

School Year: **2024-25**



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
Melville S. Jacobson Elementary School	39-75499-6107973	4-23-2024	5-14-2024

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
JES qualifies for ATSI due to chronic absenteeism for students of two or more races.

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.

Jacobson Elementary School's SPSA has been created with input from all appropriate educational partners including the JES School Site Council (representatives of JES school community and JES staff), JES Guiding Coalition (school leadership team), JES school staff and JES school community.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

- LCAP Survey Results

TUSD Stakeholder Survey Results - 2024 Jacobson

SAFETY

Number of responses

Parents - Safety Str Agr Agree Total Percent

Q26 21.00 35.00 63.00 88.89% The buildings and grounds at this school are well maintained

Q28 21.00 23.00 49.00 89.80% My child is safe on school grounds before school

Q28 23.00 26.00 53.00 92.45% My child is safe on school grounds during the day

Q28 23.00 26.00 51.00 96.08% My child is safe on school grounds in the classroom

Q28 20.00 26.00 49.00 93.88% My child is safe on school grounds after school

Q29 25.00 37.00 67.00 92.54% The rules of this school are clearly communicated to parents

133.00 173.00 332.00 92.17%

Students - Safety Str Agr Agree Total

Q35 7.00 32.00 61.00 63.93% The buildings and grounds at this school are clean and well maintained

Q38 22.00 30.00 65.00 80.00% I feel safe while attending class

Q39 21.00 20.00 58.00 70.69% I feel safe from gang activity and gang violence at school

Q41 36.00 29.00 67.00 97.01% I know the school rules

86.00 111.00 251.00 78.49%

Staff - Safety Str Agr Agree Total Percent

Q19 14.00 9.00 26.00 88.46% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation

Q20 12.00 8.00 24.00 83.33% My workplace is safe

Q21 5.00 13.00 26.00 69.23% The buildings and grounds at this school are well maintained

31.00 30.00 76.00 80.26%

Stakeholder Survey Results - 2024 Jacobson

CLIMATE

Number of responses

Parents - Climate Str Agr Agree Total Percent

Q8 33.00 32.00 69.00 94.20% This school's staff motivates students to learn

Q14 24.00 36.00 68.00 88.24% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q26 21.00 35.00 63.00 88.89% The buildings and grounds at this school are clean and well maintained

Q30 30.00 31.00 66.00 92.42% This school communicates the importance of respecting all cultural beliefs and practices

Q34 29.00 26.00 58.00 94.83% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q34 16.00 25.00 50.00 82.00% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q34 21.00 21.00 48.00 87.50% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q34 0.00 0.00 0.00 0.00% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)

Q35 28.00 36.00 67.00 95.52% The school staff responds to me in a timely manner
Q36 28.00 32.00 66.00 90.91% The school office staff is friendly and professional
230.00 274.00 555.00 90.81%

Students - Climate Str Agr Agree Total Percent

Q6 24.00 46.00 84.00 83.33% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q30 24.00 37.00 75.00 81.33% This school communicates the importance of respecting all cultural beliefs and practices
Q33 21.00 54.00 76.00 98.68% My teachers recognize the good work I am doing and provide timely feedback
Q34 26.00 46.00 87.00 82.76% This school motivates students to learn
Q35 11.00 28.00 81.00 48.15% The buildings and grounds at this school are clean and well maintained
Q42 41.00 37.00 87.00 89.66% I feel comfortable working with classmates and participating in class
Q43 22.00 46.00 85.00 80.00% I feel safe, secure and supported at this school
169.00 294.00 575.00 80.52%

Staff - Climate Str Agr Agree Total Percent

Q6 14.00 11.00 25.00 100.00% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q18 17.00 9.00 26.00 100.00% Members of the school/department collaborate to achieve our school goals
Q21 5.00 13.00 26.00 69.23% The buildings and grounds at this school are clean and well maintained
Q22 13.00 9.00 24.00 91.67% This school/department communicates the importance of respecting all cultural beliefs and practices
Q23 14.00 12.00 26.00 100.00% I am treated with respect by my colleagues at work
Q24 10.00 10.00 23.00 86.96% Staff members at this school are recognized appropriately for their efforts and accomplishments
Q25 6.00 13.00 25.00 76.00% Our district ensures effective communication across the organization
79.00 77.00 175.00 89.14%

Jacobson Elementary School's 2023-2024 LCAP survey results were encouraging from all educational partners. For example, 92.17% of parents agreed or strongly agreed with school safety questions, 78.49% of students strongly agreed or agreed with school safety questions, and 80.26% of staff members strongly agreed or agreed with school safety questions at Jacobson Elementary School. Additionally, 90.81% of parents strongly agreed or agreed with school climate questions, 80.52% of students strongly agreed or agreed with school climate questions, and 81.14% of staff strongly agreed or agreed with school climate questions. We will continue to seek ways to improve in all areas.

Below you can view data taken from the California Healthy Kids survey:

Students:

School Engagement and Supports
School connectedness 66%
Academic motivation 80%
School boredom 65%
Caring adults in school 53%
High expectations-adults in school 78%
Meaningful participation 39%
Facilities upkeep 35%
Parent involvement in schooling 77%
Social and emotional learning supports 54%
Antibullying climate 58%

Students:

Substance Use
Alcohol or drug 9%
Marijuana use 5%
Cigarette use 0%
Vaping 0%

Routines

Eating of breakfast| 67%

Late bedtime (at 10 pm or later) 39%

Mental Health

Frequent sadness 27%

Wellness 70%

Staff:

Student Alcohol and Drug Use is a Problem

Insignificant problem 60%

Mild problem 32%

Moderate problem 8%

Severe problem 0

Student Tobacco Use is a Problem

Insignificant problem 56%

Mild problem 36%

Moderate problem 4%

Severe problem 4%

Student Vaping or Electronic Cigarette Use is a Problem

Insignificant problem 31%

Mild problem 50%

Moderate problem 15%

Severe problem 4%

School Bans Tobacco Use and Vaping

No 0

Yes 96%

Don't know 4%

Students:

Eating of Breakfast

Grade 5

No 33%

Yes 67%

Bedtime

Grade 5

Before 9:00 pm 22%

Between 9:00 pm and 10:00 pm 39%

Between 10:00 pm and 11:00 pm 26%

Between 11:00 pm and midnight 13%

After 12:00 am 0

Late bedtime (at 10 pm or later) 39%

Students:

Perceived School Performance

Grade 5

One of the best students 22%

Better than most students 22%

About the same as others 39%

Don't do as well as most others 17%

I did not miss any days of school in the past 30 days 50

1 day 17%

2 days 21%

3 or more days 13%

School Environment, School Connectedness, and Academic Motivation Scales

Grade 5 Table

Total school supports 56%
Caring adults in school 53%
High expectations-adults in school 78%
Meaningful participation at school 39%
School connectedness# (In-School Only) 66%
Academic motivation 80%

Staff:

Cutting Class or Truancy is a Problem

Insignificant problem 52%
Mild problem 28%
Moderate problem 12%
Severe problem 8%

Student learning environment

This school...

is a supportive and inviting place for students to learn.

Strongly agree 75%
Agree 25%
Disagree 0
Strongly disagree 0

Promotes academic success for all students.

Strongly agree 74%
Agree 26%
Disagree 0
Strongly disagree 0

Emphasizes helping students academically when they need it.

Strongly agree 78%
Agree 22%
Disagree 0
Strongly disagree 0

Emphasizes teaching lessons in ways relevant to students.

Strongly agree 63%
Agree 38%
Disagree 0
Strongly disagree 0

This school...

is a safe place for students.

Strongly agree 66%
Agree 34%
Disagree 0
Strongly disagree 0

Motivates students to learn.

Strongly agree 72%
Agree 25%
Disagree 3%
Strongly disagree 0

Disruptive Student Behavior is a Problem

Insignificant problem 15%
Mild problem 27%
Moderate problem 46%
Severe problem 12%

Students:

Caring adults in school

Average reporting "Yes, most of the time" or "Yes, all of the time" 53%

Do the teachers and other grown-ups at school...
care about you?

No, never 0

Yes, some of the time 50%

Yes, most of the time 21%

Yes, all of the time 29%

Listen when you have something to say?

No, never 9%

Yes, some of the time 30%

Yes, most of the time 35%

Yes, all of the time 26%

Make an effort to get to know you?

No, never 4%

Yes, some of the time 48%

Yes, most of the time 30%

Yes, all of the time 17%

High Expectations-Adults in School Scale Questions

High expectations-adults in school

Average reporting "Yes, most of the time" or "Yes, all of the time" 78%

Do the teachers and other grown-ups at school...

Tell you when you do a good job?

No, never 0

Yes, some of the time 39%

Yes, most of the time 26%

Yes, all of the time 35%

Believe that you can do a good job?

No, never 0

Yes, some of the time 17%

Yes, most of the time 46%

Yes, all of the time 38%

Want you to do your best?

No, never 0

Yes, some of the time 13%

Yes, most of the time 22%

Yes, all of the time 65%

Meaningful Participation at School Scale Questions

Meaningful participation at school

Average reporting "Yes, most of the time" or "Yes, all of the time" 39%

Are you given a chance to help decide school activities or rules?

No, never 52%

Yes, some of the time 22%

Yes, most of the time 9%

Yes, all of the time 17%

Do the teachers and other grown-ups at school ask you about your ideas?

No, never 29%

Yes, some of the time 38%

Yes, most of the time 25%

Yes, all of the time 8%

Do the teachers and other grown-ups give you a chance to solve school problems?

No, never 21%

Yes, some of the time 17%

Yes, most of the time 29%

Yes, all of the time 33%

Do you get to do interesting activities at/when you participate in school?

No, never 4%

Yes, some of the time 38%

Yes, most of the time 33%

Yes, all of the time 25%

Staff:

School Supports for Students

Caring adult relationships 69%

High expectations-adults in school 71%

Student meaningful participation 49%

Promotion of parental involvement 54%

Student learning environment 71%

Facilities upkeep 34%

Support for social emotional learning 55%

Provides adequate counseling and support services 44%

Antibullying climate 53%

School Supports for Staff

Staff working environment 59%

Staff collegiality 73%

School Safety

Is a safe place for staff 56%

Is a safe place for students 66%

Has sufficient resources to create a safe campus 44%

Fairness, Rule Clarity, and Respect for Diversity

Fairness and rule clarity 57%

Respect for diversity 66%

Academic Motivation and Student Behavior

Students are motivated to complete schoolwork 36%

Student readiness to learn 22%

Cutting classes or being truant moderate/severe problem 20%

Harassment/bullying moderate/severe problem 12%

Substance Use and Mental Health

Alcohol and drug use moderate/severe problem 8%

Tobacco use moderate/severe problem 8%

Vaping/e-cigarette use moderate/severe problem 19%

Student depression moderate/severe problem 35%

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

- ICLE (International Center for Leadership in Education) Rigor, Relevance, Engagement, Relationship Rubrics- The rigor rubric was emphasized heavily during the 2022-2023 and 2023-2024 school years in Tracy Unified School District and at Jacobson Elementary School. Teachers who were not part of the JES Instructional Leadership Team (ILT) received six CIR-Announced Observations during the school year. For each observation, teachers received timely feedback by receiving a copy of the ICLE rigor rubric used by administration during the observation with notes and ratings.
- Administrative Instructional Rounds (connections to the ICLE rigor and relationships rubrics that were observed)-When conducting instructional rounds, school administration observed consistent student engagement and positive teacher/student relationships throughout the school year. Additionally, teachers were observed facilitating higher levels of student-facilitated academic discussions in their classrooms as the school year progressed (whole class, small student groups, student partnerships, as examples).

- School Administration visited classrooms regularly on an informal basis throughout the school year. Formally, administration conducted 138 CIR-Announced Observations during the 2023-2024 school year.
- Certificated evaluations (formal and informal evaluations conducted)
- Classified evaluations (para educators)

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Jacobson Elementary School staff collaborates frequently in Professional Learning Communities (grade-level teacher teams) to support student academic growth. Four fundamental PLC questions that are discussed on an ongoing basis are : 1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students don't learn? 4. How will we extend the learning for students who are already proficient? Inquiry based STEM instruction was a focus at Jacobson Elementary School during the 2022-2023 school year and will continue to be in the future. Literacy remains on ongoing school focus. Additionally, targeted student interventions, designated ELD strategies, data analysis, and strategies to promote growth mindset and innovative mindset were areas of emphasis. Students demonstrated growth this school year as measured on FastBridge aReading and aMath, for example, (see data in Goal 1 of this document).

- CAASPP assessment, FastBridge assessment, and RCD assessment results used to modify planning and instruction (for example, to determine levels and frequency of intervention provided)
- RCD units aligned to state standards
- Common formative assessments used within Professional Learning Communities
- Intervention schedule--teachers identify students in each class that would benefit from academic intervention. Intervention paraprofessionals worked with 1st-5th grade students on a daily rotation this year. Jacobson Elementary School has two four-hour paraeducator and two eight-hour paraeducators that focus on intervention.
- Designated ELD--JES continued work with the 1A: Homeroom Model, in which the classroom teacher is responsible for 30 minutes of designated ELD in grades 1-5 (15 minutes in kindergarten). Our EL coordinator continued to provide "above and beyond" support for EL students that needed it the most.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

- RCD end of unit summative assessments
- Common formative assessments
- FastBridge Assessments administered three times this year (third round of FastBridge will be May 6-May 31 2024)
- FastBridge assessments--2nd and 3rd grade--aReading, FASTtrack Math, CBMreading, mySAEBRS (at teacher's discretion in 2nd grade for targeted students)
- FastBridge assessments--4th and 5th grade--FASTtrack reading, FASTtrack math, mySAEBRS
- Teachers used FastBridge assessment, DnA pre and post assessment data, and CAASPP interim assessment data to monitor student progress

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

28 of 30 teachers are fully credentialed. Jacobson Elementary School's newest teachers continue to make progress toward obtaining the appropriate credentials.

New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's.

Tracy Unified School district also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher during this time, that supports and guides them through the ILP process.

Tracy Unified also supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

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Tracy Unified also supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.

- All Jacobson Elementary School teachers receive ongoing district and school site professional development on Early Release Mondays (ERM), District (1 day) and school-site pre-service day (1 day) and district and school-site buy-back days (3 days)
- All Jacobson Elementary School teachers have access to district adopted instructional materials

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

- Professional Learning Communities (PLC)--grade level teachers meet frequently to collaborate on Early Release Mondays (ERM)
- Staff development provided by our District Staff Development team (JES-STEM focus), TUSD STEM Curriculum and Local Assessment Department (JES STEM implementation work), and a partnership with the San Joaquin County Office of Education (SJCOE) to provide ongoing HMH Science Dimensions professional development
- Early Release Monday staff development focusing on inquiry based STEM instruction, STEM artifact submission, and STEM unit preparation
- JES Guiding Coalition (school leadership team)--all grade levels represented (8 teachers and 2 JES site administrators-one teacher from K, 1, 2, 3, 4, SDC (special day class), two teachers from grade 5) --monthly meetings (10 per school year). The JES Guiding Coalition Mission Statement is "To continually seek ways to maximize educational growth for all students".
- Collaborative support from our ICLE consultants, Dr. Lisa Corbin and Dr. Kena Culver (focused on ICLE Rigor Rubric/inquiry-based instruction)

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

- ICLE-JES's ICLE coach is Dr. Kena Culver. She has supported Jacobson Elementary School since December 2022 and provided professional development sessions for all JES teachers during the 2023-2024 school year.
- JES Instructional Leadership Team (ILT) consisted of four teachers and two site administrators. The ILT met once monthly for a site-based release day focusing on STEM planning, implementation, and support. JES's ILT provided site-based professional development by facilitating STEM modules during ERM (Early Release Monday) time. Our team largely focused on the breakout room model, in which multiple grade levels met with ILT members who focused on those grade levels. Our four ILT teachers represented four different grade levels which was advantageous, and all ILT members stayed in their roles from the previous school year, developing continuity and consistency.
- TUSD Instructional Leadership Team (ILT) meetings led by Dean Reese and Deb Coker (TUSD STEM Director and Coordinator).
- Instructional Coaches-Teachers on Special Assignment (TOSA)
- EL Coordinator
- Guiding Coalition (school leadership team)--all grade levels represented-7 teachers and 2 JES site administrators-one teacher from K, 1, 2, 3, 4, 5, SDC (special day class)--monthly meetings (10 per school year)
- Intervention Paraprofessionals--2 four-hour and 2 eight-hour paraprofessionals
- Kindergarten Paraprofessionals--3 three-hour paraprofessionals
- CAASPP Testing Coordinators-provided assistance with interim assessments and support for administering the CAASPP and CAST assessments

Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

- PLC (Professional Learning Communities)
- Grade level collaboration-horizontal (same grade level) and vertical collaboration (with previous and next grade level-for example, 2nd grade occasionally collaborated with 1st and 3rd grade teachers)
- JES Instructional Leadership Team (ILT) consisted of four teachers and two site administrators. The ILT met once monthly for a site-based release day focusing on STEM planning, implementation, and support. JES's ILT provided site-based professional development by facilitating STEM modules during ERM time. Our team largely focused on the breakout room model, in which two grade levels met with an ILT member who focused on those grade levels. Our four ILT teachers represented four different grade levels which was advantageous.
- Guiding Coalition (school leadership team)--all grade levels represented-7 teachers and 2 JES site administrators-one teacher from K, 1, 2, 3, 4, 5 SDC (special day class)--monthly meetings (10 per school year). The JES Guiding Coalition Mission Statement is "To continually seek ways to maximize educational growth for all students".

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Jacobson Elementary School is committed to following all TUSD curriculum guidelines and best instructional practices (ICLE Rigor Rubric as our instructional framework, for example).

- RCD Units
- STEM ILT (Instructional Leadership Team)--four teachers and two site administrators supported STEM implementation throughout the 2023-2024 school year. The ILT met for 10 site-based planning/support days (one per month from August-May of the 2023-2024 school year). Additionally, the JES ILT met for TUSD ILT meetings. The ILT also provided staff development/support during some staff meetings on early-release Mondays by going over STEM modules with the staff. Breakout rooms were utilized for grade levels (TK-3, 4-5) with ILT members having different grade levels of focus.
- PLCs (Professional Learning Communities)
- Teachers utilize district pacing guides
- Common formative assessments

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

- EL minutes (30 minutes per day in grades 1-5; 15 minutes per day in Kindergarten)
- Language arts and math are taught daily by teachers, typically in the morning

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

- Pacing guides are reviewed during PLC and grade level collaboration time
- Intervention schedule-intervention paraprofessionals worked with 1st-5th grade students on a daily rotation during the school day.
- Some teachers provided intervention before and after school for compensation. This was optional. Available hours were split equally amongst interested teachers. For instance, there was funding for EL, FY, and SES students to receive intervention.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

-All students have equitable access to appropriate instructional materials

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

-RCD units and designated ELD instruction are fully aligned with standards and intervention materials

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Jacobson Elementary School provides a daily intervention rotation based on data. Ongoing evaluation of student academic growth and challenges inform this intervention rotation. Teachers collaborate frequently in their Professional Learning Communities about this important work. Jacobson Elementary School is fortunate to have four paraprofessionals that provide this intervention. Teachers provide the plans and materials for this intervention.

- PLC-Teacher intervention rotations during the school day were based on assessment results, such as FastBridge aReading and aMath scores and DnA Illuminate pre-assessment results.
- Teachers were provided the opportunity to support at risk students with extra intervention time before and after school (compensated)
- EL Students receive designated ELD instruction daily for the legally required amount of time. Additionally, students who require extra support, based on teacher observation and data analysis, receive the support from our EL Coordinator during the school day.

Evidence-based educational practices to raise student achievement

- PLC-sharing and implementing effective instructional practices, analyzing common formative assessments, planning intervention, discussing the four PLC questions: 1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students don't learn? 4. How will we extend the learning for students who are already proficient?
- Inquiry-based instructional practices as described in the "developed" and "well-developed" sections of ICLE's Rigor Rubric.
- Intervention support from teachers and intervention paraprofessionals (two four-hour intervention paraprofessionals and two eight-hour intervention paraprofessionals)
- Social Emotional Supports-counseling-During the 2022-2023 and 2023-2024 school years, there have been five days of counseling offered.
- Attendance based accountability (SARB) and incentives
- Proactive and equitable discipline policies and practices-2.7% of JES students suspended during the 2021-2022 school year. This represents a substantial decline in suspension rate since the last years students were in attendance for the whole year or part of the school year (2018-2019 and 2019-2020 school years). There were no suspensions at JES during the 2020-2021 school year (distance learning for majority of the school year, hybrid learning for approximately the last two months of the school year for all students--SDC students accessed hybrid learning since November of 2020 that year).

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The District and School resources and programs listed below assist under-achieving students. At Jacobson Elementary School, we attempt to learn and identify every student's needs and support them in every possible way.

- TUSD Prevention Services
- Parent Liaison (our parent liaison splits his time equally between Jacobson Elementary School and Hirsch Elementary School)
- Mental Health Counseling and Wellness support--5 days of services at JES
- SST, 504, IEP procedures
- Para educators (EL coordinator, intervention paraprofessionals, TK/Kindergarten paraprofessionals)
- City of Tracy after school program-Boys' and Girls' Club
- Farmers to Families Thursday afternoon grocery box food distribution in our parking lot on Thursdays from 4:00 p.m.-6:00 p.m. during part of the 2023-2024 school year. One grocery box feeds a family of 4 for one week. This amazing community support is provided by Five Loaves Two Fish Food Pantry/New Creation Bible Fellowship in Tracy, CA. We hope to continue this program next school year. This school year was the third year we provided this program.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Jacobson Elementary School takes great pride in community outreach and partnerships. Please see the encouraging LCAP parent survey results above for climate and safety. Some examples of these community partnerships and the school's efforts at outreach are listed below.

- Back to School Night
- Open House--4-27-2023
- Parent Teacher Conferences
- School Site Council/ELAC
- Parent Liaison (outreach, support, parent education, Parent Cafes)--Our Parent Liaison also works directly with TUSD's Prevention Services Department to help maximize resources for families in need.
- JSPA (Jacobson School Parent Association)
- SST Team (Student Success Team)--when a school staff member or parent has a concern about a student's academic or behavioral progress, a team meeting occurs in which recommendations and a plan are made. All educational partners at the meeting get a copy of the notes from the meeting. A copy also is placed in the student's cumulative file.
- Boys' and Girls' Club--after school program at Jacobson
- Farmers to Families Thursday afternoon grocery box food distribution in our parking lot on Thursdays from 4:00 p.m.-6:00 p.m. during part of the 2023-2024 school year. One grocery box feeds a family of 4 for one week. This amazing community support is provided by Five Loaves Two Fish Food Pantry/New Creation Bible Fellowship in Tracy, CA. We hope to continue this program next school year. This school year was the second year we provided this program.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Personnel compensated from JES's SPSA that provide services to enable underperforming students to meet standards:

- Intervention Para educators--2 four-hour para educators
- EL Paraprofessional--1 six-hour para educator
- Kindergarten Paraprofessionals--3 three-hour para educators

Please see Goal 1 and Goal 2 in this document to see all categorical fund expenditures.

Fiscal support (EPC)

- LCFF
- Title I
- Targeted (SES/EL/FY)
- Targeted EL

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Opportunities for educational partner input occurred at school site council meetings, ELAC meetings, JES Guiding Coalition meetings, and staff meetings throughout the school year. Jacobson Elementary School's SPSA has been created with input from all appropriate educational partners, including the JES School Site Council on 12-12-2023, 3-26-2024, and 4-23-2024 (representatives of JES school community and JES staff), the JES Guiding Coalition on 1-17-2024 and 4-4-2024

(school leadership team), and the JES certificated school staff (needs assessment survey/feedback on 2-26-2024).

Resource Inequities

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

JES has been identified as an ATSI school due to chronic absenteeism for students of two or more races. Strategies to improve this concern are listed in Goal 2 in the SPSA.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.35%	0.69%	2	2	4
African American	5.9%	5.49%	4.8%	34	31	28
Asian	13.6%	13.63%	15.27%	78	77	89
Filipino	4.2%	4.78%	3.6%	24	27	21
Hispanic/Latino	55.7%	56.11%	54.37%	320	317	317
Pacific Islander	2.6%	2.30%	2.74%	15	13	16
White	13.2%	11.86%	13.21%	76	67	77
Multiple/No Response	4.5%	5.49%	5.32%	26	31	31
Total Enrollment				575	565	583

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	96	108	109
Grade 1	84	90	94
Grade 2	104	84	90
Grade3	94	98	96
Grade 4	101	87	101
Grade 5	96	98	93
Total Enrollment	575	565	583

Conclusions based on this data:

- Jacobson Elementary School's student enrollment is increasing.
- As of January 5, 2024 there are 604 students enrolled at Jacobson Elementary School. This is the second consecutive school year of student enrollment growth.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	180	184	202	31.3%	32.6%	34.6%
Fluent English Proficient (FEP)	47	50	41	8.2%	8.8%	7.0%
Reclassified Fluent English Proficient (RFEP)	7	26	20	3.9%	4.6%	3.4%

Conclusions based on this data:

1. Jacobson Elementary School's English Learner (EL) enrollment is increasing (31.3%, 32.6%, 34.6%).
2. Twenty-six students were reclassified Fluent English Proficient in 2021-2022. Twenty students were reclassified in 2022-2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	88	101	93	87	99	93	87	99	93	98.9	98.0	100.0
Grade 4	96	85	97	96	83	96	96	83	96	100.0	97.6	99.0
Grade 5	92	102	92	86	99	90	85	99	90	93.5	97.1	97.8
All Grades	276	288	282	269	281	279	268	281	279	97.5	97.6	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2368.	2380.	2372.	5.75	9.09	5.38	14.94	14.14	19.35	28.74	30.30	31.18	50.57	46.46	44.09
Grade 4	2421.	2403.	2415.	10.42	8.43	7.29	14.58	9.64	22.92	27.08	28.92	22.92	47.92	53.01	46.88
Grade 5	2465.	2438.	2421.	10.59	7.07	6.67	27.06	14.14	13.33	15.29	32.32	23.33	47.06	46.46	56.67
All Grades	N/A	N/A	N/A	8.96	8.19	6.45	18.66	12.81	18.64	23.88	30.60	25.81	48.51	48.40	49.10

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	3.45	6.06	7.53	65.52	60.61	61.29	31.03	33.33	31.18	
Grade 4	11.46	9.64	7.29	56.25	62.65	65.63	32.29	27.71	27.08	
Grade 5	9.41	6.06	4.44	61.18	57.58	56.67	29.41	36.36	38.89	
All Grades	8.21	7.12	6.45	60.82	60.14	61.29	30.97	32.74	32.26	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.65	7.07	4.30	45.35	49.49	50.54	50.00	43.43	45.16
Grade 4	6.25	8.43	3.13	54.17	49.40	56.25	39.58	42.17	40.63
Grade 5	11.76	8.08	4.44	51.76	44.44	36.67	36.47	47.47	58.89
All Grades	7.49	7.83	3.94	50.56	47.69	48.03	41.95	44.48	48.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.75	4.04	4.30	77.01	74.75	70.97	17.24	21.21	24.73
Grade 4	2.08	2.41	5.21	76.04	74.70	71.88	21.88	22.89	22.92
Grade 5	7.06	4.04	13.33	70.59	64.65	51.11	22.35	31.31	35.56
All Grades	4.85	3.56	7.53	74.63	71.17	64.87	20.52	25.27	27.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.05	11.11	6.45	62.07	62.63	66.67	29.89	26.26	26.88
Grade 4	12.50	7.23	7.29	70.83	65.06	57.29	16.67	27.71	35.42
Grade 5	10.59	5.05	7.78	63.53	62.63	56.67	25.88	32.32	35.56
All Grades	10.45	7.83	7.17	65.67	63.35	60.22	23.88	28.83	32.62

Conclusions based on this data:

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

In 3rd Grade, the mean scale score decreased 7.9 points from 2380.2 in 2021-2022 to 2372.3 in 2022-2023.
 In 4th Grade, the mean scale score increased 12.6 points from 2403 in 2021-2022 to 2415.6 in 2022-2023.
 In 5th Grade, the mean scale score decreased 17 points from 2438.7 in 2021-2022 to 2421.7 in 2022-2023.

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

In 3rd Grade, the percentage of students exceeding the standard decreased 3.71% from 9.09% in 2021-2022 to 5.38% in 2022-2023.
 In 4th Grade, the percentage of students exceeding the standard decreased 1.14% from 8.43% in 2021-2022 to 7.29% in 2022-2023.
 In 5th Grade, the percentage of students exceeding the standard decreased 0.4% from 7.07% in 2021-2022 to 6.67% in 2022-2023.

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

In 3rd Grade, the percentage of students meeting the standard increased 5.21% from 14.14% in 2021-2022 to 19.35% in 2022-2023.
 In 4th Grade, the percentage of students meeting the standard increased 13.28% from 9.64% in 2021-2022 to 22.92% in 2022-2023.
 In 5th Grade, the percentage of students meeting the standard decreased 0.81% from 14.14% in 2021-2022 to 13.33% in 2022-2023.

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

In 3rd Grade, the percentage of students nearly meeting the standard increased 0.88% from 30.30% in 2021-2022 to 31.18% in 2022-2023.
 In 4th Grade, the percentage of students nearly meeting the standard decreased 6% from 28.92% in 2021-2022 to 22.92% in 2022-2023.
 In 5th Grade, the percentage of students nearly meeting the standard decreased 8.99% from 32.32% in 2021-2022 to 23.33% in 2022-2023.

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

In 3rd Grade, the percentage of students not meeting the standard decreased 2.37% from 46.46% in 2021-2022 to 44.09% in 2022-2023.
In 4th Grade, the percentage of students not meeting the standard decreased 6.13% from 53.01% in 2021-2022 to 46.88% in 2022-2023.
In 5th Grade, the percentage of students not meeting the standard increased 10.21% from 46.46% in 2021-2022 to 56.67% in 2022-2023.

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

In 3rd Grade, the percentage of students above standard increased 1.47% from 6.06% in 2021-2022 to 7.53% in 2022-2023.
In 4th Grade, the percentage of students above standard decreased 2.35% from 9.64% in 2021-2022 to 7.29% in 2022-2023.
In 5th Grade, the percentage of students above standard decreased 1.62% from 6.06% in 2021-2022 to 4.44% in 2022-2023.

Reading-Demonstrating understanding of literary and non-fiction texts--Percentage of students at or near standard:

In 3rd Grade, the percentage of students at or near standard increased 0.68% from 60.61% in 2021-2022 to 61.29% in 2022-2023.
In 4th Grade, the percentage of students at or near standard increased 2.98% from 62.65% in 2021-2022 to 65.63% in 2022-2023.
In 5th Grade, the percentage of students at or near standard decreased 1.01% from 57.58% in 2021-2022 to 56.57% in 2022-2023.

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

In 3rd Grade, the percentage of students below standard decreased 2.15% from 33.33% in 2021-2022 to 31.18% in 2022-2023.
In 4th Grade, the percentage of students below standard decreased 0.63% from 27.71% in 2021-2022 to 27.08% in 2022-2023.
In 5th Grade, the percentage of students below standard increased 2.53% from 36.36% in 2021-2022 to 38.89% in 2022-2023.

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

In 3rd Grade, the percentage of students above standard decreased 2.77% from 7.07% in 2021-2022 to 4.30% in 2022-2023.
In 4th Grade, the percentage of students above standard decreased 5.3% from 8.43% in 2021-2022 to 3.13% in 2022-2023.
In 5th Grade, the percentage of students above standard decreased 3.64% from 8.08% in 2021-2022 to 4.44% in 2022-2023.

Writing-Producing clear and purposeful writing--Percentage of students at or near standard:

In 3rd Grade, the percentage of students at or near standard increased 1.05% from 49.49% in 2021-2022 to 50.54% in 2022-2023.
In 4th Grade, the percentage of students at or near standard increased 6.85% from 49.40% in 2021-2022 to 56.25% in 2022-2023.
In 5th Grade, the percentage of students at or near standard decreased 7.77% from 44.44% in 2021-2022 to 36.67% in 2022-2023.

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

In 3rd Grade, the percentage of students below standard increased 1.73% from 43.43% in 2021-2022 to 45.16% in 2022-2023.
In 4th Grade, the percentage of students below standard decreased 1.54% from 42.17% in 2021-2022 to 40.63% in 2022-2023.
In 5th Grade, the percentage of students below standard increased 11.42% from 47.47% in 2021-2022 to 58.89% in 2022-2023.

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

In 3rd Grade, the percentage of students above standard increased 0.26% from 4.04% in 2021-2022 to 4.30% in 2022-2023.

In 4th Grade, the percentage of students above standard increased 2.8% from 2.41% in 2021-2022 to 5.21% in 2022-2023.

In 5th Grade, the percentage of students above standard increased 9.29% from 4.04% in 2021-2022 to 13.33% in 2022-2023.

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

In 3rd Grade, the percentage of students at or near standard decreased 3.78% from 74.75% in 2021-2022 to 70.97% in 2022-2023.

In 4th Grade, the percentage of students at or near standard decreased 2.82% from 74.70% in 2021-2022 to 71.88% in 2022-2023.

In 5th Grade, the percentage of students at or near standard decreased 13.54% from 64.65% in 2021-2022 to 51.11% in 2022-2023.

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

In 3rd Grade, the percentage of students below standard increased 3.52% from 21.21% in 2021-2022 to 24.73% in 2022-2023.

In 4th Grade, the percentage of students below standard increased 0.03% from 22.89% in 2021-2022 to 22.92% in 2022-2023.

In 5th Grade, the percentage of students below standard increased 4.25% from 31.31% in 2021-2022 to 35.56% in 2022-2023.

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

In 3rd Grade, the percentage of students above standard decreased 4.66% from 11.11% in 2021-2022 to 6.45% in 2022-2023.

In 4th Grade, the percentage of students above standard increased 0.06% from 7.23% in 2021-2022 to 7.29% in 2022-2023.

In 5th Grade, the percentage of students above standard increased 2.73% from 5.05% in 2021-2022 to 7.78% in 2022-2023.

Research/Inquiry-Investigating, analyzing, and presenting information--Percentage of students at or near standard:

In 3rd Grade, the percentage of students at or near standard increased 4.04% from 62.63% in 2021-2022 to 66.67% in 2022-2023.

In 4th Grade, the percentage of students at or near standard decreased 7.77% from 65.06% in 2021-2022 to 57.29% in 2022-2023.

In 5th Grade, the percentage of students at or near standard decreased 5.96% from 62.63% in 2021-2022 to 56.67% in 2022-2023.

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

In 3rd Grade, the percentage of students below standard increased 0.62% from 26.26% in 2021-2022 to 26.88% in 2022-2023.

In 4th Grade, the percentage of students below standard increased 7.71% from 27.71% in 2021-2022 to 35.42% in 2022-2023.

In 5th Grade, the percentage of students below standard increased 3.24% from 32.32% in 2021-2022 to 35.56% in 2022-2023.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	88	101	94	87	100	94	87	100	94	98.9	99.0	100.0
Grade 4	96	85	97	96	84	97	96	84	97	100.0	98.8	100.0
Grade 5	92	102	92	85	101	91	85	101	91	92.4	99.0	98.9
All Grades	276	288	283	268	285	282	268	285	282	97.1	99.0	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2367.	2403.	2383.	6.90	7.00	4.26	13.79	32.00	24.47	21.84	23.00	24.47	57.47	38.00	46.81
Grade 4	2406.	2416.	2435.	3.13	1.19	11.34	13.54	17.86	18.56	27.08	29.76	32.99	56.25	51.19	37.11
Grade 5	2450.	2437.	2419.	3.53	4.95	1.10	12.94	4.95	7.69	30.59	28.71	27.47	52.94	61.39	63.74
All Grades	N/A	N/A	N/A	4.48	4.56	5.67	13.43	18.25	17.02	26.49	27.02	28.37	55.60	50.18	48.94

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	12.64	14.00	14.89	33.33	47.00	40.43	54.02	39.00	44.68	
Grade 4	4.17	8.33	12.37	36.46	39.29	39.18	59.38	52.38	48.45	
Grade 5	4.71	3.96	1.10	41.18	39.60	39.56	54.12	56.44	59.34	
All Grades	7.09	8.77	9.57	36.94	42.11	39.72	55.97	49.12	50.71	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.05	14.00	6.38	42.53	55.00	47.87	49.43	31.00	45.74
Grade 4	5.21	4.76	7.22	44.79	39.29	51.55	50.00	55.95	41.24
Grade 5	7.06	2.97	1.10	45.88	55.45	41.76	47.06	41.58	57.14
All Grades	6.72	7.37	4.96	44.40	50.53	47.16	48.88	42.11	47.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.45	12.00	10.64	52.87	67.00	48.94	43.68	21.00	40.43
Grade 4	3.13	1.19	12.37	51.04	58.33	57.73	45.83	40.48	29.90
Grade 5	2.35	2.97	0.00	57.65	46.53	51.65	40.00	50.50	48.35
All Grades	2.99	5.61	7.80	53.73	57.19	52.84	43.28	37.19	39.36

Conclusions based on this data:

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

In 3rd Grade, the mean scale score decreased 20.5 points from 2403.7 in 2021-2022 to 2383.2 in 2022-2023.
 In 4th Grade, the mean scale score increased 19.6 points from 2416.1 in 2021-2022 to 2435.7 in 2022-2023.
 In 5th Grade, the mean scale score decreased 18 points from 2437.0 in 2021-2022 to 2419.0 in 2022-2023.

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

In 3rd Grade, the percentage of students exceeding the standard decreased 2.74% from 7.00% in 2021-2022 to 4.26% in 2022-2023.
 In 4th Grade, the percentage of students exceeding the standard increased 10.15% from 1.19% in 2021-2022 to 11.34% in 2022-2023.
 In 5th Grade, the percentage of students exceeding the standard decreased 3.85% from 4.95% in 2021-2022 to 1.10% in 2022-2023.

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

In 3rd Grade, the percentage of students meeting the standard decreased 7.53% from 32.00% in 2021-2022 to 24.47% in 2022-2023.
 In 4th Grade, the percentage of students meeting the standard increased 0.7% from 17.86% in 2021-2022 to 18.56% in 2022-2023.
 In 5th Grade, the percentage of students meeting the standard increased 2.74% from 4.95% in 2021-2022 to 7.69% in 2022-2023.

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

In 3rd Grade, the percentage of students nearly meeting the standard increased 1.47% from 23.00% in 2021-2022 to 24.47% in 2022-2023.
 In 4th Grade, the percentage of students nearly meeting the standard increased 3.23% from 29.76% in 2021-2022 to 32.99% in 2022-2023.
 In 5th Grade, the percentage of students nearly meeting the standard decreased 1.24% from 28.71% in 2021-2022 to 27.47% in 2022-2023.

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

In 3rd Grade, the percentage of students not meeting the standard increased 8.81% from 38.00% in 2021-2022 to 46.81% in 2022-2023.
 In 4th Grade, the percentage of students not meeting the standard decreased 14.08% from 51.19% in 2021-2022 to 37.11% in 2022-2023.
 In 5th Grade, the percentage of students not meeting the standard increased 2.35% from 61.39% in 2021-2022 to 63.74% in 2022-2023.

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

In 3rd Grade, the percentage of students above standard increased 0.89% from 14.00% in 2021-2022 to 14.89% in 2022-2023.

In 4th Grade, the percentage of students above standard increased 4.04% from 8.33% in 2021-2022 to 12.37% in 2022-2023.

In 5th Grade, the percentage of students above standard decreased 2.86% from 3.96% in 2021-2022 to 1.10% in 2022-2023.

Concepts & Procedures- Applying mathematical concepts and procedures--Percentage of students at or near standard:

In 3rd Grade, the percentage of students at or near standard decreased 6.57% from 47.00% in 2021-2022 to 40.43% in 2022-2023.

In 4th Grade, the percentage of students at or near standard decreased 0.11% from 39.29% in 2021-2022 to 39.18% in 2022-2023.

In 5th Grade, the percentage of students at or near standard decreased 0.04% from 39.60% in 2021-2022 to 39.56% in 2022-2023.

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

In 3rd Grade, the percentage of students below standard increased 5.68% from 39.00% in 2021-2022 to 44.68% in 2022-2023.

In 4th Grade, the percentage of students below standard decreased 3.93% from 52.38% in 2021-2022 to 48.45% in 2022-2023.

In 5th Grade, the percentage of students below standard increased 2.90% from 56.44% in 2021-2022 to 59.34% in 2022-2023.

Problem Solving & Modeling/Data Analysis- Using appropriate tools and strategies to solve real world and mathematical problems--Percentage of students above standard:

In 3rd Grade, the percentage of students above standard decreased 7.62% from 14.00% in 2021-2022 to 6.38% in 2022-2023.

In 4th Grade, the percentage of students above standard increased 2.46% from 4.76% in 2021-2022 to 7.22% in 2022-2023.

In 5th Grade, the percentage of students above standard decreased 1.87% from 2.97% in 2021-2022 to 1.10% in 2022-2023.

Problem Solving & Modeling/Data Analysis- Using appropriate tools and strategies to solve real world and mathematical problems--Percentage of students at or near standard:

In 3rd Grade, the percentage of students at or near standard decreased 7.13% from 55.00% in 2021-2022 to 47.87% in 2022-2023.

In 4th Grade, the percentage of students at or near standard increased 12.26% from 39.29% in 2021-2022 to 51.55% in 2022-2023.

In 5th Grade, the percentage of students at or near standard decreased 13.69% from 55.45% in 2021-2022 to 41.76% in 2022-2023.

Problem Solving & Modeling/Data Analysis- Using appropriate tools and strategies to solve real world and mathematical problems--Percentage of students below standard:

In 3rd Grade, the percentage of students below standard increased 14.74% from 31.00% in 2021-2022 to 45.74% in 2022-2023.

In 4th Grade, the percentage of students below standard decreased 14.71% from 55.95% in 2021-2022 to 41.24% in 2022-2023.

In 5th Grade, the percentage of students below standard increased 15.56% from 41.58% in 2021-2022 to 57.14% in 2022-2023.

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

In 3rd Grade, the percentage of students above standard decreased 8.55% from 3.45% in 2021-2022 to 12.00% in 2022-2023.

In 4th Grade, the percentage of students above standard increased 1.94% from 3.13% in 2021-2022 to 1.19% in 2022-2023.

In 5th Grade, the percentage of students above standard decreased 5.96% from 8.93% in 2021-2022 to 2.97% in 2022-2023.

Communicating Reasoning- Demonstrating ability to support mathematical conclusions--Percentage of students at or near standard:

In 3rd Grade, the percentage of students at or near standard decreased 18.06% from 67.00% in 2021-2022 to 48.94% in 2022-2023.

In 4th Grade, the percentage of students at or near standard decreased 0.6% from 58.33% in 2021-2022 to 57.73% in 2022-2023.

In 5th Grade, the percentage of students at or near standard increased 5.12% from 46.53% in 2021-2022 to 51.65% in 2022-2023.

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

In 3rd Grade, the percentage of students below standard increased 19.43% from 21.00% in 2021-2022 to 40.43% in 2022-2023.

In 4th Grade, the percentage of students below standard decreased 10.58% from 40.48% in 2021-2022 to 29.90% in 2022-2023.

In 5th Grade, the percentage of students below standard decreased 2.15% from 50.50% in 2021-2022 to 48.35% in 2022-2023.

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	6.86	14.29	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. CAST (California Science Test)--Overall Achievement

In Fifth Grade at Jacobson Elementary School, the percentage of students at level 4 (standard exceeded) decreased 1.71% from 2.94% in 2021-2022 to 0% in 2022-2023. The percentage of students at level 3 (standard met) increased 10.37% from 3.92% in 2021-2022 to 14.29% in 2022-2023. The percentage of students at level 3 and 4 (standard met or exceeded) increased 7.43% from 6.86% in 2021-2022 to 14.29% in 2022-2023. The percentage of students at level 2 (standard nearly met) decreased 26.52% from 71.57% in 2021-2022 to 45.05% in 2022-2023. The percentage of students at level 1 (standard not met) increased 19.09% from 21.57% in 2021-2022 to 40.66% in 2022-2023.

2. CAST--Life Sciences: Focusing on structures and processes in living things, ecosystems, heredity, and biological evolution

In Fifth Grade at Jacobson Elementary School, the percentage of students above standard increased 4.75% from 2.94% in 2021-2022 to 7.69% in 2022-2023. The percentage of students near standard decreased 11.83% from 29.41% in 2021-2022 to 17.58% in 2022-2023. The percentage of students below standard increased 7.08% from 67.65% in 2021-2022 to 74.73% in 2022-2023.

CAST--Physical Sciences: Focusing on matter and its interactions, motion and stability, energy, and waves and their applications

In Fifth Grade at Jacobson Elementary School, the percentage of students above standard decreased 0.98% from 0.98% in 2021-2022 to 0% in 2022-2023. The percentage of students near standard increased 2.81% from 32.35% in 2021-2022 to 35.16% in 2022-2023. The percentage of students below standard decreased 1.83% from 66.67% in 2021-2022 to 64.84% in 2022-2023.

CAST--Earth and Space Sciences: Focusing on Earth's place in the universe, Earth's systems, and Earth and human activity

In Fifth Grade at Jacobson Elementary School, the percentage of students above standard decreased 2.82% from 3.92% in 2021-2022 to 1.10% in 2022-2023. The percentage of students near standard decreased 2.92% from 30.39% in 2021-2022 to 27.47% in 2022-2023. The percentage of students below standard increased 5.74% from 65.69% in 2021-2022 to 71.43% in 2022-2023.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1393.5	1381.6	1407.1	1407.3	1394.1	1414.0	1361.0	1352.1	1390.5	35	34	45
1	1429.0	1420.7	1407.5	1446.2	1439.6	1424.0	1411.2	1401.2	1390.6	25	30	34
2	1465.0	1456.5	1457.3	1463.3	1451.5	1460.1	1466.1	1461.1	1454.0	27	31	35
3	1477.1	1464.4	1482.8	1485.2	1461.8	1487.6	1468.6	1466.6	1477.4	33	25	29
4	1503.0	1497.9	1488.7	1507.0	1511.6	1486.5	1498.6	1483.6	1490.5	35	30	23
5	1512.1	1519.5	1506.2	1514.0	1528.9	1510.6	1509.8	1509.4	1501.2	25	35	31
All Grades										180	185	197

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.71	0.00	4.44	20.00	17.65	31.11	42.86	52.94	44.44	31.43	29.41	20.00	35	34	45
1	8.00	3.45	0.00	24.00	17.24	32.35	40.00	37.93	38.24	28.00	41.38	29.41	25	29	34
2	0.00	6.45	0.00	48.15	35.48	34.29	37.04	48.39	45.71	14.81	9.68	20.00	27	31	35
3	9.09	4.00	13.79	30.30	24.00	27.59	54.55	48.00	41.38	6.06	24.00	17.24	33	25	29
4	20.00	10.00	8.70	37.14	43.33	47.83	28.57	30.00	4.35	14.29	16.67	39.13	35	30	23
5	20.00	8.57	12.90	40.00	42.86	38.71	24.00	40.00	29.03	16.00	8.57	19.35	25	35	31
All Grades	10.56	5.43	6.09	32.78	30.43	34.52	38.33	42.93	36.04	18.33	21.20	23.35	180	184	197

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.86	2.94	6.67	34.29	20.59	28.89	37.14	50.00	42.22	25.71	26.47	22.22	35	34	45
1	16.00	17.24	11.76	28.00	20.69	29.41	32.00	41.38	41.18	24.00	20.69	17.65	25	29	34
2	11.11	12.90	14.29	44.44	38.71	28.57	29.63	35.48	42.86	14.81	12.90	14.29	27	31	35
3	30.30	12.00	27.59	48.48	32.00	37.93	15.15	32.00	20.69	6.06	24.00	13.79	33	25	29
4	42.86	40.00	39.13	25.71	43.33	17.39	20.00	10.00	26.09	11.43	6.67	17.39	35	30	23
5	36.00	40.00	35.48	52.00	51.43	38.71	4.00	0.00	12.90	8.00	8.57	12.90	25	35	31
All Grades	23.33	21.20	20.30	38.33	34.78	30.46	23.33	27.72	32.49	15.00	16.30	16.75	180	184	197

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.71	0.00	4.44	11.43	8.82	24.44	42.86	52.94	53.33	40.00	38.24	17.78	35	34	45
1	0.00	3.45	0.00	20.00	6.90	17.65	36.00	17.24	26.47	44.00	72.41	55.88	25	29	34
2	0.00	3.23	0.00	37.04	19.35	25.71	48.15	58.06	37.14	14.81	19.35	37.14	27	31	35
3	6.06	4.00	3.45	9.09	12.00	20.69	54.55	40.00	41.38	30.30	44.00	34.48	33	25	29
4	2.86	0.00	0.00	20.00	6.67	21.74	42.86	46.67	21.74	34.29	46.67	56.52	35	30	23
5	12.00	2.86	3.23	12.00	14.29	6.45	52.00	60.00	51.61	24.00	22.86	38.71	25	35	31
All Grades	4.44	2.17	2.03	17.78	11.41	19.80	46.11	46.74	40.10	31.67	39.67	38.07	180	184	197

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.57	0.00	13.33	65.71	67.65	62.22	25.71	32.35	24.44	35	34	45
1	20.00	20.69	26.47	64.00	55.17	55.88	16.00	24.14	17.65	25	29	34
2	18.52	12.90	14.29	66.67	67.74	74.29	14.81	19.35	11.43	27	31	35
3	21.21	20.00	27.59	69.70	60.00	51.72	9.09	20.00	20.69	33	25	29
4	40.00	40.00	17.39	48.57	50.00	56.52	11.43	10.00	26.09	35	30	23
5	24.00	17.14	16.13	68.00	65.71	61.29	8.00	17.14	22.58	25	35	31
All Grades	22.22	17.93	18.78	63.33	61.41	60.91	14.44	20.65	20.30	180	184	197

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	5.88	11.11	71.43	64.71	62.22	28.57	29.41	26.67	35	34	45
1	12.00	10.34	14.71	68.00	58.62	58.82	20.00	31.03	26.47	25	29	34
2	14.81	22.58	22.86	66.67	67.74	60.00	18.52	9.68	17.14	27	31	35
3	45.45	24.00	48.28	42.42	44.00	31.03	12.12	32.00	20.69	33	25	29
4	42.86	50.00	39.13	42.86	40.00	34.78	14.29	10.00	26.09	35	30	23
5	60.00	85.71	73.33	24.00	5.71	13.33	16.00	8.57	13.33	25	35	30
All Grades	28.89	34.24	32.14	52.78	46.20	45.92	18.33	19.57	21.94	180	184	196

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.71	0.00	6.67	54.29	67.65	66.67	40.00	32.35	26.67	35	34	45
1	8.00	10.34	2.94	44.00	13.79	32.35	48.00	75.86	64.71	25	29	34
2	0.00	3.23	0.00	70.37	64.52	51.43	29.63	32.26	48.57	27	31	35
3	6.06	0.00	10.34	48.48	24.00	41.38	45.45	76.00	48.28	33	25	29
4	2.86	0.00	4.35	62.86	46.67	39.13	34.29	53.33	56.52	35	30	23
5	16.00	2.86	3.23	52.00	62.86	54.84	32.00	34.29	41.94	25	35	31
All Grades	6.11	2.72	4.57	55.56	48.37	49.24	38.33	48.91	46.19	180	184	197

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.14	8.82	35.56	48.57	55.88	46.67	34.29	35.29	17.78	35	34	45
1	8.00	0.00	0.00	60.00	75.86	73.53	32.00	24.14	26.47	25	29	34
2	14.81	22.58	8.57	74.07	70.97	68.57	11.11	6.45	22.86	27	31	35
3	6.06	16.00	0.00	66.67	72.00	82.76	27.27	12.00	17.24	33	25	29
4	5.71	10.00	8.70	65.71	63.33	69.57	28.57	26.67	21.74	35	30	23
5	8.00	17.14	9.68	72.00	68.57	70.97	20.00	14.29	19.35	25	35	31
All Grades	10.00	12.50	12.18	63.89	67.39	67.01	26.11	20.11	20.81	180	184	197

Conclusions based on this data:

1. ELPAC Summative Assessment Data--Overall

In Kindergarten, the overall mean scale score increased 25.5 points from 1381.6 in 2021-2022 to 1407.1 in 2022-2023.

In First Grade, the overall mean scale score decreased 13.2 points from 1420.7 in 2021-2022 to 1407.5 in 2022-2023.

In Second Grade, the overall mean scale score increased 0.8 points from 1456.5 in 2021-2022 to 1457.3 in 2022-2023.

In Third Grade, the overall mean scale score increased 18.4 points from 1464.4 in 2021-2022 to 1482.8 in 2022-2023.

In Fourth Grade, the overall mean scale score decreased 9.2 points from 1497.9 in 2021-2022 to 1488.7 in 2022-2023.

In Fifth Grade, the overall mean scale score decreased 13.3 points from 1519.5 in 2021-2022 to 1506.2 in 2022-2023.

ELPAC Summative Assessment Data--Oral Language

In Kindergarten, the oral language mean scale score increased 19.9 points from 1394.1 in 2021-2022 to 1414 in 2022-2023.

In First Grade, the oral language mean scale score decreased 15.6 points from 1439.6 in 2021-2022 to 1424 in 2022-2023.

In Second Grade, the oral language mean scale score increased 8.6 points from 1451.5 in 2021-2022 to 1460.1 in 2022-2023.

In Third Grade, the oral language mean scale score increased 25.8 points from 1461.8 in 2021-2022 to 1487.6 in 2022-2023.

In Fourth Grade, the oral language mean scale score decreased 25.1 points from 1511.6 in 2021-2022 to 1486.5 in 2022-2023.

In Fifth Grade, the oral language mean scale score decreased 18.3 points from 1528.9 in 2021-2022 to 1510.6 in 2022-2023.

ELPAC Summative Assessment Data--Written Language

In Kindergarten, the written language mean scale score increased 38.4 points from 1352.1 in 2021-2022 to 1390.5 in 2022-2023.

In First Grade, the written language mean scale score decreased 10.6 points from 1401.2 in 2021-2022 to 1390.6 in 2022-2023.

In Second Grade, the written language mean scale score decreased 7.1 points from 1461.1 in 2021-2022 to 1454 in 2022-2023.

In Third Grade, the written language mean scale score increased 10.8 points from 1466.6 in 2021-2022 to 1477.4 in 2022-2023.

In Fourth Grade, the written language mean scale score increased 6.9 points from 1483.6 in 2021-2022 to 1490.5 in 2022-2023.

In Fifth Grade, the written language mean scale score decreased 8.2 points from 1509.4 in 2021-2022 to 1501.2 in 2022-2023.

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

In Kindergarten, the percentage of students at level 4 increased 4.44% from 0% in 2021-2022 to 4.44% in 2022-2023. The percentage of students at level 3 increased 13.46% from 17.65% in 2021-2022 to 31.11% in 2022-2023. The percentage of students at level 2 decreased 8.5% from 52.94% in 2021-2022 to 44.44% in 2022-2023. The percentage of students at level 1 decreased 9.41% from 29.41% in 2021-2022 to 20% in 2022-2023.

In First Grade, the percentage of students at level 4 decreased 3.45% from 3.45% in 2021-2022 to 0% in 2022-2023. The percentage of students at level 3 increased 15.11% from 17.24% in 2021-2022 to 32.35% in 2022-2023. The percentage of students at level 2 increased 0.31% from 37.93% in 2021-2022 to 38.24% in 2022-2023. The percentage of students at level 1 decreased 11.97% from 41.38% in 2021-2022 to 29.41% in 2022-2023.

In Second Grade, the percentage of students at level 4 decreased 6.45% from 6.45% in 2021-2022 to 0% in 2022-2023. The percentage of students at level 3 decreased 1.19% from 35.48% in 2021-2022 to 34.29% in 2022-2023. The percentage of students at level 2 decreased 2.68% from 48.39% in 2021-2022 to 45.71% in 2022-2023. The percentage of students at level 1 increased 10.32% from 9.68% in 2021-2022 to 20% in 2022-2023.

In Third Grade, the percentage of students at level 4 increased 9.79% from 4.00% in 2021-2022 to 13.79% in 2022-2023. The percentage of students at level 3 increased 3.59% from 24.00% in 2021-2022 to 27.59% in 2022-2023. The percentage of students at level 2 decreased 6.62% from 48.00% in 2021-2022 to 41.38% in 2022-2023. The percentage of students at level 1 decreased 6.76% from 24.00% in 2021-2022 to 17.24% in 2022-2023.

In Fourth Grade, the percentage of students at level 4 decreased 1.30% from 10.00% in 2021-2022 to 8.70% in 2022-2023. The percentage of students at level 3 increased 4.50% from 43.33% in 2021-2022 to 47.83% in 2022-2023. The percentage of students at level 2 decreased 25.65% from 30.00% in 2021-2022 to 4.35% in 2022-2023. The percentage of students at level 1 increased 22.46% from 16.67% in 2021-2022 to 39.13% in 2022-2023.

In Fifth Grade, the percentage of students at level 4 increased 4.33% from 8.57% in 2021-2022 to 12.90% in 2022-2023. The percentage of students at level 3 decreased 4.15% from 42.86% in 2021-2022 to 38.71% in 2022-2023. The percentage of students at level 2 decreased 10.97% from 40.00% in 2021-2022 to 29.03% in 2022-2023. The percentage of students at level 1 increased 10.78% from 8.57% in 2021-2022 to 19.35% in 2022-2023.

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

In Kindergarten, the percentage of students at level 4 increased 3.73% from 2.94% in 2021-2022 to 6.67% in 2022-2023. The percentage of students at level 3 increased 8.30% from 20.59% in 2021-2022 to 28.89% in 2022-2023. The percentage of students at level 2 decreased 7.78% from 50.00% in 2021-2022 to 42.22% in 2022-2023. The percentage of students at level 1 decreased 4.25% from 26.47% in 2021-2022 to 22.22% in 2022-2023.

In First Grade, the percentage of students at level 4 decreased 5.48% from 17.24% in 2021-2022 to 11.76% in 2022-2023. The percentage of students at level 3 increased 8.72% from 20.69% in 2021-2022 to 29.41% in 2022-2023. The percentage of students at level 2 decreased 0.20% from 41.38% in 2021-2022 to 41.18% in 2022-2023. The percentage of students at level 1 decreased 3.04% from 20.69% in 2021-2022 to 17.65% in 2022-2023.

In Second Grade, the percentage of students at level 4 increased 1.39% from 12.90% in 2021-2022 to 14.29% in 2022-2023. The percentage of students at level 3 decreased 10.14% from 38.71% in 2021-2022 to 28.57% in 2022-2023. The percentage of students at level 2 increased 7.38% from 35.48% in 2021-2022 to 42.86% in 2022-2023. The percentage of students at level 1 increased 1.39% from 12.90% in 2021-2022 to 14.29% in 2022-2023.

In Third Grade, the percentage of students at level 4 increased 15.59% from 12.00% in 2021-2022 to 27.59% in 2022-2023. The percentage of students at level 3 increased 5.93% from 32.00% in 2021-2022 to 37.93% in 2022-2023. The percentage of students at level 2 decreased 11.31% from 32.00% in 2021-2022 to 20.69% in 2022-2023. The percentage of students at level 1 decreased 10.21% from 24.00% in 2021-2022 to 13.79% in 2022-2023.

In Fourth Grade, the percentage of students at level 4 decreased 0.87% from 40.00% in 2021-2022 to 39.13% in 2022-2023. The percentage of students at level 3 decreased 25.94% from 43.33% in 2021-2022 to 17.39% in 2022-2023. The percentage of students at level 2 increased 16.09% from 10.00% in 2021-2022 to 26.09% in 2022-2023. The percentage of students at level 1 increased 10.72% from 6.67% in 2021-2022 to 17.39% in 2022-2023.

In Fifth Grade, the percentage of students at level 4 decreased 4.52% from 40.00% in 2021-2022 to 35.48% in 2022-2023. The percentage of students at level 3 decreased 12.72% from 51.43% in 2021-2022 to 38.71% in 2022-2023. The percentage of students at level 2 increased 12.90% from 0.00% in 2021-2022 to 12.90% in 2022-2023. The percentage of students at level 1 increased 4.33% from 8.57% in 2021-2022 to 12.90% in 2022-2023.

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

In Kindergarten, the percentage of students at level 4 increased 4.44% from 0.00% in 2021-2022 to 4.44% in 2022-2023. The percentage of students at level 3 increased 15.62% from 8.82% in 2021-2022 to 24.44% in 2022-2023. The percentage of students at level 2 increased 0.39% from 52.94% in 2021-2022 to 53.33% in 2022-2023. The percentage of students at level 1 decreased 20.46% from 38.24% in 2021-2022 to 17.78% in 2022-2023.

In First Grade, the percentage of students at level 4 decreased 3.45% from 3.45% in 2021-2022 to 0.00% in 2022-2023. The percentage of students at level 3 increased 10.75% from 6.90% in 2021-2022 to 17.65% in 2022-2023. The percentage of students at level 2 increased 9.23% from 17.24% in 2021-2022 to 26.47% in 2022-2023. The percentage of students at level 1 decreased 16.53% from 72.41% in 2021-2022 to 55.88% in 2022-2023.

In Second Grade, the percentage of students at level 4 decreased 3.23% from 3.23% in 2021-2022 to 0.00% in 2022-2023. The percentage of students at level 3 increased 6.36% from 19.35% in 2021-2022 to 25.71% in 2022-2023. The percentage of students at level 2 decreased 20.92% from 58.06% in 2021-2022 to 37.14% in 2022-2023. The percentage of students at level 1 increased 17.79% from 19.35% in 2021-2022 to 37.14% in 2022-2023.

In Third Grade, the percentage of students at level 4 decreased 0.55% from 4.00% in 2021-2022 to 3.45% in 2022-2023. The percentage of students at level 3 increased 8.69% from 12.00% in 2021-2022 to 20.69% in 2022-2023. The percentage of students at level 2 increased 1.38% from 40.00% in 2021-2022 to 41.38% in 2022-2023. The percentage of students at level 1 decreased 9.52% from 44.00% in 2021-2022 to 34.48% in 2022-2023.

In Fourth Grade, the percentage of students at level 4 stayed the same from 0.00% in 2021-2022 to 0.00% in 2022-2023. The percentage of students at level 3 increased 15.07% from 6.67% in 2021-2022 to 21.74% in 2022-2023. The percentage of students at level 2 decreased 24.93% from 46.67% in 2021-2022 to 21.74% in 2022-2023. The percentage of students at level 1 increased 9.85% from 46.67% in 2021-2022 to 56.52% in 2022-2023.

In Fifth Grade, the percentage of students at level 4 increased 0.37% from 2.86% in 2021-2022 to 3.23% in 2022-2023. The percentage of students at level 3 decreased 7.84% from 14.29% in 2021-2022 to 6.45% in 2022-2023. The percentage of students at level 2 decreased 8.39% from 60.00% in 2021-2022 to 51.61% in 2022-2023. The percentage of students at level 1 increased 15.85% from 22.86% in 2021-2022 to 38.71% in 2022-2023.

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

In Kindergarten, the percentage of students at the well developed domain performance level increased 13.33% from 0.00% in 2021-2022 to 13.33% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level decreased 5.43% from 67.65% in 2021-2022 to 62.22% in 2022-2023. The percentage of students at the beginning domain performance level decreased 7.91% from 32.35% in 2021-2022 to 24.44% in 2022-2023.

In First Grade, the percentage of students at the well developed domain performance level increased 5.78% from 20.69% in 2021-2022 to 26.47% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level increased 0.71% from 55.17% in 2021-2022 to 55.88% in 2022-2023. The percentage of students at the beginning domain performance level decreased 6.49% from 24.14% in 2021-2022 to 17.65% in 2022-2023.

In Second Grade, the percentage of students at the well developed domain performance level increased 1.39% from 12.90% in 2021-2022 to 14.29% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level increased 6.55% from 67.74% in 2021-2022 to 74.29% in 2022-2023. The percentage of students at the beginning domain performance level decreased 7.92% from 19.35% in 2021-2022 to 11.43% in 2022-2023.

In Third Grade, the percentage of students at the well developed domain performance level increased 7.59% from 20.00% in 2021-2022 to 27.59% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level decreased 8.28% from 60.00% in 2021-2022 to 51.72% in 2022-2023. The percentage of students at the beginning domain performance level increased 0.69% from 20.00% in 2021-2022 to 20.69% in 2022-2023.

In Fourth Grade, the percentage of students at the well developed domain performance level decreased 22.61% from 40.00% in 2021-2022 to 17.39% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level increased 6.52% from 50.00% in 2021-2022 to 56.52% in 2022-2023. The percentage of students at the beginning domain performance level increased 16.09% from 10.00% in 2021-2022 to 26.09% in 2022-2023.

In Fifth Grade, the percentage of students at the well developed domain performance level decreased 1.01% from 17.14% in 2021-2022 to 16.13% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level decreased % from 65.71% in 2021-2022 to 61.29% in 2022-2023. The percentage of students at the beginning domain performance level increased 5.44% from 17.14% in 2021-2022 to 22.58% in 2022-2023.

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

In Kindergarten, the percentage of students at the well developed domain performance level increased 5.23% from 5.88% in 2021-2022 to 11.11% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level decreased 2.49% from 64.71% in 2021-2022 to 62.22% in 2022-2023. The percentage of students at the beginning domain performance level decreased 2.74% from 29.41% in 2021-2022 to 26.67% in 2022-2023.

In First Grade, the percentage of students at the well developed domain performance level increased 4.37% from 10.34% in 2021-2022 to 14.71% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level increased 0.20% from 58.62% in 2021-2022 to 58.82% in 2022-2023. The percentage of students at the beginning domain performance level decreased 4.56% from 31.03% in 2021-2022 to 26.47% in 2022-2023.

In Second Grade, the percentage of students at the well developed domain performance level increased 0.28% from 22.58% in 2021-2022 to 22.86% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level decreased 7.74% from 67.74% in 2021-2022 to 60.00% in 2022-2023. The percentage of students at the beginning domain performance level increased 7.46% from 9.68% in 2021-2022 to 17.14% in 2022-2023.

In Third Grade, the percentage of students at the well developed domain performance level increased 24.28% from 24.00% in 2021-2022 to 48.28% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level decreased 12.97% from 44.00% in 2021-2022 to 31.03% in 2022-2023. The percentage of students at the beginning domain performance level decreased 11.31% from 32.00% in 2021-2022 to 20.69% in 2022-2023.

In Fourth Grade, the percentage of students at the well developed domain performance level decreased 10.87% from 50.00% in 2021-2022 to 39.13% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level decreased 5.22% from 40.00% in 2021-2022 to 34.78% in 2022-2023. The percentage of students at the beginning domain performance level increased 16.09% from 10.00% in 2021-2022 to 26.09% in 2022-2023.

In Fifth Grade, the percentage of students at the well developed domain performance level decreased 12.38% from 85.71% in 2021-2022 to 73.33% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level increased 7.62% from 5.71% in 2021-2022 to 13.33% in 2022-2023. The percentage of students at the beginning domain performance level increased 4.76% from 8.57% in 2021-2022 to 13.33% in 2022-2023.

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

In Kindergarten, the percentage of students at the well developed domain performance level increased 6.67% from 0.00% in 2021-2022 to 6.67% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level decreased 0.98% from 67.65% in 2021-2022 to 66.67% in 2022-2023. The percentage of students at the beginning domain performance level decreased 5.68% from 32.35% in 2021-2022 to 26.67% in 2022-2023.

In First Grade, the percentage of students at the well developed domain performance level decreased 7.40% from 10.34% in 2021-2022 to 2.94% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level increased 18.56% from 13.79% in 2021-2022 to 32.35% in 2022-2023. The percentage of students at the beginning domain performance level decreased 11.15% from 75.86% in 2021-2022 to 64.71% in 2022-2023.

In Second Grade, the percentage of students at the well developed domain performance level decreased 3.23% from 3.23% in 2021-2022 to 0.00% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level decreased 13.09% from 64.52% in 2021-2022 to 51.43% in 2022-2023. The percentage of students at the beginning domain performance level increased 16.31% from 32.26% in 2021-2022 to 48.57% in 2022-2023.

In Third Grade, the percentage of students at the well developed domain performance level increased 10.34% from 0.00% in 2021-2022 to 10.34% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level increased 17.38% from 24.00% in 2021-2022 to 41.38% in 2022-2023. The percentage of students at the beginning domain performance level decreased 27.72% from 76.00% in 2021-2022 to 48.28% in 2022-2023.

In Fourth Grade, the percentage of students at the well developed domain performance level increased 4.35% from 0.00% in 2021-2022 to 4.35% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level decreased 7.54% from 46.67% in 2021-2022 to 39.13% in 2022-2023. The percentage of students at the beginning domain performance level increased 3.19% from 53.33% in 2021-2022 to 56.52% in 2022-2023.

In Fifth Grade, the percentage of students at the well developed domain performance level increased 0.37% from 2.86% in 2021-2022 to 3.23% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level decreased 8.02% from 62.86% in 2021-2022 to 54.84% in 2022-2023. The percentage of students at the beginning domain performance level increased 7.65% from 34.29% in 2021-2022 to 41.94% in 2022-2023.

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

In Kindergarten, the percentage of students at the well developed domain performance level increased 26.74% from 8.82% in 2021-2022 to 35.56% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level decreased 9.21% from 55.88% in 2021-2022 to 46.67% in 2022-2023. The percentage of students at the beginning domain performance level decreased 17.51% from 35.29% in 2021-2022 to 17.78% in 2022-2023.

In First Grade, the percentage of students at the well developed domain performance level stayed the same from 0.00% in 2021-2022 to 0.00% in 2022-2023. The percentage of students at the somewhat/moderately domain

performance level decreased 2.33% from 75.86% in 2021-2022 to 73.53% in 2022-2023. The percentage of students at the beginning domain performance level increased 2.33% from 24.14% in 2021-2022 to 26.47% in 2022-2023.

In Second Grade, the percentage of students at the well developed domain performance decreased 14.01% from 22.58% in 2021-2022 to 8.57% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level decreased 2.40% from 70.97% in 2021-2022 to 68.57% in 2022-2023. The percentage of students at the beginning domain performance level increased 16.41% from 6.45% in 2021-2022 to 22.86% in 2022-2023.

In Third Grade, the percentage of students at the well developed domain performance level decreased 16.00% from 16.00% in 2021-2022 to 0.00% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level increased 10.76% from 72.00% in 2021-2022 to 82.76% in 2022-2023. The percentage of students at the beginning domain performance level increased 5.24% from 12.00% in 2021-2022 to 17.24% in 2022-2023.

In Fourth Grade, the percentage of students at the well developed domain performance level decreased 1.30% from 10.00% in 2021-2022 to 8.70% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level increased 6.24% from 63.33% in 2021-2022 to 69.57% in 2022-2023. The percentage of students at the beginning domain performance level decreased 4.93% from 26.67% in 2021-2022 to 21.74% in 2022-2023.

In Fifth Grade, the percentage of students at the well developed domain performance level decreased 7.46% from 17.14% in 2021-2022 to 9.68% in 2022-2023. The percentage of students at the somewhat/moderately domain performance level increased 2.40% from 68.57% in 2021-2022 to 70.97% in 2022-2023. The percentage of students at the beginning domain performance level increased 5.06% from 14.29% in 2021-2022 to 19.35% in 2022-2023.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
583	71.4	34.6	0.3
Total Number of Students enrolled in Melville S. Jacobson Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	202	34.6
Foster Youth	2	0.3
Homeless	48	8.2
Socioeconomically Disadvantaged	416	71.4
Students with Disabilities	96	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	4.8
American Indian	4	0.7
Asian	89	15.3
Filipino	21	3.6
Hispanic	317	54.4
Two or More Races	31	5.3
Pacific Islander	16	2.7
White	77	13.2

Conclusions based on this data:

- 2022-2023 school year: Jacobson Elementary School's percentage of socioeconomically disadvantaged students is 71.4%.

Jacobson Elementary School's percentage of EL students is 34.6%.

2. 2022-2023 school year:
Jacobson Elementary School's largest sub-group is Hispanic students (54.5%), followed by Asian students (15.3%), White students (13.2%), African American students (4.8%), students of two or more races (5.3%), and Filipino students (3.6%).

3. 2022-2023 school year:
Jacobson Elementary School's percentage of students with disabilities is 16.5%.
Jacobson Elementary School's percentage of homeless students is 8.2%.
Jacobson Elementary School's percentage of foster students is 0.3%.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Orange

Mathematics



Orange

English Learner Progress



Green

Conclusions based on this data:

1. The 2023 Fall Dashboard Overall Performance for All Students indicates a green status level for English Learner Progress.

2. The 2023 Fall Dashboard Overall Performance for All Students indicates a yellow status level for English Language Arts.
The 2023 Fall Dashboard Overall Performance for All Students indicates an orange status level for Mathematics.
3. The 2023 Fall Dashboard Overall Performance for All Students indicates an orange status level for suspension rate.
The 2023 Fall Dashboard Overall Performance for All Students indicates a red status level for chronic absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

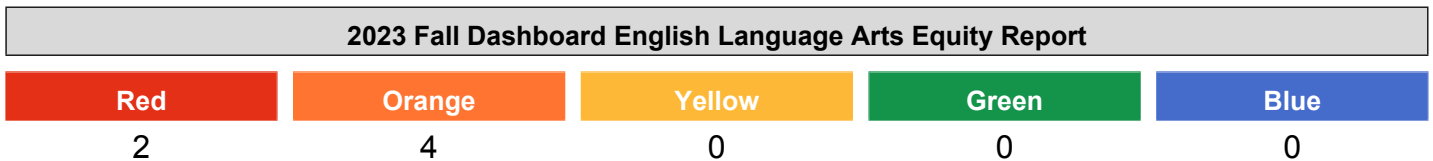
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>58.3 points below standard</p> <p>Increased +3.3 points</p> <p>262 Students</p>	<p>English Learners</p> <p>Red</p> <p>74.7 points below standard</p> <p>Decreased -10.3 points</p> <p>88 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>77.6 points below standard</p> <p>Increased Significantly +35.7 points</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>75 points below standard</p> <p>Maintained -2.4 points</p> <p>185 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>107.1 points below standard</p> <p>Increased Significantly +21.1 points</p> <p>53 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 2 Students	 Orange 44.7 points below standard Decreased Significantly - 16.3 points 40 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 72.6 points below standard Increased +4.2 points 145 Students	46.5 points below standard Decreased -9.3 points 19 Students	Less than 11 Students 7 Students	 Orange 38.1 points below standard Maintained -1.9 points 32 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.9 points below standard Maintained +0.8 points 73 Students	19.2 points above standard Increased +8.9 points 15 Students	57.6 points below standard Increased +10.6 points 154 Students

Conclusions based on this data:

- The 2023 Fall Dashboard English Language Arts Performance for All Students indicates a yellow status level, 58.3 points below standard (262 students).
The 2023 Fall Dashboard English Language Arts Performance for English Learners indicates a red status level, 74.7 points below standard (88 students).
The 2023 Fall Dashboard English Language Arts Performance for Socioeconomically Disadvantaged Students indicates a red status level, 75 points below standard (185 students).
The 2023 Fall Dashboard English Language Arts Performance for Students with Disabilities indicates a very low status level, 107.1 points below standard (53 students).
- The 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity indicates an orange status level for Hispanic Students, 72.6 points below standard (145 students).
The 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity indicates an orange status level for Asian Students, 44.7 points below standard (40 students).
The 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity indicates an orange status level for White Students, 38.1 points below standard (32 students).

3. The 2023 Fall Dashboard English Language Arts Data Comparisons for English Language Learners indicates current English Learners are 93.9 points below standard (0.8 point increase from 2022) (73 students), reclassified English Learners are 19.2 points above standard (8.9 point increase from 2022) (15 students), and English only students are 57.6 points below standard (10.6 point increase from 2022) (154 students).

School and Student Performance Data

Academic Performance Mathematics

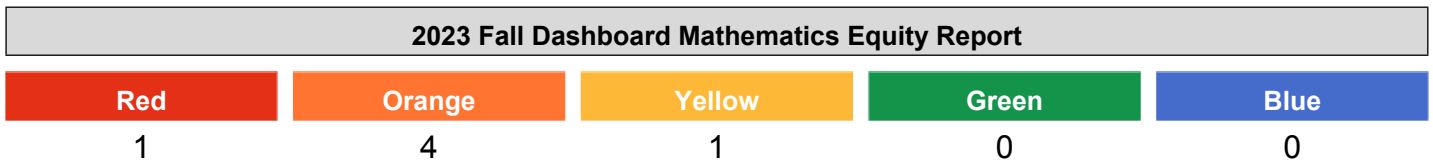
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>63.3 points below standard</p> <p>Maintained 0 points</p> <p>262 Students</p>	<p>English Learners</p> <p>Orange</p> <p>75.2 points below standard</p> <p>Maintained -2.1 points</p> <p>88 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>87.5 points below standard</p> <p>Increased Significantly +26.8 points</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>77 points below standard</p> <p>Maintained -0.4 points</p> <p>185 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>120.6 points below standard</p> <p>Maintained +0.2 points</p> <p>53 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 2 Students	 Orange 43.8 points below standard Decreased Significantly - 35.5 points 40 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 80.3 points below standard Maintained -0.9 points 145 Students	43.2 points below standard Decreased -7.8 points 19 Students	Less than 11 Students 7 Students	 Yellow 39.1 points below standard Increased +9.1 points 32 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
86.8 points below standard Increased +9.3 points 73 Students	18.7 points below standard Maintained -2.1 points 15 Students	61.4 points below standard Maintained -0.2 points 154 Students

Conclusions based on this data:

- The 2023 Fall Dashboard Mathematics Performance for All Students indicates an orange status level, 63.3 points below standard (262 students).
The 2023 Fall Dashboard Mathematics Performance for English Learners indicates an orange status level, 75.2 points below standard (88 students).
The 2023 Fall Dashboard Mathematics Performance for Socioeconomically Disadvantaged Students indicates an orange status level, 77 points below standard (185 students).
The 2023 Fall Dashboard Mathematics Performance for Students with Disabilities indicates a red status level, 120.6 points below standard (53 students).
- The 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity indicates an orange status level for Hispanic Students, 80.3 points below standard (145 students).
The 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity indicates an orange status level for Asian Students, 43.8 points below standard (40 students).
The 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity indicates a yellow status level for White Students, 39.1 points below standard (32 students).
- The 2023 Fall Dashboard Mathematics Data Comparisons for English Language Learners indicates current English Learners are 86.8 points below standard (increase of 9.3 points from 2022) (76 students), reclassified English

Learners are 16.7 points below standard (decrease of 2.1 points from 2022) (15 students), and English only students are 61.4 points below standard (decrease of 0.2 points from 2022) (154 students).

School and Student Performance Data

Academic Performance English Learner Progress

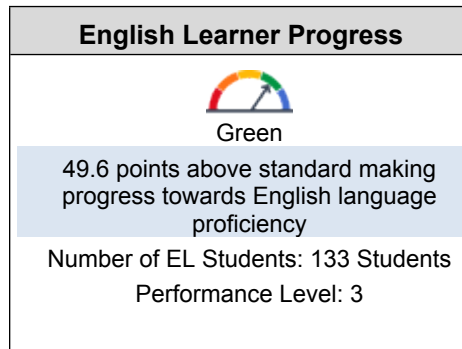
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 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.

2023 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
22	45	0	66

Conclusions based on this data:

1. The 2023 Fall Dashboard English Learner Progress Indicator indicates a green status level with 49.6% of English Learner Students making progress towards English Language Proficiency (133 students).
2. The 2023 Fall Dashboard Student English Language Acquisition Results indicate 16.5% of EL students decreased one ELPI level, 33.8% of EL students maintained an ELPI level of 1, 2L, 2H, 3L, or 3H, 2.2% of EL students maintained ELPI level 4, and 49.6% of EL students progressed at least one ELPI level.

School and Student Performance Data

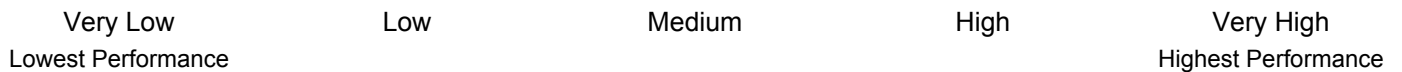
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

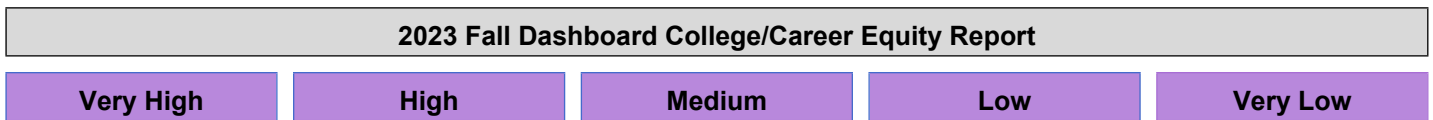
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

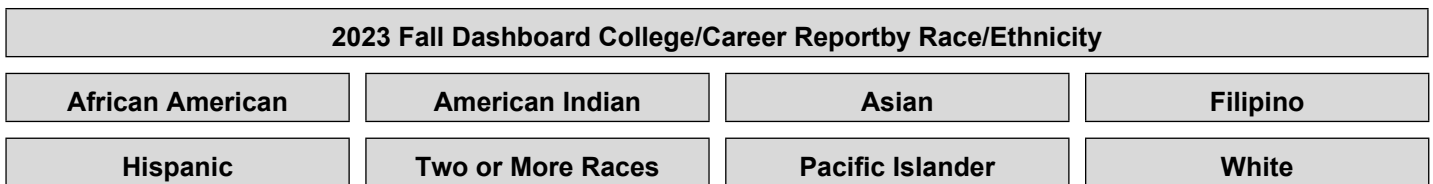
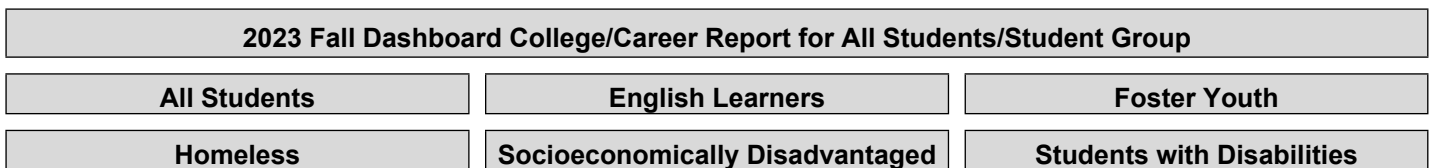
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. College/Career data is not applicable for TK-5 schools.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

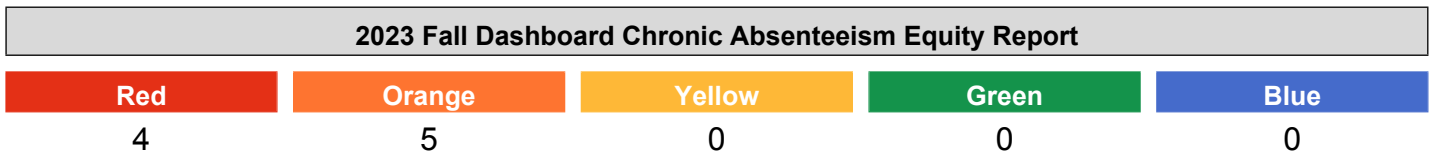
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>34.6% Chronically Absent</p> <p>Maintained -0.1</p> <p>622 Students</p>	<p>English Learners</p> <p>Red</p> <p>34.5% Chronically Absent</p> <p>Increased Significantly 3.6</p> <p>223 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Orange</p> <p>38.2% Chronically Absent</p> <p>Declined -2.6</p> <p>55 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>37.9% Chronically Absent</p> <p>Increased 1.4</p> <p>457 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>43.5% Chronically Absent</p> <p>Declined -2.2</p> <p>115 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 42.9% Chronically Absent Declined -8.6 35 Students	Less than 11 Students 5 Students	 Red 21.1% Chronically Absent Increased 5.3 95 Students	22.7% Chronically Absent Declined -2.3 22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35.6% Chronically Absent Declined -1.8 337 Students	 Red 57.6% Chronically Absent Increased 15.6 33 Students	50% Chronically Absent Increased 7.1 16 Students	 Orange 34.2% Chronically Absent Declined -0.9 79 Students

Conclusions based on this data:

- The 2023 Fall Dashboard for Chronic Absenteeism for all students indicates a red status level, 34.6% of all students were chronically absent (622 students).
 The 2023 Fall Dashboard for Chronic Absenteeism for English Learners indicates a red status level, 34.5% of EL students were chronically absent (223 students).
 The 2023 Fall Dashboard for Chronic Absenteeism for Homeless students indicates an orange status level, 38.2% of Homeless students were chronically absent (55 students).
 The 2023 Fall Dashboard for Chronic Absenteeism for Socioeconomically Disadvantaged students indicates a red status level, 37.9% of Socioeconomically Disadvantaged students were chronically absent (457 students).
 The 2023 Fall Dashboard for Chronic Absenteeism for Students with Disabilities indicates a red status level, 43.5% of Students with Disabilities were chronically absent (115 students).
- The 2023 Fall Dashboard for Chronic Absenteeism by Race/Ethnicity indicates an orange status level for Hispanic students, 35.6% (337 students).
 The 2023 Fall Dashboard for Chronic Absenteeism by Race/Ethnicity indicates a red status level for Asian students, 21.1% (95 students).
 The 2023 Fall Dashboard for Chronic Absenteeism by Race/Ethnicity indicates an orange status level for White students, 34.2% (79 students).
 The 2023 Fall Dashboard for Chronic Absenteeism by Race/Ethnicity indicates an orange status level for African American students, 42.9% (35 students).
 The 2023 Fall Dashboard for Chronic Absenteeism by Race/Ethnicity indicates a red status level for students of two or more races, 57.6% (31 students).

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

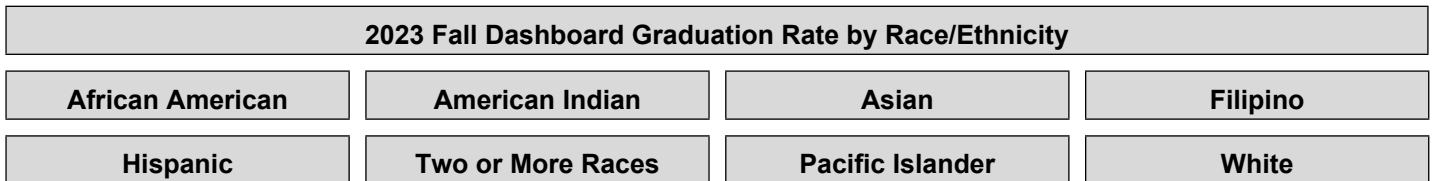
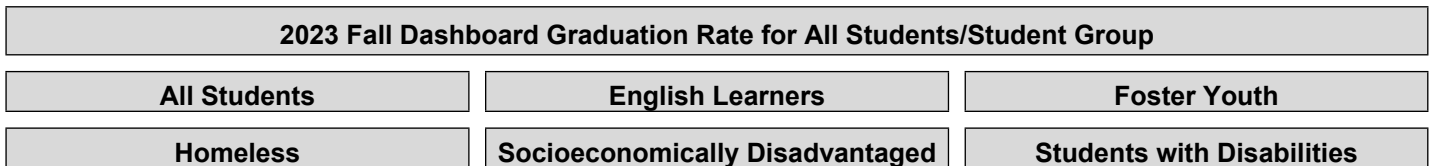
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1. Graduation rate is not applicable to TK-5 schools.

School and Student Performance Data

Conditions & Climate Suspension Rate

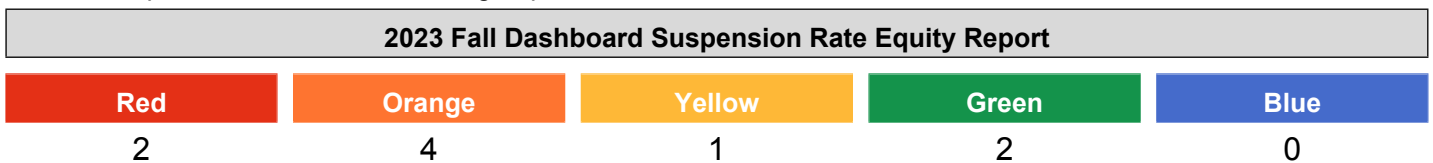
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>4.1% suspended at least one day</p> <p>Increased 1.4 641 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 1.2 228 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 2 Students</p>
<p>Homeless</p> <p>Orange</p> <p>3.4% suspended at least one day</p> <p>Increased 2.5 58 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>4.7% suspended at least one day</p> <p>Increased 1.2 471 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>9.5% suspended at least one day</p> <p>Increased 2.8 116 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 5.3% suspended at least one day Declined -5.8 38 Students	Less than 11 Students 5 Students	 Red 6.3% suspended at least one day Increased 6.3 95 Students	4.5% suspended at least one day Increased 4.5 22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.7% suspended at least one day Increased 1.4 351 Students	 Green 2.9% suspended at least one day Declined -3.5 34 Students	6.3% suspended at least one day Declined -0.9 16 Students	 Green 1.3% suspended at least one day Declined -1.3 80 Students

Conclusions based on this data:

- The 2023 Fall Dashboard for Suspension Rate for all students indicates an orange status level, 4.1% of all students were suspended at least one day (641 students).
 The 2023 Fall Dashboard for Suspension Rate for English Learner students indicates an orange status level, 2.6% of English Learner students were suspended at least one day (228 students).
 The 2023 Fall Dashboard for Suspension Rate for Homeless students indicates an orange status level, 3.4% of Homeless students were suspended at least one day (58 students).
 The 2023 Fall Dashboard for Suspension Rate for Socioeconomically Disadvantaged students indicates an orange status level, 4.7% of all Socioeconomically Disadvantaged students were suspended at least one day (471 students).
 The 2023 Fall Dashboard for Suspension Rate for Students with Disabilities indicates a red status level, 9.5% of Students with Disabilities were suspended at least one day (116 students).
- The 2023 Fall Dashboard for Suspension Rate by Race/Ethnicity indicates an orange status level for Hispanic students, 3.7% of Hispanic students were suspended for at least one day (351 students).
 The 2023 Fall Dashboard for Suspension Rate by Race/Ethnicity indicates a red status level for Asian students, 6.3% of Asian students were suspended for at least one day (95 students).
 The 2023 Fall Dashboard for Suspension Rate by Race/Ethnicity indicates a green status level for White students, 1.3% of White students were suspended for at least one day (80 students).
 The 2023 Fall Dashboard for Suspension Rate by Race/Ethnicity indicates a yellow status level for African American students, 5.3% of African American students were suspended for at least one day (38 students).
 The 2023 Fall Dashboard for Suspension Rate by Race/Ethnicity indicates a green status level for students of two or more races, 2.9% of Students of Two or More Races were suspended for at least one day (34 students).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Goal 1

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Identified Need

Jacobson Elementary School students need to continue to improve in math, language arts, and science performance, as measured on 2023 CAASP testing and grade level assessment data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 CAASPP-English Language Arts Academic Performance-all students	<p>Overall--6.45% exceeded standard, 18.64% met standard, 25.81% nearly met standard, 49.10% standard not met</p> <p>3rd Grade--mean scale score--2372.3 (5.38% exceeded standard, 19.35% met standard, 31.18% nearly met standard, 44.09% standard not met)</p> <p>4th Grade--mean scale score--2415.6 (7.29% exceeded standard, 22.92% met standard, 22.92% nearly met standard, 46.88% standard not met)</p> <p>5th Grade--mean scale score--2421.7 (6.67% exceeded standard, 13.33% met standard, 23.33% nearly met standard, 56.67% standard not met)</p>	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2023-2024 English Language Arts CAASPP

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2022-2023 CAASPP-Mathematics Academic Performance-all students</p>	<p>Overall--5.67% exceeded standard, 17.02% met standard, 28.37% nearly met standard, 48.94% standard not met</p> <p>3rd Grade--mean scale score--2383.2 (4.26% exceeded standard, 24.47% met standard, 24.47% nearly met standard, 46.81% standard not met)</p> <p>4th Grade--mean scale score--2435.7 (11.34% exceeded standard, 18.56% met standard, 32.99% nearly met standard, 37.11% standard not met)</p> <p>5th Grade--mean scale score--2419.0 (1.10% exceeded standard, 7.69% met standard, 27.47% nearly met standard, 63.74% standard not met)</p>	<p>2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2023-2024 English Mathematics CAASPP</p>
<p>2022-2023 CAASPP-English Language Arts Academic Performance-EL Students</p>	<p>Overall--1.25% exceeded standard, 12.50% met standard, 15% nearly met standard, 71.25% standard not met</p> <p>3rd Grade--mean scale score--2338.6 (3.45% exceeded standard, 13.79% met standard, 13.79% nearly met standard, 68.97% standard not met)</p> <p>4th Grade--mean scale score--2370.2 (18.18% met standard, 13.64% standard nearly met, 68.18% standard not met)</p> <p>5th Grade--mean scale score--2387.9 (6.90% met standard, 17.24% nearly met standard, 75.86% standard not met)</p>	<p>2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2023-2024 English Language Arts CAASPP</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2022-2023 CAASPP-English Language Arts Academic Performance-Socioeconomically Disadvantaged Students</p>	<p>Overall--4.04% exceeded standard, 13.13% met standard, 28.28% nearly met standard, 54.55% standard not met</p> <p>3rd Grade--mean scale score--2357 (4.48% exceeded standard, 13.43% met standard, 32.84% nearly met standard, 49.25% standard not met)</p> <p>4th Grade--mean scale score--2397.4 (3.03% exceeded standard, 19.70% met standard, 25.76% standard nearly met, 51.52% standard not met)</p> <p>5th Grade--mean scale score--2397.6 (4.62% exceeded standard, 6.15% met standard, 26.15% nearly met standard, 63.08% standard not met)</p>	<p>2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2023-2024 English Language Arts CAASPP</p>
<p>2022-2023 CAASPP-English Language Arts Academic Performance-Students with Disabilities</p>	<p>Overall--3.77% exceeded standard, 1.89% met standard, 13.21% nearly met standard, 81.13% standard not met</p> <p>3rd Grade--mean scale score--2342.0 (4.76% exceeded standard, 4.76% met standard, 19.05% nearly met standard, 71.43% standard not met)</p> <p>4th Grade--mean scale score--2348.7 (7.14% exceeded standard, 14.29% standard nearly met, 78.57% standard not met)</p> <p>5th Grade--mean scale score--2351.6 (5.56% standard nearly met, 94.44% standard not met)</p>	<p>2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2023-2024 English Language Arts CAASPP</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 CAASPP-Mathematics Academic Performance-EL Students	<p>Overall--1.20% exceeded standard, 12.05% met standard, 21.69% nearly met standard, 65.06% standard not met</p> <p>3rd Grade--mean scale score--2373.4 (23.33% met standard, 20% nearly met standard, 56.67% standard not met)</p> <p>4th Grade--mean scale score--2409.7 (4.35% exceeded standard, 8.70% met standard, 34.78% standard nearly met, 52.17% standard not met)</p> <p>5th Grade--mean scale score--2383.4 (3.33% met standard, 13.33% nearly met standard, 83.33% standard not met)</p>	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2023-2024 English Language Arts CAASPP
2022-2023 CAASPP-Mathematics Academic Performance-Socioeconomically Disadvantaged Students	<p>Overall--3.48% exceeded standard, 11.94% met standard, 27.36% nearly met standard, 57.21% standard not met</p> <p>3rd Grade--mean scale score--2372.1 (1.47% exceeded standard, 19.12% met standard, 25% nearly met standard, 54.41% standard not met)</p> <p>4th Grade--mean scale score--2418.1 (8.96% exceeded standard, 13.43% met standard, 32.84% standard nearly met, 44.78% standard not met)</p> <p>5th Grade--mean scale score--2402.2 (3.03% met standard, 24.24% nearly met standard, 72.73% standard not met)</p>	2% increase of students meeting and/or exceeding the standard and/or California School Dashboard-Yellow or Higher on the 2023-2024 English Language Arts CAASPP
2022-2023 CAASPP-Mathematics Academic	Overall--1.89% exceeded standard, 5.66% met	2% increase of students meeting and/or exceeding the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Performance-Students with Disabilities</p>	<p>standard, 11.32% nearly met standard, 81.13% standard not met</p> <p>3rd Grade--mean scale score--2334.3 (14.29% met standard, 4.76% nearly met standard, 80.95% standard not met)</p> <p>4th Grade--mean scale score--2378.3 (7.14% exceeded standard, 28.57% standard nearly met, 64.29% standard not met)</p> <p>5th Grade--mean scale score--2347.6 (5.56% standard nearly met, 94.44% standard not met)</p>	<p>standard and/or California School Dashboard--Yellow or Higher on the 2023-2024 English Language Arts CAASPP</p>
<p>2023-2024 Transitional Kindergarten Math Assessments (count to 20 and recognize numbers 0-10) and Language Arts Assessments (Capital Letters and Letter Sounds)</p>	<p>Math-count to 20-9% exploring, 5% building, 86% integrating</p> <p>Math-recognize numbers 0-10-9% exploring, 27% building, 64% integrating</p> <p>ELA-capital letters-14% exploring, 9% on building, 77% integrating</p> <p>ELA-letter sounds- 5% exploring, 14% building, 82% integrating</p>	<p>5% increase of proficient students</p>
<p>2023-2024 Kindergarten Math Assessments (comparing numbers and writing numbers) and Language Arts Assessments (Letter Recognition and Letter Sounds)</p>	<p>Math-writing numbers 0-20-9% beginning, 14% progressing, 77% proficient</p> <p>Math-comparing numbers-6% beginning, 5% progressing, 47% proficient, 42% exceeding proficient</p> <p>ELA-letter recognition-7% beginning, 6% progressing, 87% proficient</p>	<p>5% increase of proficient and/or exceeding proficient students</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>ELA-letter sounds-6% beginning, 10% progressing, 84% proficient</p>	
<p>2023-2024 First Grade Math Assessments (Unit 3A part II and Unit 3B) and Language Arts Assessments (Decoding and Reading Fluency)</p>	<p>Math-Unit 3-19% beginning, 25% progressing, 35% proficient, 21% exceeding proficient</p> <p>Math-Unit 4-17% beginning, 21% progressing, 32% proficient, 30% exceeding proficient</p> <p>ELA-decoding-48% beginning, 21% progressing, 17% proficient, 14% exceeding proficient</p> <p>ELA-reading fluency-30% beginning, 22% progressing, 48% proficient,</p>	<p>5% increase of proficient and/or exceeding proficient students</p>
<p>2023-2024 2nd Grade FastBridge data (aReading and aMath)</p>	<p>aReading Fall--444.67 (group median)</p> <p>aReading Winter--475.67 (group median)</p> <p>aReading Spring--data will be available at a later date</p> <p>aReading Monthly Observed Median Growth--Fall-Winter--80th percentile</p> <p>aMath Fall--192.47 (group median)</p> <p>aMath Winter--198.29 (group median)</p> <p>aMath Spring-data will be available at a later date</p> <p>aMath Monthly Observed Median Growth-Fall-Winter--73rd percentile</p>	<p>group median growth between FastBridge Fall and Spring assessments of 5 points or more</p> <p>monthly observed median growth percentile between FastBridge Fall and Spring assessments of 60th percentile or higher for all grade levels</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 3rd Grade FastBridge data (aReading and aMath)	<p>aReading Fall--475.98 (group median)</p> <p>aReading Winter--490.28 (group median)</p> <p>aReading Spring--data will be available at a later date</p> <p>aReading Monthly Observed Median Growth--Fall-Winter--61st percentile</p> <p>aMath Fall--201.81 (group median)</p> <p>aMath Winter--205.69 (group median)</p> <p>aMath Spring--data will be available at a later date</p> <p>aMath Monthly Observed Median Growth--Fall-Winter--54th percentile</p>	<p>group median growth between FastBridge Fall and Spring assessments of 5 points or more</p> <p>monthly observed median growth percentile between FastBridge Fall and Spring assessments of 60th percentile or higher for all grade levels</p>
2023-2024 4th Grade FastBridge data (aReading and aMath)	<p>aReading Fall--493.68 (group median)</p> <p>aReading Winter--489.48 (group median)</p> <p>aReading Spring--data will be available at a later date</p> <p>aReading Monthly Observed Median Growth--Fall-Winter--36th percentile</p> <p>aMath Fall--204.42 (group median)</p> <p>aMath Winter--204.91 (group median)</p> <p>aMath Spring--data will be available at a later date</p>	<p>group median growth between FastBridge Fall and Spring assessments of 5 points or more</p> <p>monthly observed median growth percentile between FastBridge Fall and Spring assessments of 60th percentile or higher for all grade levels</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	aMath Monthly Observed Median Growth--Fall-Winter--39th percentile	
2023-2024 5th Grade FastBridge data (aReading and aMath)	<p>aReading Fall--511.63 (group median)</p> <p>aReading Winter--514.60 (group median)</p> <p>aReading Spring--data will be available at a later date</p> <p>aReading Monthly Observed Median Growth--Fall-Winter--41st percentile</p> <p>aMath Fall--209.54 (group median)</p> <p>aMath Winter--213.12 (group median)</p> <p>aMath Spring--data will be available at a later date</p> <p>aMath Monthly Observed Median Growth--Fall-Winter--31st percentile</p>	<p>group median growth between FastBridge Fall and Spring assessments of 5 points or more</p> <p>monthly observed median growth percentile between FastBridge Fall and Spring assessments of 60th percentile or higher for all grade levels</p>
2022-2023 California Science Test (CAST)--5th Grade Students	5th Grade--14.29% met standard, 45.05% standard nearly met, 40.66% standard not met	5% increase of students meeting and/or exceeding the standard

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

Strategy/Activity

Purchase a Renaissance Learning Subscription (STAR and AR) to support student literacy.

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)

4000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase books and supplies for our library to support all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

750

Source(s)

Title I

750

LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide compensation for our librarian to run the Book Fair

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)

750

Source(s)

LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase PE and recess supplies to support all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Six hour paraprofessional to work with EL students and administer ELPAC Testing (includes potential salary increase for the 2024-2025 school year)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

48120

LCFF - Supplemental

481

LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase film for laminator to support instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase ink for STEM and EL printer to support instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide each teacher with a substitute teacher for two days of intervention planning and PLC (Professional Learning Community) work.

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)

13500

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Kindergarten Students

Strategy/Activity

Three three-hour kindergarten paraprofessionals to support teachers with at risk students (includes potential salary increase for the 2024-2025 school year)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

17516

Title I

35032

LCFF - Supplemental

175

Title I

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

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

1st-5th Grade Students

Strategy/Activity

Two four-hour para educators to support teachers with at risk students in grades K-5 for intervention support (includes potential salary increase for the 2024-2025 school year)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

42688

Title I

427

Title I

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Money to support educational field trips for students who are unable to donate. This money can also support on-site educational field trips for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide each teacher with up to three hours of paid collaborative time to be used before or after contract time to plan for intervention and other PLC (Professional Learning Community) work

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)

5000

Source(s)

Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement Edgenuity MyPath, an online intervention program to support students in English Language Arts and Mathematics.

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)

0

Source(s)

District Funded

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide time and training for PLCs (Professional Learning Communities) to meet during ERM (Early Release Mondays) to focus on effective instructional practices to maximize student achievement.

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)

0

Source(s)

District Funded

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase books for classroom book collections and student "book flood" (all students get a minimum of one free book per month) to support student literacy.

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)

32000

Title I

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase additional TK-5 science supplies/materials to support STEM instruction, the JES STEM Lab, and NGSS standards

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)

10313

Title I

0

LCFF

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Substitute Teachers for SST meetings to support at risk students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3600

Title I

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Teacher provided intervention to support EL students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5094

Source(s)

LCFF - Supplemental

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

SES/EL/FY students (low socioeconomic status, English Learner, Foster Youth)

Strategy/Activity

Teacher provided intervention to support SES students (low socioeconomic status), EL students (English Learner), and FY students (Foster Youth).

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)

3018

Source(s)

LCFF - Supplemental

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase books and other relevant professional development materials for a Jacobson Elementary School educator's library.

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)

1022

Source(s)

LCFF

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teachers with paid collaborative or individual time to plan for STEM and/or HMH Science Dimensions instruction and to create 5E lesson plans.

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)

0

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

Tk-3rd grade students

Strategy/Activity

TUSD will contract with Houghton Mifflin to provide Tier 1 early literacy training to all TK-3rd grade teachers to ensure early reading foundations and instructional routines are implemented within each 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)

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Educator EL professional development- CAFE conference 2025

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)

12224

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

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.

2023 analysis-

Jacobson Elementary School transitioned to a STEM treatment site for the 2022-2023 school year, and continued with this important work in 2023-2024. This has continued to be a major celebration for JES this year. Previously, Jacobson had been identified as a comparison site in accord with requirements from TUSD's grant for the STEM program. The STEM units integrate science, math, and language arts. JES teachers have made an ongoing commitment to inquiry based instruction. Student engagement and interest have continued to increase. For instance, students have been observed facilitating numerous class discussions, asking each other high level questions and collaborating effectively to complete design challenges, and most importantly, to seek ways to improve and modify their designs. Inquiry-based instructional strategies have been observed to be increasing in other subject matters, such as English Language Arts and Mathematics.

Jacobson Elementary School third grade students mean scale scores decreased on the English Language Arts (ELA) by 7.9 points and 20.5 points in Mathematics on the California Assessment of Student Performance and Progress (CAASPP) in 2023, as compared with 2022. JES fourth grade students' mean scale score increased by 12.6 points on the ELA CAASPP and improved by 19.6 points on the Mathematics CAASPP in 2023, as compared with 2022. JES fifth grade students' mean scale score decreased by 17 points on the ELA CAASPP and decreased by 18 points on the Mathematics CAASPP in 2023, as compared with 2022. JES fifth grade students' percentage of standard exceeded or standard met on the California Science Test (CAST) increased by 7.43%, a major celebration and validation of JES's efforts in inquiry-based Science/STEM instruction. Students' assessment results in fourth grade ELA and Math and fifth grade science are very encouraging. Students' assessment results in third grade and fifth grade ELA and Math are opportunities for future growth. There is substantial room for growth across all grade levels on the CAASPP and CAST assessments.


Jacobson Elementary School students have shown immense progress during the 2023-2024 school year as measured by the monthly observed median growth percentile from fall 2023 to winter 2023 on FastBridge aReading and aMath, which could bode well for further growth for the spring FastBridge aReading and aMath assessments, as well as the 2024 ELA and Math CAASPP assessments and 2024 CAST assessment for science. The monthly observed median growth percentile from fall 2023 to winter 2023 in aReading was the 80th percentile in second grade, the 61st percentile in third grade, the 36th percentile in fourth grade, and the 41st percentile in fifth grade. The monthly observed median growth percentile from fall 2023 to winter 2023 in aMath was the 73rd percentile for second grade, the 54th percentile for third grade, the 39th percentile for fourth grade, and the 31st percentile for fifth grade. Additionally, more encouraging FastBridge growth was seen on the aReading and aMath median scores from fall 2023 to winter 2023. Second grade students improved from a median score of 446.67 to 475.67 on aReading. Third graders improved from a median score of 475.98 to 490.28 on aReading. Fourth grade students

scores decreased from a median score of 493.68 to 489.48; fifth grade students improved from a median score of 511.63 to 514.60 on aReading. On aMath, second graders improved from a median score of 192.47 to 198.29. Third graders improved from a median score of 201.81 to 205.69. Fourth graders improved from a median score of 204.42 to 204.81; fifth graders progressed three points as well, from 209.54 to 213.12 on aMath. This data is extremely encouraging and demonstrates substantial growth for JES students. Data for the spring round of FastBridge assessments will be available at a later date.

Jacobson Elementary School's transitional kindergarten (TK), kindergarten, and first grade students have shown encouraging proficiency on grade level assessments. For instance, 86% of TK students are proficient at counting to twenty, 64% of TK students are proficient in number recognition, 77% of TK students are proficient on capital letters, and 82% of TK students are proficient on letter sounds. JES kindergarten students are showing tremendous acquisition of foundation skills as well. For example, 91% of kindergarten students are proficient or exceeding at writing numbers 1-20, 89% of kindergarten students are proficient or exceeding proficient at comparing numbers, 87% of kindergarten students are proficient at letter recognition, and 84% of kindergarten students are proficient with letter sounds. First grade students are showing several positives as well, with 56% of first grade students proficient or exceeding proficient on the unit 3 math assessment, and 62% proficient or exceeding proficient on math assessment for unit 4. Additionally, 31% of first grade students are proficient or exceeding proficient at decoding, and 48% of first grade students are proficient or exceeding proficient on their reading fluency. There are opportunities for growth; a goal for next year is for student percentages on TK, kindergarten, and first grade grade level assessments to increase by 5% or more.

With a continued focus on literacy at Jacobson, including the addition of larger classroom book collections with student input, the continuation of our student monthly book flood (each JES student receives a free book at the end of each month of school), the implementation of Edgenuity's MyPath as a research based intervention, JES's intervention paraprofessional support/daily grade level rotation (two eight-hour and two four-hour intervention paraprofessionals), and more resources in our library, it is anticipated that percentages of proficient students will increase both on FastBridge assessments and on the CAASPP. Entering our third year as a STEM treatment site and our third year implementing HMH Science Dimensions curriculum and the continued implementation of a new JES STEM/Science lab should improve our students' CAST assessment results.

By continuing to build capacity at Jacobson within our grade-level Professional Learning Communities, our Guiding Coalition, grade level collaboration, JES's and TUSD's Professional Development, and intervention program, we will strive to increase student proficiency on CAASPP (grades 3-5), FastBridge (grades 2-5), and site-based grade-level assessments (TK-1). Specifically, on the CAASPP, our goal is for students meeting or exceeding the standard to grow by 2% or more, and/or medium or higher on the California School Dashboard. We'd like to see at least 5 points of growth (average group median) between the three rounds of FastBridge aReading and aMath assessments for all grade levels. Another goal is to see a monthly observed median growth percentile between FastBridge Fall and Spring assessments of the 60th percentile or higher for all grade levels. We eagerly await the results of our 2024 CAASPP and CAST scores, the 2024 spring FastBridge assessment results, and the 2024 Summative ELPAC scores, in addition to the updating of the California School Dashboard, as that data will provide valuable feedback to our Jacobson Elementary School Community.



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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the 2022-2023 school year.

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

All relevant annual outcomes, metrics, or strategies to achieve this goal will be updated and analyzed annually to determine next steps/adjustments.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

Jacobson Elementary School has a need to reduce chronic absenteeism. Substantial gains have been made in suspension rate the past two school years; however, more work can be done in this area as well.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023--Jacobson Elementary School Suspension Rate-All Students	4.1% of students were suspended at least once	0.5% decrease and/or California School Dashboard-Yellow or better
2022-2023--Jacobson Elementary School Suspension Rate-Socioeconomically Disadvantaged students	4.7% of students were suspended at least once	1% decrease and/or California School Dashboard-Yellow or better
2022-2023--Jacobson Elementary School Suspension Rate-Students with Disabilities	9.5% of students were suspended at least once	3% decrease and/or California School Dashboard-Yellow or better
2022-2023--Jacobson Elementary School Suspension Rate-African American students	5.3% of students were suspended at least once	2% decrease and/or California School Dashboard-Yellow or better
2022-2023--Jacobson Elementary School Suspension Rate-students of two or more races	2.9% of students were suspended at least once	1% decrease and/or California School Dashboard-Yellow or better
Chronic Absenteeism-all students	34.6%	5% decrease and/or California School Dashboard Yellow or higher
Chronic Absenteeism-English Learners	34.5%	5% decrease and/or California School Dashboard Yellow or better

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism-socioeconomically disadvantaged students	37.9%	5% decrease and/or California School Dashboard Yellow or better
Chronic Absenteeism-African American students	42.9%	5% decrease and/or California School Dashboard Yellow or better
Chronic Absenteeism-Hispanic students	35.6%	5% decrease and/or California School Dashboard Yellow or better
Chronic Absenteeism-Special Education students	43.5%	5% decrease and/or California School Dashboard Yellow or better
Chronic Absenteeism-Homeless students	38.2%	5% decrease and/or California School Dashboard Yellow or better
Chronic Absenteeism-students of two or more races	57.6%	5% decrease and/or California School Dashboard Yellow or better

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

Strategy/Activity

Notify parents through letters and phone calls about attendance concerns. Hold site-based SARB meetings to develop an attendance plan.

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)

0

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide trimester awards for good attendance and classroom incentives for whole class attendance.

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)

0

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Homeless and Foster Youth Students

Strategy/Activity

Continue to provide support from the Office of Prevention Services for Homeless and Foster Youth to match community resources with individuals' needs.

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)

0

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide four enrichment art classes through SJCOE to support all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide three days of counseling services to support our students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students who attend Boys' and Girls' Club

Strategy/Activity

Boys' and Girls' Club support

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)

0

Source(s)

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase supplies from an office budget to support our school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

LCFF

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Host a family science night and family reading night to support our students and school community.

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)

600

Source(s)

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase visitor stickers for "Raptor" system identification to promote and support campus safety

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)

200

Source(s)

LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Host parent group meetings, such as JSPA (Jacobson School Parent Association) meetings and events to support our students and school community.

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)

1250

Source(s)

Title I

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase an additional Riso and Ricoh copy machine lease and ink to support our students, school staff, and school community.

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)
7500	LCFF
7500	Title I

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will be given 10,000 copies for non RCD materials and two boxes of paper to support all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will receive a budget of \$40 per student to purchase classroom supplies and resources for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25200	Title I

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Pay postage fees for mailing parent communication to support our students and school community.

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)

750

Source(s)

Title I

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide compensation for school supervision assistants to attend school supervision meetings to promote student safety.

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)

500

Source(s)

LCFF

Annual Review

SPSA Year Reviewed: 2023-24

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.

Jacobson Elementary School's suspension rate for the 2022-2023 school year for all students was 4.1% (percentage of students suspended at least once during the 2022-2023 school year), an orange status level on the California School Dashboard. Of concern, 9.5% of students with disabilities, 6.3% of Asian students, 6.3% of Pacific Islander students, and 5.3% of African American Students were suspended at least once during the 2022-2023 school year. Building and

maintain positive relationships and providing five days of school based counseling services (available to all students) will continue to be points of emphasis at Jacobson Elementary School. Partnerships between educators and the school community will continue to be emphasized along with timely and appropriate communications/feedback regarding student discipline. Administration visits all classrooms at the beginning of the school year to go over school discipline and behavioral expectations. Restorative conversations are a part of student disciplinary conferences. The goal is always to collaborate to identify solutions to avoid inappropriate behaviors in the future. Additionally, Jacobson Elementary School partners and collaborates with the Boys' and Girls' Club to discuss and seek solutions for inappropriate student behaviors. Positive reinforcement and incentives are provided as a school and in each classroom to promote appropriate behaviors.

Chronic absenteeism was a concern across the state of California during the 2021-2022 school year mainly due to the COVID-19 pandemic, and remained a concern during the 2022-2023 school year, however; much work still needs to be done to improve the attendance rate at Jacobson Elementary School. Of concern, 34.6% of all JES students were chronically absent during the 2022-2023 school year. Additionally, 34.5% of English Learners, 38.2% of homeless students, 37.9% of socioeconomically disadvantaged students, 43.5% of students with disabilities, 42.9% of African American students, 35.6% of Hispanic students, and 57.6% of students of two or more races were chronically absent during the 2022-2023 school year. Continued efforts will be made to increase student attendance including but not limited to facilitating the SARB process consistently, making calls regarding student attendance concerns (outreach from the school office to check on reasons for absence when not provided), offering school wide and class based attendance incentives, coordinating home visits with the TUSD Student Services department, and providing outreach from JES's Parent Liaison in conjunction with the TUSD Prevention Services department. Positive relationships and outreach to our school community increases the likelihood of better attendance rates, fewer disciplinary incidents, and higher student academic achievement.

Some desired outcomes for the 2023-2024 school year are a 5% or more decrease in chronic absenteeism for all students, for EL students, for socioeconomically disadvantaged students, for students with disabilities, for African American students, for Hispanic students, and for students of two or more races. Additionally, other goals are a 0.5% or more reduction in suspension for all students, a 2% or more reduction in suspension for African American students, a 3% or more reduction in suspension for students with disabilities, and a 1% or more reduction in suspension for socioeconomically disadvantaged students.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the 2022-2023 school year.

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

All relevant annual outcomes, metrics, or strategies to achieve this goal will be updated and analyzed annually to determine next steps/adjustments.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Goal 3

Students will improve their ability to read and respond in writing. All students will read at grade level by third grade.

Identified Need

Based on 2023 CAASPP scores and 2023-2024 grade level assessment results, literacy needs to continue to be an area of emphasis at all grade levels at Jacobson Elementary School.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2023 CAASPP 3rd grade reading-How well do students understand stories and information that they read?</p> <p>2023 CAASPP 3rd grade writing-How well do students communicate in writing?</p>	<p>31.18% of students below standard</p> <p>45.16% of students below standard</p>	<p>Decrease the percentage of students below standard by 2% or more</p>
<p>2023 CAASPP 4th grade reading-How well do students understand stories and information that they read?</p> <p>2023 CAASPP 4th grade writing-How well do students communicate in writing?</p>	<p>27.08% of students below standard</p> <p>40.63% of students below standard</p>	<p>Decrease the percentage of students below standard by 2% or more</p>
<p>2023 CAASPP 5th grade reading-How well do students understand stories and information that they read?</p> <p>2023 CAASPP 5th grade writing-How well do students communicate in writing?</p>	<p>38.89% of students below standard</p> <p>58.89% of students below standard</p>	<p>Decrease the percentage of students below standard by 2% or more</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 2nd Grade FastBridge aReading data	2nd Grade- aReading Fall--432.69 (group median)	average group median growth between FastBridge Fall and Spring assessments of 5 points or more monthly observed median growth percentile between FastBridge Fall and Spring assessments of 60th percentile or higher for all grade levels
2023-2024 3rd Grade FastBridge aReading data	aReading Winter--474.88 (group median)	
2023-2024 4th Grade FastBridge aReading data	aReading Spring--data will be available at a later date	
2023-2024 5th Grade FastBridge aReading data	aReading Monthly Observed Median Growth--Fall-Winter-- 80th percentile	
	3rd Grade- aReading Fall--472.83 (group median)	
	aReading Winter--490.28 (group median)	
	aReading Spring--data will be available at a later date	
	aReading Monthly Observed Median Growth--Fall-Winter-- 58th percentile	
	4th Grade- aReading Fall--493.68 (group median)	
	aReading Winter--490.49 (group median)	
	aReading Spring--data will be available at a later date	
	aReading Monthly Observed Median Growth--Fall-Winter-- 35th percentile	
	5th Grade- aReading Fall--511.67 (group median)	
	aReading Winter--514.61 (group median)	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	aReading Spring--data will be available at a later date aReading Monthly Observed Median Growth--Fall-Winter--41st percentile	
Kindergarten letter recognition Kindergarten letter sounds	ELA-letter recognition-7% beginning, 6% progressing, 87% proficient ELA-letter sounds-6% beginning, 10% progressing, 84% proficient	Increase the percentage of proficient students by 5%
First grade decoding First grade fluency	48% beginning, 21% progressing, 17% proficient, 14% exceeding proficient 30% beginning, 22% progressing, 48% proficient	Increase the percentage of proficient/exceeding proficient students by 5%
Transitional Kindergarten capital letters Transitional Kindergarten letter sounds	ELA-capital letters-14% exploring, 9% building, 77% integrating ELA-letter sounds-5% exploring, 14% building, 82% integrating	Increase the percentage of proficient students by 5%

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

Strategy/Activity

Provide ongoing ERM (Early Release Monday) and Buy Back Day Professional Education opportunities for teachers

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)

0

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide time and training for PLCs (Professional Learning Communities) to meet during ERM's (Early Release Mondays) to focus on effective instructional practices.

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)

0

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement Edgenuity MyPath, an online intervention program to support students in English Language Arts and Mathematics.

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)

0

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase Renaissance Learning Subscription (STAR and AR) to support students-FUNDING ALLOCATED IN GOAL 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Six-hour paraprofessional to work with EL students and administer ELPAC testing-FUNDING ALLOCATED IN GOAL 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Kindergarten Students

Strategy/Activity

Three three-hour kindergarten paraprofessionals to support teachers with at risk students-FUNDING ALLOCATED IN GOAL 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Two four-hour paraprofessionals to support teachers with at risk students in grades 1-5 for intervention block-FUNDING ALLOCATED IN GOAL 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

0 None Specified

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase books for classroom book collections and student "book flood"-students get a minimum of 1 free book per month-FUNDING ALLOCATED IN GOAL 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Teacher provided intervention to support EL students-FUNDING ALLOCATED IN GOAL 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

TK-3rd grade students

Strategy/Activity

TUSD will contract with Houghton Mifflin to provide Tier 1 early literacy training to all TK-3rd grade teachers to ensure early reading foundations and instructional routines are implemented within each 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)

0

District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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.

Based on 2023 CAASPP scores, 2022-2023 grade level assessments results, and 2023-2024 FastBridge assessment results, literacy needs to continue to be an area of emphasis at all grade levels at Jacobson. With a continued focus on literacy at Jacobson, including the addition of larger classroom book collections with student input, the continuation of our student monthly book flood (each JES student receives a free book at the end of each month of school), the 2022-2023 implementation of Edgenuity MyPath for ELA and Math intervention, more intervention paraprofessional support, and more resources in our library, it is anticipated that percentages of proficient students will increase both on grade level assessments and on the relevant CAASPP reading and writing sections. The continued focus on Designated ELD instruction and offering additional intervention for EL students at Jacobson will also support this site based goal. Additionally, some JES teachers participated in writing instruction professional development with Nancy Fetzer in August of 2023. Goals for the 2023-2024 school year are to decrease the percentage of students below standard by 2% or more on the reading and writing sections of the CAASPP for grades 3-5. An increase of 5% or greater of proficient students is desired in grades TK, kindergarten, and first grade on ELD grade level assessments. For FastBridge aReading, for grades 2-5, the goals are to increase the average group median growth between FastBridge Fall and Spring assessments 5 points or more and to reach a monthly observed median growth

percentile between FastBridge Fall and Spring assessments of the 60th percentile or higher for all grade levels.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the 2022-2023 school year.

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

All relevant annual outcomes, metrics, or strategies to achieve this goal will be updated and analyzed annually to determine next steps/adjustments.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$297,810.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$170,269.00

Subtotal of additional federal funds included for this school: \$170,269.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00
LCFF	\$23,222.00
LCFF - Supplemental	\$104,319.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$127,541.00

Total of federal, state, and/or local funds for this school: \$297,810.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Derek Sprecksel	Principal
Lisa Caffese	Classroom Teacher
Debbie Mello	Classroom Teacher
Heather Nielsen	Classroom Teacher
Pablo Pinedo	Other School Staff
Bradley Bejarin	Parent or Community Member
Erin Nichols	Parent or Community Member
Joe Olguin	Parent or Community Member
Brenda Osorio	Parent or Community Member
Martha Reynoso	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Derek Sprecksel on 4-23-2024



SSC Chairperson, Joe Olguin on 4-23-2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

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

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

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

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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