSSIBLE BECAUSE WE WERE NOT ABLE TO ADMINISTER THE INDIVIDUALLY ADMINISTERED READING ASSESSMENT IN THE REMOTE ENVIRONMENT IMPLEMENTED THROUGHOUT MOST OF THE 2020-21 SCHOOL YEAR.

4. THE RESULTS OF THE MIDYEAR MATH IAB PERFORMANCE TASK (CLAIM 1) FOR 5TH GRADE STUDENTS DO NOT EXIST BECAUSE THE MIDYEAR IAB ASSESSMENTS WERE CANCELED IN THE 2020-21 SCHOOL YEAR.

*THE GOALS ARE INCLUDED BELOW FOR REFERENCE, BUT THE ASSESSMENTS FROM WHICH THE DATA WAS TO BE EXTRACTED WERE EITHER CANCELLED OR THE RESULTS ARE NOT KNOWN AT THIS TIME (IN THE CASE OF THE ELPAC).

The goals to close the achievement gap for students in our significant subgroups have been written to increase scores on the 2021 administration of the CAASPP needed to bring about one color change (ORANGE to YELLOW or YELLOW to GREEN) or two color changes (ORANGE to GREEN or YELLOW to BLUE) on the 5 X 5 Placement Grid Accountability System for the California Dashboard. The goal of one change in performance color as opposed to two changes depends on the distance from the subsequent color for each subgroup.

The goals are meant to be attainable, but a stretch goal is included to describe the points needed to achieve the ultimate desired change in color for the 2020-2021 School Year. Attainable increases in points towards standards would be between 5 and 20; therefore, the first increment listed below for each subgroup will be used to determine whether or not the goal was met.

ENGLISH LANGUAGE ARTS (ELA) PERFORMANCE GOALS for Significant Subgroups include the following:

1. CAASPP ELA Average Distance From Standard for English learners will increase the baseline of -76.1 (ORANGE) from 2019 by a total of 6.1 or more (to reach YELLOW) and end at -70 points or higher. A stretch goal of 71.1 points or more (to reach GREEN) would result in a mean of -5 by the end of the 2020-2021 School Year.

2. CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged students will increase the baseline of -48.9 (YELLOW) from 2019 by a total of 20 points or more (to progress within YELLOW at -28.9 points or higher). A stretch goal of 43.9 points or more (to reach GREEN) would result in a mean of -5 or higher by the end of the 2020-2021 School Year.

3. CAASPP ELA Average Distance From Standard for students with disabilities will increase the baseline of -84.2 (ORANGE) from 2019 by a total of 14.2 points or more (to reach YELLOW) and end at -70 points or higher. A stretch goal of 79.2 points or more (to reach GREEN) would result in a mean of -5 by the end of the 2020-2021 School Year.

4. CAASPP ELA Average Distance From Standard for Hispanic students will increase the baseline of -37.5 (YELLOW) from 2019 by a total of 20 points or more (to progress within YELLOW at -17.5 points or higher). A stretch goal of 32.5 points or more (to reach GREEN) would result in a mean of -5 by the end of the 2020-2021 School Year.

MATHEMATICS PERFORMANCE GOALS for Significant Subgroups include the following:

1. CAASPP Math Average Distance From Standard for English Learners will increase the baseline of -77.1 (YELLOW) from 2019 by a total of 20 points or more (to progress within YELLOW at -57.1 points or higher). A stretch goal of 52.1 points or more (to reach GREEN) would result in a mean of -25 points or higher by the end of the 2020-2021 School Year.

2. CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged students will increase the baseline of -56.7 (YELLOW) from 2019 by a total of 20 points or more (to progress within YELLOW at -36.7 points or higher). A stretch goal of 31.7 points or more (to reach GREEN) would result in a mean of -25 points or higher by the end of the 2020-2021 School Year.

3. CAASPP Math Average Distance From Standard for Students with Disabilities will increase the baseline of -80.2 (YELLOW) from 2019 by a total of 20 points or more (to progress within YELLOW at -60.2 points or higher). A stretch goal of 55.2 points or more (to reach GREEN) would result in a mean of -25 or higher by the end of the 2020-2021 School Year.

4. CAASPP Math Average Distance From Standard for Hispanic students will increase the baseline of -42.6 (YELLOW) from 2019 by a total of 17.6 points or more (to reach GREEN at -25 points or higher). A stretch goal of 42.6 points or more (to reach BLUE) would result in a mean of 0 or higher by the end of the 2020-2021 School Year.

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

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

THE ENGLISH LEARNER GOAL FOR THE 2020-2021 SCHOOL YEAR: An increase from the baseline of 38.2% progress (in the 2018-19 School Year) to an increase of one ELPI level or more by 45% of our English learners (in the 2020-21 School Year) will result in MEDIUM OVERALL PROGRESS as measured by the ELPAC. A stretch goal would be for 55% of our English learners to progress one ELPI level, resulting in a HIGH level of progress overall by the end of the 2020-2021 School Year.

Due to the fact that the Spring 2020 CAASPP was suspended statewide during the time of the COVID-19 pandemic, there will be no state test scores available for comparison by May of 2021, and interim assessments must be used to determine student progress in English language arts and math. Consequently, midyear informal reading inventories (IRIs) will be used to determine the percentage of our students able to read and comprehend grade level text. In math, a recurring concern has been the difficulty level of 5th grade mathematics, requiring strong foundational and conceptual skills to apply towards problem-solving strategies. The midyear SBAC Math IAB Performance Task (PT) for 5th grade will be used to determine the percentage of students who can solve a performance task requiring mastery of grade level skills and well-developed problem-solving strategies. Essential skills not mastered can be determined and reinforced by teachers of 5th grade students, and key prerequisite skills can be strengthened in earlier grades.

At Jackson, teachers use Pearson's DRA2 informal reading inventory to test the ability of our students to read grade level text in English. All 3rd through 5th grade students (including those in the SDLIP and English mainstream programs) and all students in our kindergarten through 2nd grade English mainstream classes take the DRA2. The K-2 Spanish DLIP students are not included in the data because they take the Spanish informal reading inventory only (Pearson's EDL2). The classifications identifying the reading levels of our students range from 1-4 and include the following:

- 1: Below Grade Level
- 2: Slightly Below Grade Level
- 3: On Grade Level
- 4: Above Grade Level

All K-5th grade students, except the K-2nd grade Spanish DLIP students, performed at Level 3 (73.9%). The goal for All Students taking the midyear DRA2 in Winter 2021 will be to increase performance by 5% over the previous year, with a stretch goal of 10%, resulting in a score of 3.2-3.4, or 78.9%-83.9% (on grade level). The goals per subgroup, based on Midyear 2020 DRA2 metrics are reported as follows and can be compared to the performance in 2020 of 3.0, or 73.9% for All Students:

The mean score of English learners on the February 2020 DRA2 was 1.9 out of a rubric of 4, or 48% (below grade level). English learners will improve their performance on the 2021 DRA2 by 5%, with a stretch goal of 10%, resulting in a mean rubric score of 2.1-2.3, or 53%-58% (slightly below grade level) on the February 2021 administration of the DRA2.

The mean score of Students with Disabilities on the February 2020 DRA2 was 1.9 out of a rubric of 4, or 47.3% (below grade level). SWDs will improve their performance on the 2021 DRA2 by 5%, with a stretch goal of 10%, resulting in a mean rubric score of 2.1-2.3, or 52.3%-57.3% (slightly below grade level) on the February 2021 administration of the DRA2.

The mean score of Hispanic students on the February 2020 DRA2 was 2.8 out of a rubric of 4, or 70.6% (slightly below grade level). Hispanics will improve their performance on the 2021 DRA2 by

5%, with a stretch goal of 10%, resulting in a mean rubric score of 3.0-3.2, or 75.6%-80.6% (on grade level) on the February 2021 administration of the DRA2.

The mean score of African-Americans (AA) on the February 2020 DRA2 was 2.6 out of a rubric of 4, or 66.2% (slightly below grade level). AAs will improve their performance on the 2021 DRA2 by 5%, with a stretch goal of 10%, resulting in a mean rubric score of 2.8-3.0, or 71.2%-76.2% (slightly below grade level to on grade level) on the February 2021 administration of the DRA2.

*It is interesting to note that Hispanic students who are proficient in English (FEP) or who are classified as "English only" had a mean score of 3.1 out of a rubric of 4, or 77.5% (on grade level) on the February 2020 administration of the DRA2, exceeding the performance of "All Students."

** White students had a mean score of 4 out of a rubric of 4, or 95.2% (above grade level) on the February 2020 administration of the DRA2, representing the highest performing subgroup.

The midyear 5th grade SBAC Math IAB Performance Task (Claim 1) was administered in February 2020. The results for All 5th Grade Students demonstrated that 21.05% performed above standard, 56.84% performed near standard, and 22.11% were below standard. The goal for All 5th Grade Students, including subgroups, will demonstrate a 5% flow towards exceeding standards on the February 2021 5th Grade SBAC Math IAB Performance Task, with a stretch goal of 10%, ending in 26.05%-31.05% performing above standard and 17.11%-12.11% performing below standard for All 5th Grade Students. The goals per subgroup, based on February 2020 5th Grade SBAC IAB Performance Task metrics are reported as follows and can be compared to the performance of All 5th Grade Students:

Performance of English Learners in February 2020 resulted in 0% above standard, 38.89% near standard, and 61.11% below standard. ELS will perform as follows in February 2021: 5% above standard and 56.11% below standard on the SBAC IAB PT.

The stretch goal will be 10% above standard and 51.11% below standard.

Performance of Students With Disabilities in February 2020 resulted in 10% above standard, 40% near standard, and 50% below standard. SWDs will perform as follows in February 2021: 15% above standard and 45% below standard on the SBAC

IAB PT. The stretch goal will be 20% above standard and 40% below standard.

Performance of Hispanic Students in February 2020 resulted in 12.86% above standard, 64.29% near standard, and 22.86% below standard. Hispanics will perform as follows in February 2021: 17.86% above standard and 17.86% below standard on the SBAC IAB PT. The stretch goal will be 22.86% above standard standard and 12.86% below standard.

Performance of African-Americans in February 2020 resulted in 20% above standard, 50% near standard, and 30% below standard (however, there were only 10 students tested in this subgroup in February 2020. AAs will perform as follows in February 2021: 25% above standard and 25% below standard on the SBAC IAB PT. The stretch goal will be 30% above standard and 20% below standard.

*Performance of White Students in February 2020 resulted in 50% above standard, 40% near standard, and 10% below standard; however, there were only 10 students tested in this subgroup in February 2020.

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

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

Some proposed expenditures are not reported in this section because they will overlap with that which has been reported in other sections of this SPSA (Mathematics and English Language Arts). The district-funded after-school tutoring for English learners is reported in the Proposed Expenditures section above.

Intervention for English learners in English language arts has been funded by the LADD office in the past few years and will most likely continue, providing either after-school tutoring or push-in intervention. This way, any 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 in need of individual support. In 2021-22, it is not clear how Reading Partners will be funded, and the cost per school site is generally \$10,000.00.

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

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

Changes to the goals described above would depend upon local and ongoing testing of students showing the effectiveness of implementation (midyear i-Ready Reading and Math Diagnostic Assessments). Adjustments can be made according to test results as the initially-identified students gain proficiency and others demonstrate the need for support. Intervention would be flexible, and students can be added (or 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. Needed interventions can be added as funds become available.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

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

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

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

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

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

Identified Need

The overall suspension rate at Jackson Magnet in 2018-19 decreased by 1.1% and resulted in an annual suspension rate of 0.3% for ALL STUDENTS in the 2018-19 School Year (representing a Color Change from ORANGE in 2018 to BLUE in 2019 for ALL STUDENTS. The decrease in the suspension rate was also reflected in every subgroup and was particularly noteworthy in the suspension rates for Students With Disabilities (a decrease of 5.2%, resulting in a color change from RED to GREEN) and African-Americans (a decrease of 3.6%, resulting in a color change from ORANGE to GREEN), with results of 1.4% and 1.2%, respectively in 2018-19.

In tough times such as these when unprecedented measures have been taken to slow the spread of COVID-19, students may return to school in the 2021-2022 School Year with a diverse set of heightened social-emotional needs. All school staff would benefit from professional development to respond appropriately when students display difficulties readapting to classroom and school-wide norms. Students would benefit from a consistent school-wide Behavior Rtl Plan.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-19 Yearly Suspension Rates	<p>2018-19 Suspension Rates, including all students and subgroups:</p> <p>All Students: 0.3% (BLUE RANGE)</p> <p>Socioeconomically Disadvantaged (SED): 0.2% (BLUE)</p> <p>Hispanics: 0.2% (BLUE)</p> <p>English Learners: 0% (BLUE)</p> <p>Students With Disabilities: 1.4% (GREEN)</p> <p>African-Americans: 1.2% (GREEN)</p> <p>Whites: 0% (BLUE)</p>	<p>2021-22 Suspension Rates of all students and subgroups:</p> <p>All Students: Maintain <0.5%</p> <p>SED: Maintain <0.5%</p> <p>Hispanics: Maintain <0.5%</p> <p>English Learners: Maintain <0.2%</p> <p>Students With Disabilities: <1%</p> <p>African-Americans: <1%</p> <p>White Students: Maintain <0.2%</p>
February 2021 School-Wide Behavior Rtl Survey	<p>February 2021 Positive School-Wide Behavior Rtl Survey Responses:</p> <ol style="list-style-type: none"> 1. What are the 3 Bs? (20%) 2. Have you received positive praise in the past month? (75%) 3. If someone gets in trouble in class, do you know the consequences? (70%) 	<p>February 2022 Positive School-Wide Behavior Rtl Survey Responses:</p> <ol style="list-style-type: none"> 1. What are the 3 Bs? (increase by 60%, resulting in 80% positive responses) 2. Have you received positive praise in the past month? (increase by 5%, resulting in 80% positive responses) 3. If someone gets in trouble in class, do you know the consequences? (increase by 10%, resulting in 80% positive responses)

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

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

A clinical social worker is needed to provide professional development and strengthen the instructional core outlining positive school-wide structures in which students function according to established norms. The clinical social worker will teach social emotional learning lessons in classrooms on a regular basis (depending on the grade level and the individual schedules of the teachers.) The clinical social worker will help organize small group sessions for social skills training during recesses and lunchtimes and assist in trained individual support of students demonstrating ongoing or extreme negative behaviors, further teaching "at risk" students to positively interact with peers. The clinical social worker will implement and monitor the school-wide Behavior Rtl plan.

In addition to the clinical social worker, a behavior aide is needed to provide peer mediation and classroom support when conflicts arise or when students cannot regulate themselves and cause serious disruptions to the learning environment.

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

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

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)
20,172	Title I
2,265	Unrestricted
94,778	Title I
52,215	LCFF - Supplemental and Concentration (S/C)
21,426	District Funded
4,485	Unrestricted

Annual Review

SPSA Year Reviewed: 2020-21

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.

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

The goals for 2020-21 were based on the results of the Review 360 Universal Screener November 2019 for both Externalizers and Internalizers and set for November 2020 and May 2021. Due to the COVID-19 pandemic and subsequent school closures, it was not possible to administer the Review 360 Universal Screener in the 2021-22 school year. The goals are reported, but we were not able to collect the data to determine if they were met.

Externalizers:

At Risk (Red): 9%, 7% or less

On the Radar (Yellow): 7-9%, 5-7% (The yellow range serves as a conduit between red and green as students flow in from red and flow out to green.)

Not at Risk (Green): 82%, 84% or greater

Internalizers:

At Risk (Red): 5%, 4% or less

On the Radar (Yellow): 6-8%, 4-6% (The yellow range serves as a conduit

between red and green as students flow in from red and flow out to green.)

Not at Risk (Green): 86%, 88% or greater

Data is not available for the 2019-20 and the 2020-21 School Year at this time; therefore, results are analyzed below and measured against the interim goals set for the 2018-19 School Year as a reference to the progress made in reducing suspension rates, especially among our under-served student populations.

The goal is to maintain 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. SEE DETAILED RESULTS BELOW.

2018-19 GOALS FOR SUSPENSION RATES OF ALL STUDENTS AND SUBGROUPS:

All Students: 0.5% (2019) and 0.2% (2020) THE GOAL WAS MET. The overall suspension rate decreased by 1.1% and resulted in an annual suspension rate of 0.3% for ALL STUDENTS in the 2018-19 School Year (Color Change from ORANGE in 2018 to BLUE in 2019 for ALL STUDENTS).

Socioeconomically Disadvantaged (SED): 0.8% (2019) and 0.3% (2020) THE GOAL WAS SURPASSED FOR 2019 AND 2020. The suspension rate for SED STUDENTS decreased by 1.5% and resulted in an annual suspension rate of 0.2% in the 2018-19 School Year (Color change from ORANGE in 2018 to BLUE in 2019).

Hispanics: 0.2% (2019) and maintain 0.2% or less (2020) THE GOAL WAS MET FOR 2019 AND 2020. The suspension rate for HISPANIC STUDENTS decreased by 0.9% and resulted in an annual suspension rate of 0.2% in the 2018-19 School Year (Color change from ORANGE in 2018 to BLUE in 2019).

English Learners: 0.2% (2019) and maintain 0.2% or less (2020) THE GOAL WAS SURPASSED FOR 2019 AND 2020. The suspension rate for ENGLISH LEARNERS decreased by 1.2% and resulted in an annual suspension rate of 0% in the 2018-19 School Year (Color change from ORANGE in 2018 to BLUE in 2019).

Students With Disabilities: 3.6% (2019) and 0.6% (2020) THE GOAL WAS SURPASSED. The suspension rate for STUDENTS WITH DISABILITIES decreased by 5.2% and resulted in an annual suspension rate of 1.4% in the 2018-19 School Year (Color change from RED in 2018 to GREEN in 2019).

African-Americans: 1.8% (2019) and 0.3% (2020) THE GOAL WAS SURPASSED. The suspension rate for AFRICAN AMERICAN STUDENTS decreased by 3.6% and resulted in an annual suspension rate of 1.2% in the 2018-19 School Year (Color change from ORANGE in 2018 to GREEN in 2019).

Like the suspension rate for ENGLISH LEARNERS, the suspension rate for the following subgroups, of which WHITE STUDENTS represent the only significant subgroup, had suspension rates of 0%: WHITE STUDENTS (maintained 0% BLUE),

TWO OR MORE RACES (maintained 0% NO PERFORMANCE COLOR) and HOMELESS (first time reported 0% NO PERFORMANCE COLOR). There were no prior goals written for these subgroups due to their 0% suspension rates in 2018-19 and/or limited number of students enrolled. Nonetheless, the number of students is increasing in each subgroup and one or all may receive a performance color in 2021-2022.

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 5

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

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

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

Identified Need

In the 2019-20 School Year, Jackson's average daily attendance rate was below the goal of 97% and averaged 96.20%. Data was available to calculate the average daily attendance rate for the first 7 months only due to the initial statewide school closures (beginning on 3/16/20) in response to the COVID-19 global pandemic. Growing concerns surrounding the developing COVID-19 pandemic coupled with a severe flu season caused many parents to keep students at home in the Winter of 2020.

In contrast, the 2020-21 school year saw a dramatic rise in the average annual daily attendance rate of 1.54% when compared to the annual average daily attendance rate of 2019-20. Despite the challenges of remote instruction, technological equity issues among families, and the rising cases of COVID-19 in the general community, the annual rate in 2020-21 exceeded the goal of 97% and is documented in Aeries to be 97.74% for the first 8 months of the 2020-21 school year, resulting in a 1.54% gain over the annual average daily attendance rate in 2019-20 of 96.20%.

An effort to closely monitor attendance and communicate with families when problems were noted had a positive effect. The alternate methods of accounting for attendance also contributed to the increase in average rates; therefore, the kind of unprecedented growth reported below may be difficult to sustain.

The average daily attendance rates per month are reported below and will begin with 2019-20 and subsequently report the average daily attendance rates per month of the 2020-21 School Year to date:

Month 1: 97.40% and 97.11% (decrease)
Month 2: 97.31% and 97.42% (increase)
Month 3: 96.55% and 97.09% (increase)
Month 4: 96.32% and 97.73% (increase)
Month 5: 94.90% and 97.43% (increase)
Month 6: 95.78% and 98.21% (increase)
Month 7: 94.95% and 98.47% (increase)

Month 8: Not determined in 2020 and 98.23% in March 2021

The average annual chronic absenteeism rate for 2019-20 was 6.828% in the first 7 months of the school year for which data was available. There was an increase of 0.727% in chronic absentee averages in the 2020-21 School Year, resulting in 7.555% for the first 7 months (August 2020 through March 2021). The reported decrease of 1.9% in chronic absenteeism in 2019-20 when compared to the 2018-19 SY would have resulted in a color change on the CA Dashboard from ORANGE TO GREEN. It is not known how the reported increase of 0.727% in the 2020-21 School Year over 2019-20 will be rated by the state in the face of the pandemic.

- Month 1: 8.74% and 6.86% (decrease)
- Month 2: 5.54% and 9.19% (increase)
- Month 3: 7.22% and 9.52% (increase)
- Month 4: 5.68% and 8.43% (increase)
- Month 5: 6.58% and 7.52% (increase)
- Month 6: 7.18% and 6.31% (decrease)
- Month 7: 6.86% and 6.16% (decrease)
- Month 8: Not determined in 2020 and 6.45% in March 2021

Subgroup data is available only for the 2018-19 School Year at this time. The subsequent summary from the SPSA written in the Spring of 2019 will help to guide the efforts in the 2021-22 SY and can be viewed as general trends:

All subgroups in the 2018-19 School Year experienced increases in chronic absenteeism by 6.8% to 18.3%, with the highest rate of chronic absenteeism documented in our African-American students at 18.3% (representing a 5.5% gain over the 2017-18 School Year in this subgroup). Our socioeconomically disadvantaged children demonstrated an increase of 3.5% in chronic absences, ending in an 11.8% average rate in the 2018-19 School Year. Only our white student subgroup decreased the rate of chronic absenteeism in the 2018-19 School Year (experiencing a 2.7% decline, resulting in an average chronically absent rate of 2.2%).

It is important to engage our African-American and socioeconomically disadvantaged families in school activities and reinforce the message explaining the benefits of school attendance for their children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-21 Yearly Average Daily Attendance Rate	2020-21 Yearly Average Daily Attendance Rate (August 2020 through March 2021): 97.74% Attendance Rate for First 8 Months of the 2020-21 School Year	2021-2022 Yearly Average Daily Attendance Rate of 97% (Maintain)
2020-21 Monthly Average Daily Attendance Rates (Months 1-7)	Monthly Average Daily Attendance Rates in the 2020-21 School Year:	2021-22 Monthly Average Daily Attendance Rates:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Month 1: 97.11% Month 2: 97.42% Month 3: 97.09% Month 4: 97.73% Month 5: 97.43% Month 6: 98.21% Month 7: 98.47% Month 8: 98.23%	Maintain current trends so that the average of the first 8 months of the 2021-22 School Year remains at 97% or higher.
2020-21 Average Chronic Absenteeism Rate for All Students	2020-21 Chronic Absenteeism Rate for All Students: 7.555%	2021-22 Chronic Absenteeism Rate for All Students: All Students: Decrease of 2.555% (from 2020-21), resulting in a yearly chronic absenteeism rate of 5% or Less
2018-19 Average Yearly Chronic Absenteeism Rates per Student Subgroup: Most Recent Data	2018-19 Subgroup Average Chronic Absenteeism Rates (Data set not available for 2019-20 or 2020-21): Socioeconomically Disadvantaged: 11.8% Hispanics: 8.8% English Learners: 9.2% Students with Disabilities: 6.8% African-Americans: 18.3% Whites: 2.2%	2021-22 Subgroup Average Chronic Absenteeism Rates Percent decrease needed to maintain 5% or less chronic absenteeism rate in our subgroups (goal per subgroup in parentheses based on criteria explained above, 2021-22 goal first, and 2022-2023 goal second): Socioeconomically Disadvantaged: -6.8% (Goal: 6.8% or less, 5% or less) Hispanics: -3.8% (Goal: 3.8% or less, maintain 3.8-4.99% or less) EL students: -4.2% (4.2% or less, maintain 4.2-4.99% or less) Students with Disabilities: -1.8% (1.8% or less, maintain 1.8-4.99% or less) African-Americans: -13.3% (15.3% or less, 10.3% or less) Whites: maintain 2.2% through 4.99% or less in both 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 interventions. African-American students will be served through communication with families to increase engagement in school activities.

Strategy/Activity

The importance of average daily attendance will continue to be communicated to parents through meetings and parent education, parent groups, special events, and periodic email and phone blasts. It is important to begin promoting excellent attendance from the very beginning of the school year. Comparisons can be made known to parents of the percentage rates per month in the 2020-21 School Year so that all stakeholders understand the range of improvement needed.

It is especially important to engage our African-American families, inform them of the high chronic absenteeism in African-American students, and implement their suggestions for improving attendance rates.

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

In order to maintain our average daily attendance rate of 97% or greater, we will hold friendly school-wide competitions between our students as incentives.

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 November of 2019 at Jackson was a validation of individual efforts on the part of identified students and parents to improve attendance. A similar event in November 2021 may be effective in curtailing the decreases in average daily attendance typically occurring in December each year (and documented by prior data). Twice a year would be more effective, and the involvement on the part of school district officials and members of the community reinforced the efforts at the school site.

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

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

It is crucial for a school with over 650 students to have an 8-hour attendance clerk, but currently, the position is a 6-hour one. The school site has regularly paid for 2 additional hours, ensuring that the Clerk/Typist position is an 8-hour per day monthly position.

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

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)
12,000	Unrestricted

Annual Review

SPSA Year Reviewed: 2020-21

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.

GOAL: Jackson Magnet will maintain a 97% average daily attendance rate in the 2020-21 School Year.

THE GOAL WAS MET: JACKSON MAGNET MAINTAINED AN ANNUAL AVERAGE DAILY ATTENDANCE RATE OF 97.74% (FOR THE FIRST 8 MONTHS OF THE SCHOOL YEAR).

GOAL: Chronic Absenteeism for all students will drop to 5% or less, resulting in a change of color on the CA Dashboard from ORANGE in 2018-19 to GREEN in 2019-20 and 2020-2021.

THE GOAL WAS NOT MET: JACKSON MAGNET HAD A CHRONIC ABSENTEEISM RATE OF 7.555% IN THE 2020-21 SCHOOL YEAR.

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

DATA IS NOT CURRENTLY AVAILABLE FROM WHICH TO DETERMINE THE RATE OF CHRONIC ABSENTEEISM FOR OUR SUBGROUPS.

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

Our attendance clerk is an 8-hour position due to additional funding provided by the school site. The school district provides a 75% attendance clerk to all school sites. An elementary school of over 650 students needs special consideration and the provision of a 100% attendance clerk to serve all students and to implement the strategies outlined in this section to ensure equity in school attendance and educational opportunity.

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 6

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

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

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

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

Identified Need

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

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

Parent Portal accounts, in addition to the benefits they offer as described above, help to fill the need for increased average daily attendance when parents inform school officials of errors in the reporting of attendance for their children, resulting in a positive change (often, substitute teachers mark

students absent who arrive at school tardy). We need to continue the effort to encourage parents to create and use their own Parent Portal accounts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-21 Virtual Sign-In Sheets or Electronic Google Meet Attendance Reports at English Learner Advisory Committee (ELAC) Meetings	<p>2020-21 Average Attendance at Virtual ELAC Meetings: 6.25 Parents or Members of the Community:</p> <p>September 2020: 9 attendees October 2020: 3 attendees (cancelled) November 2020: 4 attendees (cancelled) December 2020: 6 attendees January 2021: 6 attendees February 2021: 8 attendees March 2021: 7 attendees April 2021: 7 attendees</p> <p>The meetings in October and November were cancelled due to low attendance (6 members are needed to hold a meeting).</p>	<p>2021-2022 Attendance at Monthly ELAC Meetings: 10 Parents/Community Members or More</p> <p>Goal: Average increase of 57.69% (3.75 attendees) across 8 reported months</p>
2020-21 Percentage of Students with One Parent having Access to Aries Parent Portal	<p>2020-21 Percentage of Students with Parents Enrolled in the Parent Portal System:</p> <p>As of April 30, 2021: 73.4%</p>	<p>2021-2022 Percentage of Students with Parents Enrolled in the Parent Portal System:</p> <p>As of April 30, 2022: Increase of 6.6%, Resulting in 80% 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 will benefit from their parents' involvement in ELAC meetings.

Strategy/Activity

To involve the parents of one of the student populations most at risk, English learners, an incentive to take a first step in school participation is needed. In February 2020, we had a spike in attendance when we offered a particular incentive to EL parents that was desired by their children.

Incentives such as homework passes, ice cream scoops, certificates to restaurants, pizza parties, popcorn and a movie, and extra recesses would be promoted by the most important and influential people in the lives of our parents: their children. Many of these incentives were difficult to offer in the 2020-21 school year, but increased attention is needed in this area despite the meeting format. In addition to incentives, listening to the voices of EL parents and offering the information and support they desire would encourage their continued participation.

Our classroom teachers will work with and stay in contact with Special Education specialists on our campus to ensure there is optimum three-way communication between parents, specialist teachers, and classroom teachers. Consistent and individualized strategies (differentiated according to the needs of each student and his/her family) used at home and at school will positively affect the academic achievement and conduct of our students with disabilities.

Continued efforts are needed to help parents establish Parent Portal accounts and learn how to use them to increase communication between home and school and have access to their children's data. An effort in the 2021-2022 School Year on the part of school personnel to offer assistance at different times right before report cards are posted would provide the incentive, support, and flexibility to parents who have not activated Parent Portal accounts. We can have parents create Parent Portal accounts upon registration so new parents will have them from the start. Increased effort and communication at the beginning of the school year would also encourage existing parents to open new or reactivate existing accounts.

In order to successfully implement the strategies above, considering the amount of personal contact necessary, Jackson Magnet is in great need of a 5-hour community assistant to support our parent involvement goals as well as previously unforeseen needs among our families, especially those from traditionally underserved communities who qualify for free/reduced meals.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,193	Title I Part A: Parent Involvement
24,100	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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.

The goals developed for the 2020-21 school year focused on three areas: parent education, parent engagement, and two-way communication. The results were negatively affected by the COVID-19 pandemic and the resulting school closures except for the third goal. Although the ambitious goal of 75% participation was not reached, there was significant increase in the percentage of active Parent Portal accounts among Jackson Magnet families.

1. Parent education classes related to social-emotional learning and brain development were very well received by our parents in the 2019-20 School Year. In order to serve our parents in alignment to our school-wide goals, the strategy of a limited number of focused classes on topics of interest resulted in well-attended and consistent participation at each class. In the 2020-2021 School Year, we will continue to provide parent education opportunities based on the interests of our school community:

OUR GOAL IN THE 2020-2021 SCHOOL YEAR IS TO MAINTAIN AN ATTENDANCE OF 15-25 PARENT PARTICIPANTS AT EACH PARENT EDUCATION OPPORTUNITY, THE TOPICS CHOSEN THROUGH COMMUNITY FEEDBACK.

IT WAS NOT POSSIBLE TO DETERMINE THE ATTAINMENT OF THIS GOAL, NOR WAS IT FEASIBLE TO OFFER SITE-BASED PARENT TRAINING SESSIONS IN THE 2020-21 SCHOOL YEAR. THE SCHOOL DISTRICT PROVIDED INTERESTING, VARIED, AND RELEVANT PARENT EDUCATION CLASSES THROUGH THE FAMILY ENGAGEMENT OFFICE, BUT IT IS DIFFICULT TO DETERMINE HOW MANY JACKSON PARENTS ATTENDED. THE PRINCIPAL CONSISTENTLY PROMOTED THE DISTRICT OFFERINGS THROUGH WEEKLY PARENT MESSAGES THROUGH BLACKBOARD CONNECT.

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

OUR GOAL IN THE 2020-2021 SCHOOL YEAR IS TO INCREASE THE AVERAGE NUMBER OF PARTICIPANTS BY 73% (5.4 ATTENDEES) AT THE MONTHLY ELAC MEETINGS, INCREASING THE AVERAGE OF 13.16 INDIVIDUALS IN THE 2019-20 SCHOOL YEAR TO 18 PARTICIPANTS IN THE 2020-2021 SCHOOL YEAR.

THE GOAL WAS NOT MET. PARTICIPATION RATES DROPPED BY 6.91 INDIVIDUALS FROM AN AVERAGE OF 13.16 PARTICIPANTS IN THE 2019-20 SCHOOL YEAR TO 6.25 PARTICIPANTS IN THE 2020-21 SCHOOL YEAR. THE REMOTE FORMAT PROVED DIFFICULT FOR MANY FAMILIES OF ENGLISH LEARNERS AS THEY TYPICALLY STRUGGLE WITH COMPUTER LITERACY SKILLS AND LONG WORK HOURS (ESPECIALLY AS ESSENTIAL WORKERS DURING A PANDEMIC).

3. Efforts to increase enrollment in Parent Portal were fairly successful in the 2019-20 School Year, but more participation is needed to optimize two-way communication regarding attendance, grades, and academic assessment results between school and home.

OUR GOAL IN THE 2020-21 SCHOOL YEAR IS TO INCREASE THE PARENT PARTICIPATION RATE OF 53.78% IN PARENT PORTAL ACCOUNTS IN THE 2019-20 SCHOOL YEAR BY 21.22%, RESULTING IN A PARTICIPATION RATE OF 75% IN THE 2020-2021 SCHOOL YEAR.

THE GOAL WAS NOT MET, BUT SIGNIFICANT PROGRESS WAS MADE TOWARDS ITS ATTAINMENT. PARENT PORTAL ACCOUNTS INCREASED BY 19.62% FROM THE 2019-20 ACTIVE ACCOUNT REPORT OF 53.78% TO THE 73.4% REPORTED IN THE 2020-21 SCHOOL YEAR. THE PERCENTAGE RATE REFERS TO AT LEAST ONE PARENT OF EACH STUDENT HAVING ACTIVATED A PARENT PORTAL ACCOUNT.

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

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

A community assistant would greatly support school staff and parents in promoting events, parent education offerings, participation in ELAC and other stakeholder group meetings, and Parent Portal accounts. Although added to the SPSA budget, the ability to pay for this position remains uncertain and may depend upon carryover money from the 2020-21 school year, including Title 1 carryover.

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 7

5th grade students took the California Science Test for the first time in May 2019. Due to the COVID-19 pandemic, the CAST was not administered in the spring of 2020, nor will students take it in the Spring of 2022. An assessment of much of the science standards students have learned throughout their elementary education, the CAST provides culminating data of spiraling standards, particularly from the 3rd through the 5th grades. The 2019 administration established a baseline from which subsequent goals each year can be determined.

All 5th Grade Students who take the Spring 2022 CAST will increase the percentage of 17.08% meeting or exceeding standards on the 2019 CAST by 17.92%, with a stretch goal of increasing by 22.92%, resulting in 35% through 40% of students meeting or exceeding standards on the Spring 2021 CAST administration.

All 5th Grade Students who take the Spring 2021 CAST will decrease the percentage of 43.90% not meeting standards on the 2019 CAST by 15.90%, with a stretch goal of decreasing by 20.90%, resulting in 28% through 23% of students not meeting standards on the Spring 2021 CAST administration.

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

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

Identified Need

Science instruction needs to focus strategically on standards so that the 5th grade students will have the knowledge and experience to meet or exceed standards on the 2022 CA Science Test (CAST). Hands-on science activities will be followed by STEMscopes lessons that strengthen the initial understanding of grade level content for all students and prepare them to apply their scientific knowledge to engineering challenges and help them develop keen problem-solving skills. Research skills that extend their knowledge and require students to make claims and provide evidence

supporting their claims will further deepen their critical thinking skills and augment their understanding of how science affects everyday life.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2019 Fifth Grade CA Science Test (CAST)	<p>The Spring 2019 CA Science Test (CAST) Administration established a baseline upon which to determine subsequent goals.</p> <p>Percentage of 5th Grade Students Meeting and Exceeding Standards: 17.08%</p> <p>Percentage of 5th Grade Students Not Meeting Standards: 43.90%</p>	<p>Spring 2022 Administration of the CAST: Percentage of 5th Grade Students Meeting or Exceeding Standards and Reduction of those Not Meeting Standards:</p> <p>Increase by at least 17.92%, resulting in 35% or more of students meeting or exceeding standards. A stretch goal would be to increase by 22.92%, resulting in 40% of students meeting standards.</p> <p>Decrease by at least 15.90%, resulting in 28% or less of students not meeting standards. A stretch goal would be to decrease by 20.9%, resulting in 23% of students not meeting standards.</p>
Fall 2019 5th Grade Science Benchmark	<p>Fall 2019-20 5th Grade Science Benchmark:</p> <p>Mean Score: 47.8%</p>	<p>Fall and Winter 2021-2022 5th Grade Science Benchmarks:</p> <p>Mean Score: 60% or higher</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

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

Teacher collaboration time is essential for grade level teams to augment science-infused lessons in creative ways and offer instruction that is challenging, relevant, and motivational for our students. There is currently a limited budget allocated for substitute teachers to provide classroom teacher release time and enable collaborative planning meetings and coaching sessions. We will, therefore, be strategically using A Mondays to provide time for teacher collaboration and planning. (The expense of \$6,000 for substitute teachers was added to the second target (the goal for ENGLISH LANGUAGE ARTS)).

Our Annual Fund has set aside \$10,000 for a "Scientist in Residence" to provide coaching and consultation to our instructional staff so that we can infuse more varied hands-on experiences for our students and expose them to the most up-to-date discoveries related to the grade level standards they are working on.

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
10,000	Annual Fund

Annual Review

SPSA Year Reviewed: 2020-21

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.

The goal for science that the School Site Council developed in the Spring of 2019 was to determine a preliminary desired target, the accomplishment of which or not would establish a baseline score from which future goals would be determined. The thought was to make the goal ambitious and adjust the results after the 2019 CA Science Test (CAST) results became public. The resulting goal was as follows:

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 2020-21 administrations.

The preliminary goal was not met. Only 17.8% of our 5th grade students met or exceeded standards on the 2019 CA Science Test. The baseline, however, was established and subsequent attainable goals have been determined that include stretch goals, preserving the ambitious quality of the original goal for 2019.

Due to the COVID-19 pandemic and subsequent school closures, the administration of the CAST was cancelled in the Spring of 2020 and 2021. The goals previously set for 2020 will be carried over to the Spring of 2022.

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

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

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

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

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	\$116,856.08
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$116,856.08
Other State/Local Funds provided to the school	\$75,075.00

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 Funding Sources	Allocation (\$)
Title I	\$116,856.08

Subtotal of additional federal funds included for this school: \$116,856.08

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

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$75,075.00

Subtotal of state or local funds included for this school: \$75,075

Total of federal, state, and/or local funds available for this school: \$191,931.08

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	116,856.08	621.08
Title I Part A: Parent Involvement	\$ 1,906.08	-286.92
LCFF - Supplemental and Concentration (S/C)	75,075.00	0.00
Unrestricted	39,261.00	267.25
District Funded	243,426.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Annual Fund	11,920.00
District Funded	243,426.00
LCFF - Supplemental and Concentration (S/C)	75,075.00
None Specified	34,450.00
Title I	116,235.00
Title I Part A: Parent Involvement	2,193.00
Unrestricted	38,993.75

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Debbie Ayala	Classroom Teacher
Sandra Banuelos	Other School Staff
Janneke Briggs	Classroom Teacher
Nicole Cobleigh	Parent or Community Member
Rita Exposito	Principal
Ashlie Geist	Parent or Community Member
Leiva, Nancy	Parent or Community Member
Morrill, Emily	Parent or Community Member
Ashley Nava	Classroom Teacher
Monique Sims	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 27, 2021.

Attested:



Principal, Rita Exposito on May 27, 2021



SSC Chairperson, Monique Sims on May 27, 2021

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

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2021-22, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,700,119.03:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2021-22 is as below:

School: Jackson

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,700,119.03	9651	\$176.16	418	\$73,634.88



**Pasadena Unified School District
Child Welfare, Attendance & Safety**

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Jackson Stem Dual Language Magnet Academy	Principal: Rita Exposito
School Number: 28	Counselor: N/A
Date Completed: May 6, 2021	Principal Signature: <i>Rita Exposito</i>

Goal: Increase the percentage of students attending at 96% or higher.

2020-21 Current ADA Percentage 97.7% (first 8 months)	2020-21 ADA Short Term Goal Maintain 97%	2021-22 ADA Long Term Goal Maintain 97%
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Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN

Strategy & Activity Description	Target Audience/s:	Frequency	Measure of Success:
Continue to communicate to all families the importance of consistent student attendance in school.	All students and their parents	Daily/Weekly/Monthly/Yearly: Ongoing at every event and through weekly communications on Blackboard Connect (monthly attendance reports).	Monthly attendance reports generated on Aries
Continue to motivate students to attend school daily by providing in-class daily/weekly incentives and school-wide individual and class incentives each trimester.	All students and their parents	In-class: daily or weekly, depending on classroom teacher School-wide: once a trimester	Goal is to develop an individualized plan and apply interventions to 80%-100% of students who have been identified on a monthly basis.



Pasadena Unified School District Child Welfare, Attendance & Safety

<p>Identify any pupil that is struggling with the transition from remote learning or the hybrid setting of 2020-21 to in-class learning in 2021-22 and create a plan based on the pupil's situation (mental or physical health concern, attendance, class engagement, family situation)</p> <p>Identify any pupil who is chronically absent (a pupil who is absent from school for 10% or more of the school days in one school year) and apply appropriate interventions: Truancy Letters, SART/SARB, SST, Tier II Interventions, Counseling, Mentoring, etc.</p>	<p>Students struggling with transitioning back to in-class learning identified through attendance, behavioral, and remote learning participation data</p> <p>Chronically absent students (pupils who are absent from school for 10% or more of days in one school year)</p>	<p>Identify students struggling to return to school using AERIES queries, office referrals, no show lists, and remote learning participation rates.</p> <p>Queries on AERIES will be run on a monthly basis to identify chronic students.</p> <p>Apply interventions on an ongoing basis.</p>	<p>Improve the attendance of 50% or more of identified students. This will be assessed on a quarterly basis.</p>
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GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	Target Audience/s	Frequency	Measure of Success
<p>Utilize Social Emotional Learning curriculum to address students' anxiety related to the aftermath of Covid-19 and returning to school.</p> <p>Teachers will utilize motivational strategies, such as a point system, towards Fun Friday, to encourage consistent student daily attendance.</p>	<p>All students</p> <p>All Students</p>	<p>Daily/Weekly/Monthly/Yearly Social Emotional Learning lessons to be taught on a weekly basis.</p> <p>Daily allocation of points and weekly rewards.</p> <p>Include attendance messages each month.</p>	<p>-reduced number of absences</p> <p>-reduced number of truant absences</p> <p>-reduced chronic absentee rate</p>



Pasadena Unified School District Child Welfare, Attendance & Safety

Create publications delineating attendance expectations (weekly Sunday Night Blasts, PTA Messages, bulletin board displays)	All Parents	On a monthly basis	
GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
Trauma informed and restorative practices are used to build relationships with all students and promote regular attendance during the transition from remote learning to in-class.	All students All teachers (through professional development)	Ongoing	Maintain a 97% average daily attendance rate which will be assessed at the end of the school year.
Perfect attendance celebrations with the principal, including individual awards and a class award per grade for the highest average daily attendance.	All students and parents	Trimester celebrations and awards	The plan will be monitored for progress by assessing ADA figures at every attendance month.
Recognize students who the most improved attendance twice a year.	Students at risk and their parents	Trimester and End-of-Year Awards	



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

If... Then... So that... Which leads to...
(Theory of Action for Jackson STEM Dual Language Magnet Academy)

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

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

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

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

WHICH LEADS TO

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



Pasadena Unified School District

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

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

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

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

WHICH LEADS TO

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



[SARC Home](#) » Jackson Elementary

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Rita Exposito, Principal

- Principal, Jackson Elementary



About Our School

Welcome to Jackson STEM Dual Language Magnet Academy, a unique and nurturing elementary school community that provides an innovative approach to teaching and learning, infusing our STEAM curriculum across disciplines to inspire the next generation of scientists! Our community actively explores the varied ways to support an upper tier, cross-curricular academic program emphasizing science, technology, engineering, arts, and math (STEAM). 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. We offer varied opportunities for our students and challenge them to make deeper interdisciplinary connections.

The 21st century has become a highly technological and global era, one where marketable advantages include an education rich in the STEAM disciplines and the ability to speak multiple languages. Therefore, as an option for parents, Jackson is exceedingly proud of its Spanish/English dual language immersion program (SDLIP), serving both Spanish- and English-dominant students with the goal of nurturing bilingualism, bi-literacy, and bi-cognitive thinking. In a highly competitive world of innovation, math and science are crucial disciplines, equipping our students with valuable, well-sought-after skills. When enhanced with early instruction in a foreign language, students will be prepared for success in the 21st century.

Contact

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

Phone: 626-396-5700

Email: exposito.rita@pusd.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2020–2021)	
School Name	Jackson Elementary
Street	593 West Woodbury Rd.
City, State, Zip	Altadena, Ca, 91001-5464
Phone Number	626-396-5700
Principal	Rita Exposito, Principal
Email Address	exposito.rita@pusd.us
Website	http://jackson.pusd.us
County-District-School (CDS) Code	19648816021620

School Description and Mission Statement (School Year 2020–2021)

Jackson STEM Dual Language Magnet Academy was built in 1910 and lies nestled in the foothills of the San Gabriel Mountains just a short distance from NASA's Jet Propulsion Laboratory and the Rose Bowl. Historically a neighborhood school, Jackson has become a widely popular school of choice and one of the most popular elementary schools in the Pasadena Unified School District. Our dedicated staff members work alongside our parents and community members to create a safe and attractive environment that supports learning and provides services to meet the individual needs of our students. Our school serves 685 students in grades Pre-Kindergarten through 5th grade. Our student population is very diverse and is represented by the following ethnic groups: 12.78% African American, 14.35% Caucasian, 67% Hispanic or Latino, and 2.05% Asian (including Filipinos and Pacific islanders). Sixty-three percent of our students receive free and reduced lunch. Among our kindergarten through fifth grade students, 21.9% are English learners, and 9.1% are students with disabilities. As of August 2015, some of our students have fed into Washington STEAM Multilingual Academy and subsequently attended John Muir High School. Jackson's students also have the choice of enrolling at Blair IB Middle and High School to continue with the Spanish/English Dual Language Immersion Program.

School Mission Statement

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

School Vision Statement

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

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

Staff Philosophy

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

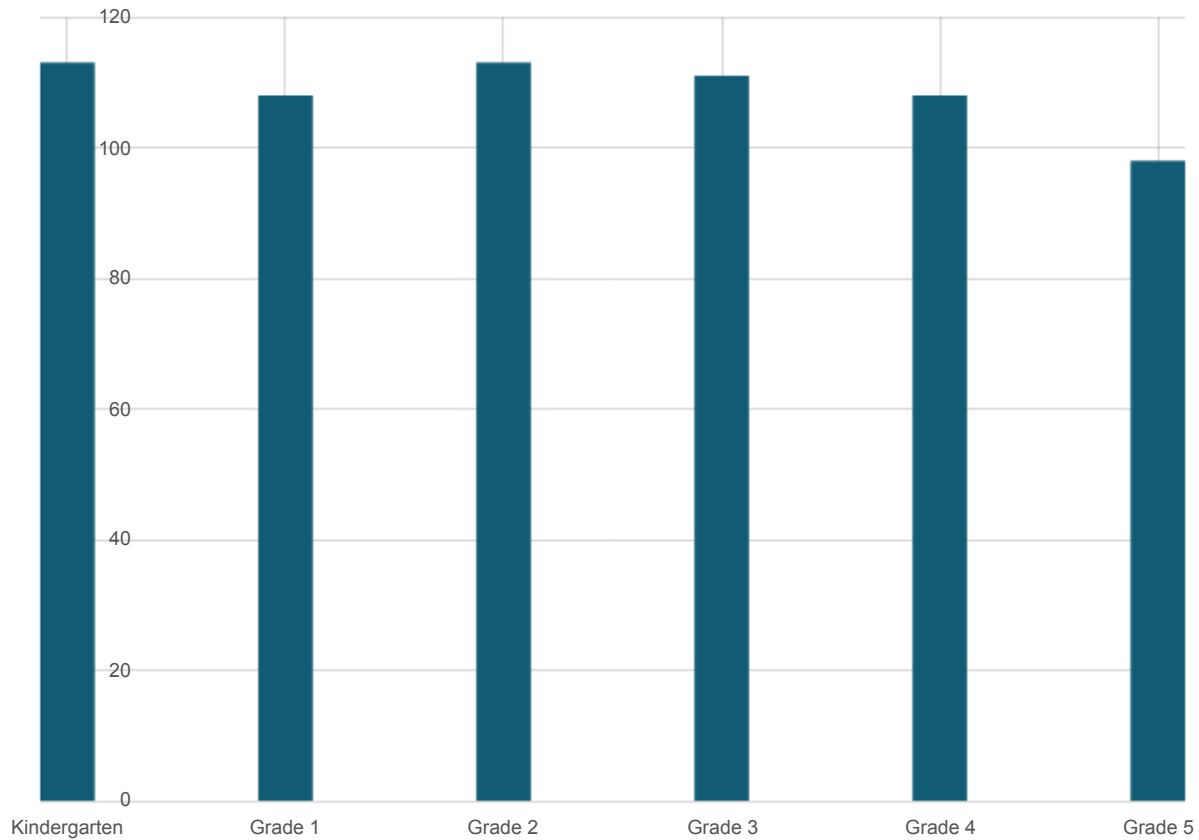
- All children can discover and develop their passion for learning.
- Knowledge and academic success instill self-motivation in our students.
- A rigorous, meaning-centered, thinking curriculum based on significant content and 21st-century skills is the centerpiece of instruction.

- An academic program that seamlessly integrates the STEM disciplines will prepare students for a highly technological future.
- Early second language acquisition leads to bi-literate and bi-cognitive students with a multi-cultural understanding that helps them develop a global perspective.
- The involvement of parents and community members is integral to the success of our students.

Last updated: 1/19/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	113
Grade 1	108
Grade 2	113
Grade 3	111
Grade 4	108
Grade 5	98
Total Enrollment	651



Last updated: 12/30/2020

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	10.60 %
American Indian or Alaska Native	0.50 %
Asian	0.60 %
Filipino	1.20 %
Hispanic or Latino	66.50 %
Native Hawaiian or Pacific Islander	0.30 %
White	16.30 %
Two or More Races	3.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	63.00 %
English Learners	16.70 %

Student Group (Other)	Percent of Total Enrollment
Students with Disabilities	6.30 %
Foster Youth	0.30 %
Homeless	4.10 %

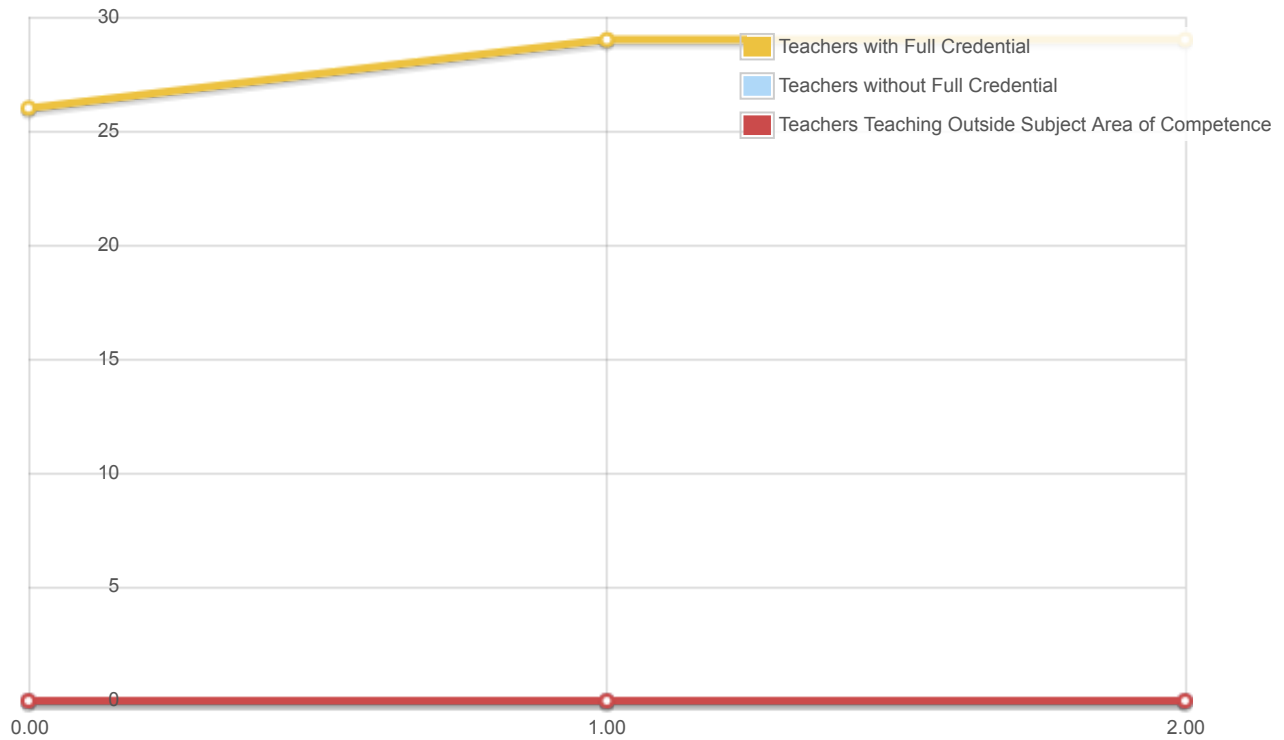
State Priority: Basic

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 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	26	29	29	681
Without Full Credential	0	0	0	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

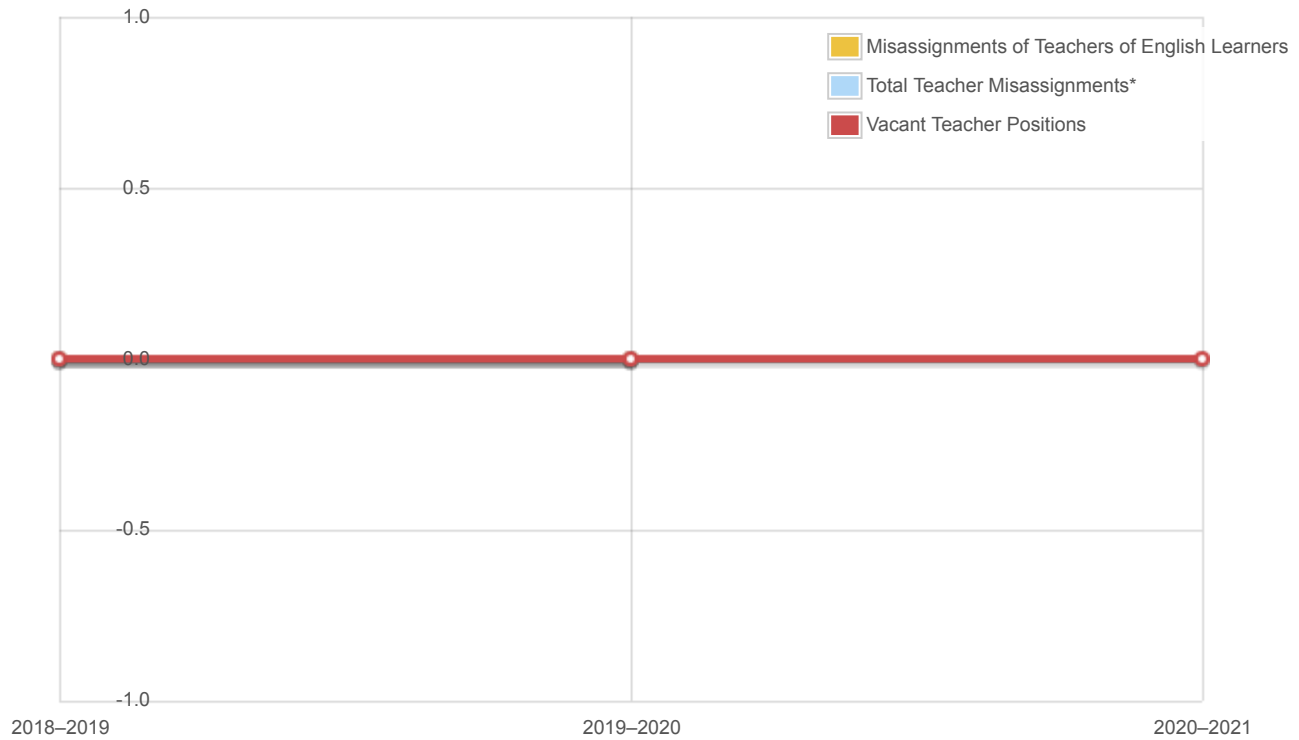


Last updated: 1/18/2021

Teacher Misassignments and Vacant Teacher Positions

2020-2021 Teacher Assignment Monitoring is scheduled to be completed at the end of the school year. The change in reporting timelines is due to a statewide transition to a new assignment monitoring system.

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	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: 1/20/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which the data were collected: December 2020

Subject	Textbooks and Other 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 Spanish DLIP K-3: Estrellitas	Yes	0.00 %
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-3 iReady common core Ready CCSS SPANISH MATH INSTRUCTION -Student book 2017	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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	0.00 %
History-Social Science	TCI Alive!-Social Student K-5: Student Materials, Online Subscription, Interactive Notebook (consumable), Student Hardcover Text., Teacher Subscription, Lesson Guide, Picture Cards DLIP K-5: TCI Alive!-Social Student Hardcover Text- Spanish Version TCI Alive!-Social Student Hardcover Text- Social Studies K: Me and My World. TCI Alive!-Social Student Hardcover Text- Social Studies 1-My School and Family. TCI Alive!-Social Student Hardcover Text- Social Studies 2-My Community. TCI Alive!-Social Student Hardcover Text- Social Studies 3-Community TCI Alive!-Social Student Hardcover Text- Social Studies 4-California Promise TCI Alive!-Social Student Hardcover Text- Social Studies 5-American Past	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
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.

Last updated: 1/20/2021

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, and the irrigation and grass in the field were replaced in the fall of the same year. At the same time, a new drop-off zone and parking lot were constructed to reduce traffic and parking issues in the area.

The campus currently houses 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 containing leveled texts for classroom use. In addition, a new play structure was added in the fall of 2016 to positively contribute to our students' experiences at play during recess.

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

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

Last updated: 1/18/2021

School Facility Good Repair Status

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed
Interior: Interior Surfaces	Good	No repairs needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No repairs needed
Electrical: Electrical	Good	Work order placed
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Work order placed
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	No repairs needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Work order placed

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/19/2021

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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	N/A	46.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	38.0%	N/A	35.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 12/30/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/30/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/30/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	17	N/A	26	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 12/30/2020

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/30/2020

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 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 12/30/2020

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 2020–2021)

Parents and members of the community are very supportive of the educational programs at Jackson STEM Dual Language Magnet Academy. Parents can actively 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

Boy Scouts

California Institute of Technology (Caltech)

Community Science Academy

Day One

Garden School Foundation

Girl Scouts

Huntington Hospital

Jet Propulsion Laboratories (JPL)

Kaiser Permanente

Kidspace Museum

Kids Reading to Succeed (KRS)

kNOw Waste

La Cañada Methodist Church

Los Angeles Music Center

Oakwood Brass

Pasadena Audubon Society

Pasadena Education Network (PEN)

Pasadena Educational Foundation (PEF)

Pasadena Masons

Pasadena Rotary Club

Pasadena Youth Symphony Orchestra

Planned Parenthood

Reading is Fundamental (RIF), Pasadena Chapter

Raising a Reader (RAR)

Reading Partners

The Tree People

Side Street Projects

Young and Healthy

Additionally, the district provides parent education opportunities (Parent University) to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Additionally, the district, in cooperation with individual school sites, encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at schools and at the district level.

The district provides professional development for school and district staff on customer service, how to better engage parents and families, strategies on establishing two-way, and meaningful communication between families and schools.

Contact information: Office of Family and Community Engagement, (626) 396-3600 ext. 88191

Last updated: 1/19/2021

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

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
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Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	1.50%	0.60%	4.50%	4.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	2.10%	4.80%	2.50%
Expulsions	0.00%	0.00%	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/18/2021

School Safety Plan (School Year 2020–2021)

The safety of students and staff is a primary concern of Altadena Arts Magnet. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Students are monitored before, during, and after school by supervision aides, resource teachers, and the principal. Teachers help supervise students during recess. There are designated areas for student drop-off and pick-up. The School Site Safety Plan is revised annually by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with school staff in 2020. Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year. District support teams have worked together with the Pasadena Public Health Department to develop school safety plans that address and minimize the potential spread of COVID-19 as a separate school re-opening plan.

Last updated: 1/20/2021

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 (2017–2018)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	2	3	
1	23.00	2	3	
2	23.00		5	
3	27.00		3	
4	28.00		3	
5	28.00		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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		5	
1	24.00	1	3	
2	24.00	1	4	
3	23.00	1	4	
4	26.00		3	
5	27.00		4	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+

Grade Level	Average Class Size	Number of Classes *		
		1-20	21-32	33+
K	23.00	2	3	
1	26.00		4	
2	24.00		4	
3	22.00	2	3	
4	29.00		3	
5	31.00		3	
6				
Other**	26.00		2	

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

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

Last updated: 12/30/2020

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*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: 12/30/2020

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00

Number of FTE* Assigned to School

Other	2.25
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*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: 1/18/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11685.47	\$3934.29	\$7751.18	\$74413.79
District	N/A	N/A	\$8319.07	\$72871.00
Percent Difference – School Site and District	N/A	N/A	-7.07%	2.09%
State	N/A	N/A	\$7750.12	\$84577.00
Percent Difference – School Site and State	N/A	N/A	0.01%	-12.78%

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

Last updated: 1/20/2021

Types of Services Funded (Fiscal Year 2019–2020)

Jackson STEM Dual Language Magnet Academy has 26 full-time classroom teachers as well as certificated instructional support staff including 2 full-time, out-of-classroom educators (an EL/Instructional Coach and a STEM teacher) who provide services to our regular teachers, parents, and students. Members of Jackson Magnet's support staff refine our STEAM programs, assist with Common Core-aligned lesson planning, support the language development of our English and Spanish language learners, and help classroom teachers address the academic needs of each of our subgroups. Working 67% of the time at Jackson, our music teacher serves our students in grades K-5, providing instruction in choral and instrumental music. In addition, our students benefit from the services of a full-time preschool teacher, full-time RSP teacher, a 50% speech and language specialist, and a 50% psychologist.

Approximately 20 caring classified/hourly staff members provide a variety of school services positively impacting student success (during class time and after school). A full-time clinical social worker provides direct services to teachers and students as part of our school's commitment to social-emotional learning. Our part-time library coordinator has a science background and also serves as our scientist-in-residence, supporting both teachers and students.

In addition to our STEAM academy, Jackson Magnet is the home of the popular Spanish/English Dual Language Immersion Program (DLIP). In the 2019-20 school year, we house eighteen DLIP classes: two preschool classes, three classes each in

grades K-3, two fourth grade classes, and 2 fifth grade classes. We implement a 90/10 model beginning with 90% Spanish instruction and 10% English instruction in kindergarten. In each subsequent year, 10% additional English minutes are added until, at the fourth grade level, students spend 50% of their time learning in Spanish and 50% in English. Because of our STEAM focus, our students receive science instruction in two languages, capitalizing on their common Latin roots and enhancing their vocabulary in English as well as in Spanish.

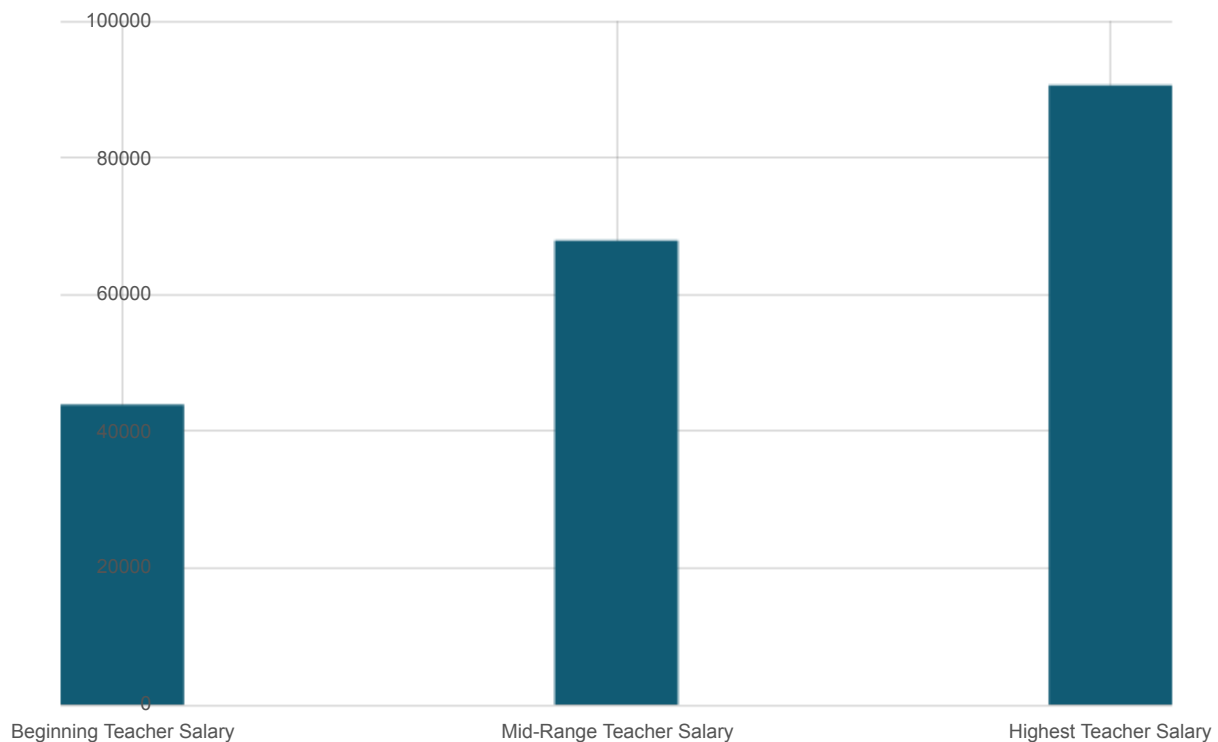
Other services include art and music programs such as "My Masterpieces," made possible through the Pasadena Educational Foundation (PEF) and "Artful Connections" programs aligning art instruction with math and science (provided by teaching artists from the Armory Center for the Arts). Partnerships with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

Last updated: 1/19/2021

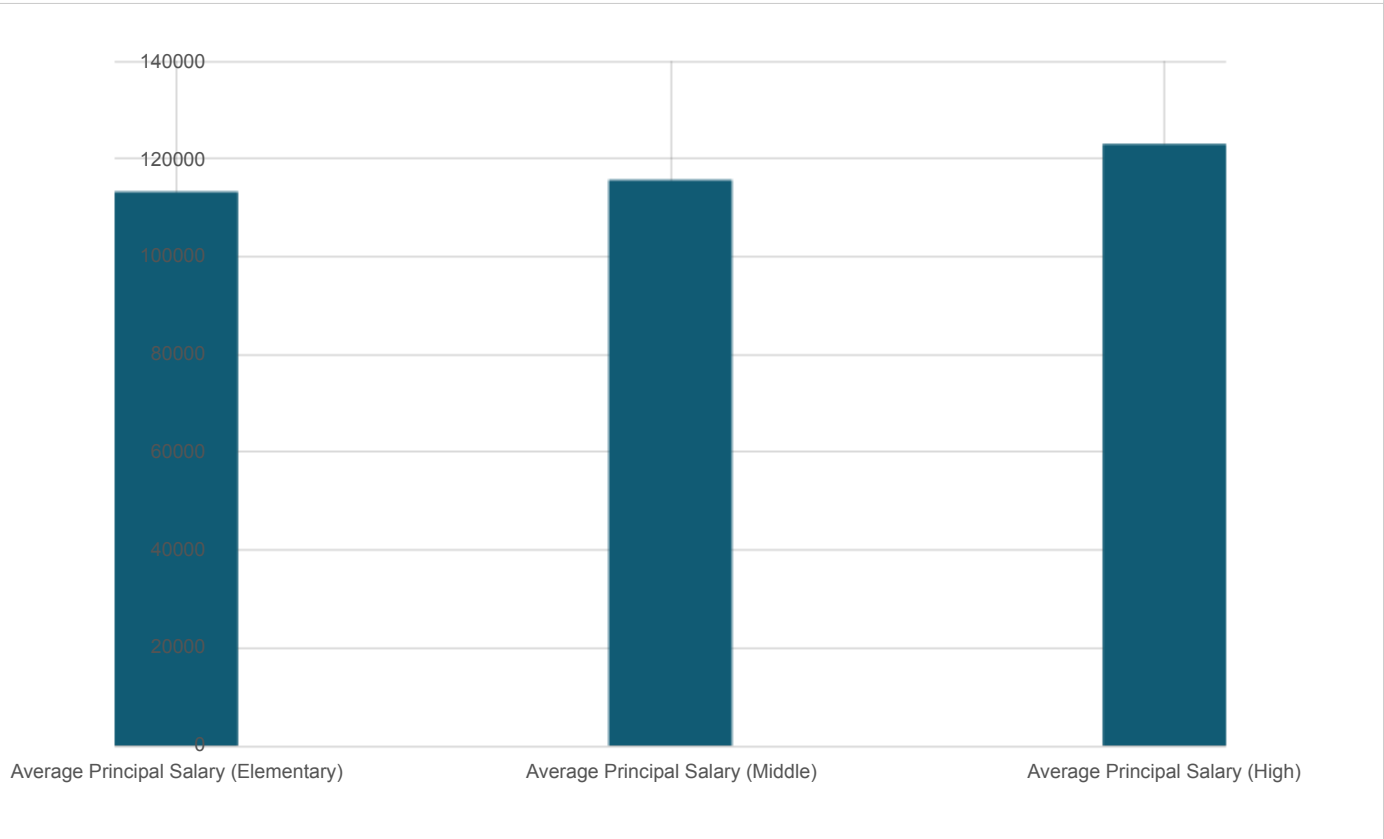
Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,901	\$52,484
Mid-Range Teacher Salary	\$67,859	\$81,939
Highest Teacher Salary	\$90,585	\$102,383
Average Principal Salary (Elementary)	\$113,223	\$129,392
Average Principal Salary (Middle)	\$115,692	\$136,831
Average Principal Salary (High)	\$123,024	\$147,493
Superintendent Salary	\$261,768	\$254,706
Percent of Budget for Teacher Salaries	27.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 12/30/2020

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	19

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
 1430 N Street
 Sacramento, CA 95814



Rita Exposito <exposito.rita@pusd.us>

SSC Approval of Comprehensive School Safety Plan

7 messages

Rita Exposito <exposito.rita@pusd.us>

Thu, Feb 25, 2021 at 4:35 PM

To: Debbie Ayala <ayala.debbie@pusd.us>, E Morrill <emilyjmorrell@gmail.com>, Nancy Leiva <joyfulnancy921@gmail.com>, Ashley Nava <nava.ashley@pusd.us>, Amy Quiroz <quiroz.amy@pusd.us>, Monique Sims <thesimsteam1@gmail.com>, Janneke Verhoeven <verhoeven.janneke@pusd.us>

Hello, School Site Council Members and Alternates:

There were seven voting members present at today's meeting, and six are needed for a quorum. In lieu of a signature and due to the limitations of the current remote environment, please reply to this email indicating your presence at today's meeting and your approval of the Comprehensive School Safety Plan. Since I am a voting member, I will begin the required action.

As a voting member, I (Rita Exposito) was present at the School Site Council meeting today and approve of the Comprehensive School Safety Plan.

Thank you for your patience today! I wish you a lovely evening.

Warmest regards,
Rita Exposito

--

Rita M. Exposito
Principal

Jackson STEM Dual Language Magnet Academy

593 West Woodbury Road
Altadena, CA 91001
626-396-5700
Fax: 626-794-5278



"Our Children. Learning Today. Leading Tomorrow."

E Morrill <emilyjmorrell@gmail.com>

Thu, Feb 25, 2021 at 4:42 PM

To: Rita Exposito <Exposito.rita@pusd.us>

As a voting member, I (Emily Morrill) was present at the School Site Council meeting today and approve of the Comprehensive School Safety Plan.

Thank you!
[Quoted text hidden]

Nancy Leiva <joyfulnancy921@gmail.com>

Thu, Feb 25, 2021 at 4:57 PM

To: Rita Exposito <exposito.rita@pusd.us>

Cc: Debbie Ayala <ayala.debbie@pusd.us>, E Morrill <emilyjmorrell@gmail.com>, Ashley Nava <nava.ashley@pusd.us>, Amy Quiroz <quiroz.amy@pusd.us>, Monique Sims <thesimsteam1@gmail.com>, Janneke Verhoeven <verhoeven.janneke@pusd.us>

As a voting member, I (Nancy Leiva) was present at the School Site Council meeting today and approve of the

Comprehensive School Safety Plan.

Sent from my iPhone

[Quoted text hidden]

Team Sims <thesimsteam1@gmail.com>

Thu, Feb 25, 2021 at 5:06 PM

To: Rita Exposito <exposito.rita@pusd.us>

Cc: Debbie Ayala <ayala.debbie@pusd.us>, E Morrill <emilyjmorrell@gmail.com>, Nancy Leiva <joyfulnancy921@gmail.com>, Ashley Nava <nava.ashley@pusd.us>, Amy Quiroz <quiroz.amy@pusd.us>, Janneke Verhoeven <verhoeven.janneke@pusd.us>

Good afternoon,

As a voting member, I (L. Monique Sims) was present at the School Site Council meeting today and approve of the Comprehensive School Safety Plan.

Thank you,

Monique

[Quoted text hidden]

Ashley Nava <nava.ashley@pusd.us>

Thu, Feb 25, 2021 at 5:13 PM

To: Rita Exposito <exposito.rita@pusd.us>

Cc: Debbie Ayala <Ayala.Debbie@pusd.us>, E Morrill <emilyjmorrell@gmail.com>, Nancy Leiva <joyfulnancy921@gmail.com>, Amy Quiroz <quiroz.amy@pusd.us>, Monique Sims <TheSimsTeam1@gmail.com>, Janneke Verhoeven <VerHoeven.Janneke@pusd.us>

As a voting member, I, Ashley Nava, was present at the School Site Council meeting today and approve of the Comprehensive School Safety Plan.

> On Feb 25, 2021, at 4:35 PM, Rita Exposito <exposito.rita@pusd.us> wrote:

>

[Quoted text hidden]

Debbie Ayala <ayala.debbie@pusd.us>

Thu, Feb 25, 2021 at 5:32 PM

To: Rita Exposito <exposito.rita@pusd.us>

Cc: E Morrill <emilyjmorrell@gmail.com>, Nancy Leiva <joyfulnancy921@gmail.com>, Ashley Nava <nava.ashley@pusd.us>, Amy Quiroz <quiroz.amy@pusd.us>, Monique Sims <thesimsteam1@gmail.com>, Janneke Verhoeven <verhoeven.janneke@pusd.us>

As a voting member, I, Debbie Ayala, was present at the School Site Council meeting today and approve of the Comprehensive School Safety Plan.

On Thu, Feb 25, 2021 at 4:35 PM Rita Exposito <exposito.rita@pusd.us> wrote:

[Quoted text hidden]

Janneke Verhoeven <verhoeven.janneke@pusd.us>

Fri, Feb 26, 2021 at 1:57 PM

To: Rita Exposito <exposito.rita@pusd.us>

As a voting member, I , Janneke Verhoeven-Briggs, was present at the School Site Council meeting today and approve of the Comprehensive School Safety Plan.

Sincerely,

Janneke Verhoeven-Briggs

On Thu, Feb 25, 2021 at 4:35 PM Rita Exposito <exposito.rita@pusd.us> wrote:

[Quoted text hidden]



Pasadena Unified School District
Office of Academics
 GIFTED AND TALENTED EDUCATION

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 2021-22 school year.
- 2 = This practice is being implemented for the first time during the 2021-22 school year.
- 3 = This practice is being developed now to be implemented during the 2021-22 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?	X		
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 case loads 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 school testing calendar include GATE testing administered by classroom teachers?	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	
• Kaplan's prompts of depth and complexity	X		
• Thinking like a disciplinarian	X		
• Integration of creative and critical thinking clusters	X		
• Thematic learning across disciplines	X		
• Scholarly Dispositions	X		
	1	2	3
Middle School			

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 SPSA and 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 			
High School			
Do honors classes offered in the core subject areas 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 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 options?			
Are the following instructional options used in the development of the school SPSA and GATE Plan: <ul style="list-style-type: none"> • Honors classes • AP classes • IB classes • Career Pathways classes/Independent Study • Vertical subject-matter acceleration • Options for GATE Advisory 			
All Grades	X		
Does the Principal provide leadership in supervising and monitoring implementation of the <i>GATE Principal Checklist</i> to ensure that GATE students are receiving an appropriate education?			
Does the Principal lead the work of the school GATE team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the <i>GATE Principal Checklist</i> annually as needed?	X		
Does the School Site Council review and approve the <i>GATE Principal Checklist</i> 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 <i>GATE Principal Checklist</i> 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 Individualized Learning Plan 	X		
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the 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 	X		
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 2021-22 for GATE at your school site:

Our goal for the 2021-22 school year remains the same as the goal for the prior school year. Due to the COVID-19 pandemic and resulting school closures, our school-wide priorities shifted in the 2020-21 school year to provide the professional development our teachers needed for success in the remote learning environment. As our community slowly reopens due to declining coronavirus transmission rates, our instructional priorities can resume addressing the needs of our special subgroups of students, including those identified as GATE.

Individual Learning Plans are road maps meant to help teachers tailor instruction for GATE students, especially those displaying specific needs in the classroom. Professional development around the benefits of the GATE ILP, the most appropriate way to write one, and the individuals to include in the process would provide valuable clarification among our teachers. Our school-wide goal is as follows: Teachers who serve GATE students will receive training on developing Individual Learning Plans (ILPs) for their GATE students in order to specify the distinct strengths and weaknesses of each and the most effective ways to differentiate instruction according to individual needs.

State funding for GATE comes through the LCAP, in both unrestricted and S&C funds. Where in your SPSA are supports for GATE students provided? What goals in your SPSA include actions to support diverse gifted or advanced learners, regardless of identification status?

The goals for mathematics, English language arts, and science have been written to track the progress of all students, including those identified as GATE.

Goals for social-emotional development, a key factor in establishing a positive relationship with many GATE students, have been written in the section on School Safety, Climate, and Culture so that all students will thrive in a warm and nurturing learning environment that is intellectually, emotionally, socially, and physically safe.

The target areas identified above list activities that would benefit GATE students, such as the following:

- ❖ Teachers need coaching and collaborative planning time to ensure that they consistently and cohesively fill the gaps in the procedural and conceptual understanding of their students while enriching their experiences, especially for those who need additional challenges.
- ❖ Deliberate and purposeful instruction will provide students with a format for how to communicate the reasoning behind their problem-solving strategies in a step-by-step manner, both orally and in writing.
- ❖ We will continue to explore ways to help our students make meaningful connections as they develop their critical thinking and communication skills when listening, speaking, reading, and writing.
- ❖ Jackson has a dedicated science teacher who works with teachers and provides ongoing PD on the implementation of the Next Generation Science Standards (NGSS) in the regular classroom. Professional development will take into account the STEM Lab and the advantages of having a science teacher who can provide real-life explorations for our students that help them 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. Infusing science knowledge into other subjects, such as math, language arts, and fine arts help students understand the synergy between all fields.
- ❖ Continued professional development on effective positive behavior support strategies and consistent use among teachers are needed to form the foundation for social-emotional learning (SEL). Teachers need to build strong positive relationships with their students to guide them effectively, understand the root causes of the negative behavior in some students, and utilize strategies that address the root causes. A trauma-informed approach is needed to affect positive changes in individual students and to build a supportive community of learners.

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

Lissett Barron, Melissa Cervantes, Eduardo Chenu, Jennifer Fernandez, Linda Keavy, Natalia Mendoza, Elaine Serna, Katherine Michelle Taboada, Kimberly Winckler

School: Jackson STEM Dual Language Magnet Academy

Date Approved By GATE Site Advisory Council: May 27, 2021

Date Approved By School Site Council: May 27, 2021

Dates and times of calendared site GATE advisory meetings 2021-22:

	date	topic		date	topic
1st meeting	September 22, 2021	GATE Program at Jackson	3rd meeting	January 2022	Family Night: Topic TBD
2nd meeting	November 2021	Identification Process	4th meeting	May 5, 2022	Innovation Exposition Projects



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

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

Política de Participación

Reunión Anual: 4 de septiembre del 2019 (La reunión de 2020-21 no se llevó a cabo debido a dificultades con la implementación de la instrucción remota al principio del año escolar.)

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 trata, sus requisitos, y el derecho de los padres de estar involucrados. La reunión anual incluye una descripción de los servicios del Programa de Soporte al Estudiante y como los servicios son entregados.

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

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

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

- Las reuniones de ELAC en Jackson Magnet están programadas para el segundo jueves del mes a las 8:00 a.m. en el auditorio de la escuela, pero se llevaron a cabo de forma remota en el año escolar 2020-21.
- Las reuniones del Concilio Escolar (SSC) están programadas para el cuarto jueves del mes a las 2:30 p.m. en la biblioteca y se llevaron a cabo de forma remota en el año escolar 2020-21.
- Las reuniones de la PTA se llevan a cabo el tercer martes del mes a las 8:00 a.m., y para acomodar a los padres y maestros, también algunas tardes a las 2:30 p.m. o las 5:30 p.m. En el año escolar 2020-21, todas las reuniones de la PTA se llevaron a cabo de forma remota a las 6:00 p.m. para evitar el horario escolar y acomodar a los padres que trabajan.
- Jackson Magnet tiene un grupo DLIP PAC el cual se reúne cuando surge la necesidad. Dos padres representan a la escuela al nivel del distrito.
- El AAPC se reunirá en el año académico 2021-22 según lo que determine el liderazgo de los padres y la administración de la escuela.

- La supervisión del Fondo Anual se reúne al comienzo y al final del año escolar para determinar las metas de la escuela y las necesidades de recaudación de fondos. El Comité del Fondo Anual tiene reuniones informativas para la comunidad cuatro veces al año.

Mantenimiento de Comunicación Bilateral con los padres:

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

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

Responsabilidades Compartidas para estudiantes de alto rendimiento

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

Construyendo la capacidad para la participación

Oportunidades de Educación para Padres y los temas:

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

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

- Información sobre el programa GATE (estudiantes dotados y talentosos) será proporcionada cuatro veces al año: en reuniones especiales para los padres e inmediatamente antes de la noche del regreso a la escuela y la casa abierta.
- Entendiendo los estándares del Common Core del estado de California, Alfabetización Balanceada, expectativas académicas, las evaluaciones, y los programas complementarios se explican en las reuniones de padres, talleres, cartas a padres, y conferencias.
- El monitoreo del progreso del niño y el trabajo en colaboración con el maestro(a) para mejorar el desempeño del estudiante se explican durante las conferencias con padres en octubre, reuniones de SST, y cuando se crean planes individuales de aprendizaje.
- Participación en las decisiones relacionadas con la educación de los alumnos es explicada durante las reuniones.
- Estrategias para mejorar el éxito de los alumnos 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 (Red de Educación de Pasadena) para entrenar a los padres en maneras de ayudar a sus hijos
 - Coordinadores de programas del Centro de Educación
 - Clases de crianza coordinadas por la directora y el Centro Familiar a través de la Universidad para Padres.

Entrenamiento para Maestros, Directores y otros empleados

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

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

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

Accesibilidad

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

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



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

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

Policy Involvement

Annual Meeting: September 4, 2019 (Meeting in 2020-21 was not held due to difficulties with early implementation of remote instruction)

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

Planning, Review and Improvement of the Student Support Programs:

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

Scheduling and Special Support for Parent Involvement Meetings:

- ELAC meetings at Jackson Magnet are generally scheduled on the second Thursday of the month at 8:00 a.m. in the school auditorium, but they were held remotely in the 2020-21 School Year.
- The School Site Council meetings are scheduled on the fourth Thursday of the month at 2:30 p.m. in the Library, but were held remotely in the 2020-21 School Year.
- PTA meetings are held on the third Tuesday of the month at 8:00 a.m. and, to accommodate parents and teachers, on some afternoons and evenings at 2:30 and 5:30 p.m. In the 2020-21 school year, all PTA meetings were held remotely at 6:00 p.m. to avoid school hours and accommodate working parents.
- Jackson Magnet has a DLIP PAC that meets as the need arises. Two parents represent our school on the district level DLIP PAC.
- The AAPC will continue to meet in the 2021-22 Academic Year as determined by the parent leadership and school administration.
- The Annual Fund Oversight Committee meets at the beginning and end of the school year to determine school-wide goals and fund-raising needs. The Annual Fund Committee holds informational community meetings four times a year.

Maintaining Two-Way Communication with Parents:

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

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

Shared Responsibilities to High Student Performance

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

Building Capacity for Involvement

Parent Education Opportunities and Topics:

- Jackson STEM Dual Language Magnet Academy provides information at Back-To-School Night about the California Common Core State Standards and programs such as Balanced Literacy, the Ready and iReady Math programs, STEM Magnet Academy, science lab, and various learning settings such as Structured English Immersion, Spanish Dual Language Immersion Program, English mainstream, and after-school programs.

- Information about the GATE (Gifted and Talented Education) Program will be provided four times annually: during parent education offerings in the middle of the year and immediately preceding Back-to-School Night and Open House.
- 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 writing Individual Learning Plans.
- Participation in decisions related to the education of our students 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 through the Parent University.

Training for Teachers, Principals and Other Staff

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

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

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

Accessibility

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

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



PASADENA UNIFIED SCHOOL DISTRICT
Jackson STEM Dual Language Magnet Academy
SCHOOL COMPACT
2020-2021

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.

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.

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.



DISTRITO ESCOLAR UNIFICADO DE PASADENA
Jackson STEM Dual Language Magnet Academy
ACUERDO DE ESCUELA ELEMENTAL
2020-2021

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.

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.

PADRE DE FAMILIA:

Yo estoy de acuerdo en cumplir las siguientes responsabilidades:

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