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
Jackson STEAM Multilingual Magnet Elementary	19-64881-6021620	April 25, 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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

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

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

Resource Inequities

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

Resource inequities at Jackson Magnet have improved in the 2023-24 School Year. We continue to have a high enrollment when compared to the other PUSD elementary schools (with 640 students in grades TK-5 in the current school year), PUSD has provided a full custodial team, a community assistant, a Behavior RtI/Wellness Coach, and a Licensed Vocational Nurse (LVN) who work daily at Jackson. We continue to need a full time Registered Nurse.

Due to an increase in the minimum wage, we are using a greater percentage of funds to maintain an optimal number of playground supervisory personnel to ensure school safety. It will be very difficult to sustain our academic programs and keep our students safe when considering the possibility of decreased funds. The need for safety support for our students compelled the School Site Council to approve paying for a recreational aide and behavior aide. We will also continue to fund our intervention teacher next academic year.

School Vision and Mission

Jackson STEAM Multilingual Magnet Elementary: School Mission, Vision, and Shared School Philosophy

SCHOOL MISSION:

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

SCHOOL VISION:

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

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

SHARED SCHOOL PHILOSOPHY:

The community of Jackson STEAM Multilingual Magnet Elementary has a shared stake in the educational philosophy of the school. We believe that:

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

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

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

School Profile

Jackson STEAM Multilingual Magnet Elementary was built in 1910 and lies nestled in the foothills of the San Gabriel Mountains just a short distance from NASA's Jet Propulsion Laboratory and the Rose Bowl. Historically a neighborhood school, Jackson has become a widely popular school of choice and one of the most popular elementary schools in the Pasadena USD. Our dedicated staff members work alongside our parents and community members to create a safe and attractive environment that supports learning and provides services to meet the individual needs of our students. Throughout the 2022-23 school year, our school has served 652 students in grades Pre-Kindergarten through 5th grade. Our student population is very diverse and is represented by the following ethnic groups: 9.63% African American, 15.89% Caucasian, 63.88% Hispanic or Latino, 1.93% Asian (including Filipinos), and 8.19% multi-ethnic. Depending on federal or state metrics, 62.26% or 68% percent of our students, respectively, receive free and reduced lunch. Among our kindergarten through fifth grade students, 16.9% are currently classified as English learners and about 8.6% are students with disabilities. Our students have fed into Octavia E. Butler Magnet and subsequently attend John Muir High School, although many of our students take advantage of the district's Open Enrollment procedures and attend middle and high schools throughout the district. Jackson's students also have the choice of enrolling at Blair IB Middle and High School to continue with the Spanish/English Dual Language Immersion Program.

Jackson Magnet has 26 full-time classroom teachers as well as instructional support staff: one preschool teacher and 5 full-time, out-of-classroom teachers (EL Coach, Instructional Coach, STEM Lab TOSA, RtI/Wellness Coach, Intervention Teacher, and Music Teacher) who provide services to our classroom teachers, parents, and students by supporting our STEAM programs, assisting with Common Core-aligned lesson development, supporting the language needs of our English- and Spanish-language learners, and helping teachers address the academic needs of each of our subgroups. In addition, we employ the services of a full-time RSP teacher, a full-time speech and language specialist, a 50% psychologist, and over 20 additional caring classified and hourly staff members who provide a variety of school services directly affecting student success (during class time and after school). Our library coordinator works with students and collaborates with teachers.

In the 2023-24 School Year, Jackson Magnet was proud to have added a English Language Instrucional Coach, and successfully coached and trained teachers in new English Language Development curriculum. In 2024-2025 Jackson Magnet will add a Spanish Transitional Kindergarten classroom.

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

S.T.E.A.M. MAGNET

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

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

SPANISH/ENGLISH DUAL LANGUAGE IMMERSION PROGRAM

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

GARDEN SCHOOL FOUNDATION

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

FACILITIES

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

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

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

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

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

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

PARENT INVOLVEMENT

Parent involvement is encouraged through monthly meetings of the Parent/Teacher Association (PTA), English Learner Advisory Committee (ELAC), and School Site Council (SSC), all of which are open to the public. Our African American Parent Council is actively involved with the P.T.A. and sponsors events on our campus. Our PTA Board collaborates with a large constituency of well over 200 members. All school-to-home communication (including phone, email, and text messages) is provided in English and Spanish, thus accommodating our large population of parents whose dominant language is Spanish (about 20%). Individual student academic results are provided in both languages, as well, and made available and interpreted through trimester report cards, parent conferences, and Student Study Team meetings (SSTs). Translation is available at all parent meetings. Our website is informative and updated regularly.The calendar on our website is updated monthly, and an electronic marquee located at the front of the school displays brightly-colored announcements of upcoming events.

STUDENT ACHIEVEMENT

Annual standardized testing in the 2021-22 school year demonstrated a maintenance in overall English language arts and mathematics scores among our students during a pandemic year (when compared to the results prior to the pandemic in May of 2019). Jackson Magnet has many students who are classified as English learners, forming one of the lowest-performing student subgroups in addition to students with disabilities and African Americans. We continue to provide services to benefit EL and African American students as well as students with disabilities, including in-class interventions and after-school tutoring. Specialized services are provided for our EL and African American students with disabilities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

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

Student Enrollment
Enrollment By Grade Level

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

Conclusions based on this data:

1. There has been a slight decrease in the percentage of Hispanic students enrolled between the 2019-20 and 2021-22 school years (by 0.06%), and the total number of students in the subgroup declined by 29 students. There has been a 0.83% increase in the enrollment of white students between the 2019-20 and 2021-22 school years, although the actual number of white students decreased from 106 to 104 individuals school-wide. (Current percentages from the 2022-23 School Year are included in the School Profile.)
2. The enrollment of students in most of the other subgroups has remained stable with only slight fluctuations in the past three years. It is interesting to note, however, a decline in African American students by 2.21%, representing a decrease from 69 individuals in 2019-20 to 51 in the 2021-22 School Year. (Current percentages from the 2022-23 School Year are included in the School Profile, and they show an increase in African American students.)
3. The total enrollment of Jackson Magnet continued to increase through the year of the COVID-19 pandemic and subsequent school closures. In the 2020-21 school year, for example, K-5th grade enrollment fluctuated between 652 and 662 students. There was an enrollment decline in the 2021-22 School Year in line with general district- and

state-wide trends. In the 2021-22 School Year, our student enrollment fluctuated between 605 and 612 students in K-5th grade. (Current totals from the 2023 School Year are included in the School Profile. In the 2023-24 School Year, there have consistently been between 634 and 640 students enrolled at Jackson Magnet.)

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

Conclusions based on this data:

1. The number of English learners (ELs) decreased, representing a decrease of 1.6%, between the 2021-22 school years and 2022-2023.
2. The number of students classified as Fluent English Proficient (FEP) declined, representing a decrease of 1.8% between the 2021-2022 and 2022-2023 school years.
3. The number of Reclassified Fluent English Proficient students (R-FEPs) declined by 23 individuals, representing a decrease of 3.2% between the 2019-20 and 2021-22 school years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	113	100	92	0	100	91	0	100	91	0.0	100.0	98.9
Grade 4	104	96	96	0	95	96	0	95	96	0.0	99.0	100.0
Grade 5	107	99	93	0	97	93	0	97	93	0.0	98.0	100.0
All Grades	324	295	281	0	292	280	0	292	280	0.0	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		2409.	2420.		23.00	27.47		22.00	16.48		21.00	21.98		34.00	34.07
Grade 4		2454.	2477.		23.16	32.29		17.89	26.04		16.84	12.50		42.11	29.17
Grade 5		2473.	2480.		19.59	20.43		20.62	17.20		21.65	20.43		38.14	41.94
All Grades	N/A	N/A	N/A		21.92	26.79		20.21	20.00		19.86	18.21		38.01	35.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.00	20.88		61.00	51.65		22.00	27.47
Grade 4		16.84	26.04		56.84	59.38		26.32	14.58
Grade 5		15.46	18.28		56.70	62.37		27.84	19.35
All Grades		16.44	21.79		58.22	57.86		25.34	20.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.00	17.58		50.00	52.75		35.00	29.67
Grade 4		22.11	19.79		45.26	56.25		32.63	23.96
Grade 5		14.43	12.90		51.55	41.94		34.02	45.16
All Grades		17.12	16.79		48.97	50.36		33.90	32.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.00	15.38		67.00	71.43		16.00	13.19
Grade 4		14.74	20.83		67.37	62.50		17.89	16.67
Grade 5		14.43	13.98		67.01	69.89		18.56	16.13
All Grades		15.41	16.79		67.12	67.86		17.47	15.36

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.00	19.78		56.00	60.44		25.00	19.78
Grade 4		16.84	21.88		68.42	59.38		14.74	18.75
Grade 5		20.62	15.05		59.79	59.14		19.59	25.81
All Grades		18.84	18.93		61.30	59.64		19.86	21.43

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	113	100	92	0	100	91	0	100	91	0.0	100.0	98.9
Grade 4	104	97	96	0	96	96	0	96	96	0.0	99.0	100.0
Grade 5	107	99	93	0	97	92	0	97	92	0.0	98.0	98.9
All Grades	324	296	281	0	293	279	0	293	279	0.0	99.0	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2413.	2415.		22.00	19.78		24.00	17.58		13.00	28.57		41.00	34.07
Grade 4		2461.	2479.		16.67	30.21		27.08	22.92		23.96	17.71		32.29	29.17
Grade 5		2473.	2452.		18.56	11.96		10.31	10.87		21.65	27.17		49.48	50.00
All Grades	N/A	N/A	N/A		19.11	20.79		20.48	17.20		19.45	24.37		40.96	37.63

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.00	23.08		35.00	41.76		38.00	35.16
Grade 4		25.00	30.21		42.71	38.54		32.29	31.25
Grade 5		14.43	11.96		34.02	34.78		51.55	53.26
All Grades		22.18	21.86		37.20	38.35		40.61	39.78

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.00	18.68		43.00	40.66		36.00	40.66
Grade 4		14.58	29.17		50.00	37.50		35.42	33.33
Grade 5		16.49	8.70		49.48	50.00		34.02	41.30
All Grades		17.41	19.00		47.44	42.65		35.15	38.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.00	19.78		53.00	57.14		23.00	23.08
Grade 4		17.71	29.17		47.92	47.92		34.38	22.92
Grade 5		15.46	8.70		48.45	54.35		36.08	36.96
All Grades		19.11	19.35		49.83	53.05		31.06	27.60

Conclusions based on this data:

1. The overall Math achievement scores were comparable between the 2018-19 and 2022-23 school years, only fluctuating by about 1-2 percentage points up or down when analyzing the overall achievement levels of all grades 3-5. The overall scores were maintained across the four years despite the interruption of state testing in the 2019-20 and 2020-21 school years.
2. The 5th grade students demonstrated increases in the mean scores in Mathematics while in grades 3 and 4, the mean scores declined when comparing the results from the 2018-19 and 2022-23 school years (including an increase in mean scores among the 5th grade of 42.8 points). The 5th grade also demonstrated a significant decline of students not meeting standards in Mathematics (a decline of 17.59%) when comparing the Math scores of 2018-19 and 2021-22 (whereas there were increases in students not meeting standards in grades 3 and 4).
3. The overall percentage of students (grades 3-5) scoring above standards in the three Math domains decreased between 2018-19 and 2022-23. The overall percentage of students in grades 3-5 testing near standard increased between the 2018-19 and 2022-23 school years (except for a negligible decline in 3rd grade problem-solving). The overall percentage of students (in grades 3-5) scoring below standards in each of the three domains decreased when the results from the two school years are compared. However, the 5th grade demonstrated consistent declines in the percentage of students not meeting standards, and that group of students positively impacted the overall decreases in students not meeting standards in writing and listening (when the scores from all grades 3-5 are combined).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1421.9	*	1427.0	1443.3	*	1445.0	1372.1	*	1384.6	33	8	22
1	1407.1	1431.7	1443.5	1422.2	1474.0	1463.2	1391.5	1388.9	1423.3	21	27	12
2	1474.3	1465.2	1464.3	1488.3	1487.6	1474.3	1460.0	1442.2	1453.8	23	17	24
3	1484.5	1484.1	1479.6	1490.0	1498.4	1480.5	1478.5	1469.3	1478.1	21	20	17
4	1516.5	1509.3	1502.4	1536.6	1514.2	1505.4	1496.1	1504.1	1498.8	14	15	19
5	1499.1	1522.8	1525.0	1500.2	1528.4	1510.4	1497.5	1516.3	1538.9	15	14	12
All Grades										127	101	106

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.12	*	9.09	36.36	*	59.09	42.42	*	13.64	9.09	*	18.18	33	*	22
1	0.00	0.00	8.33	33.33	18.52	25.00	28.57	62.96	50.00	38.10	18.52	16.67	21	27	12
2	8.70	0.00	0.00	43.48	47.06	37.50	39.13	41.18	58.33	8.70	11.76	4.17	23	17	24
3	14.29	0.00	5.88	28.57	55.00	35.29	42.86	35.00	35.29	14.29	10.00	23.53	21	20	17
4	21.43	13.33	5.26	28.57	60.00	42.11	50.00	20.00	47.37	0.00	6.67	5.26	14	15	19
5	0.00	14.29	8.33	13.33	35.71	75.00	73.33	50.00	8.33	13.33	0.00	8.33	15	14	12
All Grades	9.45	4.95	5.66	32.28	42.57	45.28	44.09	42.57	36.79	14.17	9.90	12.26	127	101	106

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	24.24	*	27.27	36.36	*	40.91	30.30	*	22.73	9.09	*	9.09	33	*	22
1	19.05	33.33	8.33	28.57	40.74	50.00	19.05	22.22	41.67	33.33	3.70	0.00	21	27	12
2	26.09	29.41	12.50	43.48	47.06	54.17	30.43	23.53	29.17	0.00	0.00	4.17	23	17	24
3	33.33	30.00	17.65	52.38	55.00	41.18	4.76	15.00	29.41	9.52	0.00	11.76	21	20	17
4	42.86	40.00	31.58	57.14	40.00	52.63	0.00	13.33	15.79	0.00	6.67	0.00	14	15	19
5	20.00	28.57	8.33	60.00	57.14	83.33	13.33	14.29	8.33	6.67	0.00	0.00	15	14	12
All Grades	26.77	31.68	18.87	44.09	48.51	51.89	18.90	17.82	24.53	10.24	1.98	4.72	127	101	106

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.03	*	4.55	18.18	*	18.18	51.52	*	54.55	27.27	*	22.73	33	*	22
1	0.00	0.00	0.00	14.29	7.41	16.67	38.10	14.81	50.00	47.62	77.78	33.33	21	27	12
2	4.35	0.00	0.00	26.09	17.65	16.67	43.48	47.06	54.17	26.09	35.29	29.17	23	17	24
3	4.76	0.00	0.00	23.81	20.00	11.76	38.10	35.00	58.82	33.33	45.00	29.41	21	20	17
4	0.00	6.67	5.26	21.43	13.33	21.05	42.86	60.00	42.11	35.71	20.00	31.58	14	15	19
5	0.00	0.00	8.33	13.33	14.29	8.33	46.67	64.29	66.67	40.00	21.43	16.67	15	14	12
All Grades	2.36	0.99	2.83	19.69	12.87	16.04	44.09	43.56	53.77	33.86	42.57	27.36	127	101	106

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27	*	27.27	60.61	*	59.09	12.12	*	13.64	33	*	22
1	23.81	33.33	33.33	42.86	59.26	66.67	33.33	7.41	0.00	21	27	12
2	13.04	17.65	12.50	82.61	76.47	83.33	4.35	5.88	4.17	23	17	24
3	19.05	20.00	29.41	66.67	65.00	64.71	14.29	15.00	5.88	21	20	17
4	50.00	40.00	47.37	42.86	46.67	47.37	7.14	13.33	5.26	14	15	19
5	0.00	21.43	16.67	66.67	71.43	83.33	33.33	7.14	0.00	15	14	12
All Grades	22.05	26.73	27.36	61.42	64.36	66.98	16.54	8.91	5.66	127	101	106

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.21	*	27.27	60.61	*	45.45	18.18	*	27.27	33	*	22
1	23.81	25.93	25.00	52.38	70.37	50.00	23.81	3.70	25.00	21	27	12
2	60.87	41.18	50.00	39.13	52.94	45.83	0.00	5.88	4.17	23	17	24
3	66.67	75.00	23.53	19.05	25.00	64.71	14.29	0.00	11.76	21	20	17
4	71.43	60.00	21.05	28.57	33.33	78.95	0.00	6.67	0.00	14	15	19
5	86.67	64.29	50.00	6.67	35.71	50.00	6.67	0.00	0.00	15	14	12
All Grades	49.61	49.50	33.02	38.58	47.52	55.66	11.81	2.97	11.32	127	101	106

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*	9.09	87.88	*	72.73	12.12	*	18.18	33	*	22
1	9.52	7.41	0.00	38.10	11.11	66.67	52.38	81.48	33.33	21	27	12
2	8.70	0.00	8.33	52.17	70.59	58.33	39.13	29.41	33.33	23	17	24
3	0.00	0.00	0.00	47.62	35.00	52.94	52.38	65.00	47.06	21	20	17
4	0.00	13.33	5.26	69.23	53.33	42.11	30.77	33.33	52.63	13	15	19
5	0.00	7.14	16.67	60.00	50.00	66.67	40.00	42.86	16.67	15	14	12
All Grades	3.17	4.95	6.60	61.11	43.56	59.43	35.71	51.49	33.96	126	101	106

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.12	*	13.64	39.39	*	59.09	48.48	*	27.27	33	*	22
1	0.00	0.00	0.00	47.62	55.56	66.67	52.38	44.44	33.33	21	27	12
2	8.70	5.88	4.17	65.22	64.71	66.67	26.09	29.41	29.17	23	17	24
3	4.76	5.00	5.88	76.19	80.00	70.59	19.05	15.00	23.53	21	20	17
4	7.14	20.00	10.53	64.29	66.67	73.68	28.57	13.33	15.79	14	15	19
5	0.00	7.14	8.33	80.00	92.86	91.67	20.00	0.00	0.00	15	14	12
All Grades	6.30	6.93	7.55	59.06	65.35	69.81	34.65	27.72	22.64	127	101	106

Conclusions based on this data:

1. Overall 2019-20 ELPAC scores indicated that most of our English Learners scored at either Level 3 (50%) or Level 2 (36.61%).

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

   In the 2021-22 School Year, most of our English Learners scored at either Level 3 or Level 2 (42.57% at both levels). Levels 2 and 3 are prevalent among our English learners across all three years. The challenge is to move increasing numbers of ELs into Level 4, although there does seem to have been movement in the positive direction (towards Level 4) between the 2020-21 and 2022-2023 School Years.

2. Oral language scores in 2019-20 demonstrated that the greatest percentage of our students (49.11%) was at Level 3 while the next highest percentage of students was at Level 4 (30.36%). While 67.86% of the students scored at the "moderately well-developed" range in listening, 47.32% scored at the "well-developed" range in speaking in the 2018-19 School Year.

   In the 2020-21 School Year, the greatest percentage of our students (44.09%) also tested at Level 3 while the next highest percentage of students tested at Level 4 (26.77%) in oral language. In addition, the majority (61.42%) of our students scored at the "moderately well-developed" range in the listening domain while 49.61% represented the greatest percentage of students in the speaking domain (and they scored at the "well-developed" range).

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

3.

Written language scores for English learners (ELs) on the 2018-19 administration of the ELPAC demonstrate the greatest percentage of students (57.14%) falling within the Level 2 range and 23.21% falling within Level 1. The domain with the highest percentage of students at the beginning range was reading, at which 34.82% of our ELs scored.

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

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

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

School and Student Performance Data

Student Population

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**
628	**63.2**	**18**	**1**
Total Number of Students enrolled in Jackson STEAM Multilingual Magnet Elementary.	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	113	18
Foster Youth	6	1
Homeless	11	1.8
Socioeconomically Disadvantaged	397	63.2
Students with Disabilities	56	8.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	60	9.6
Asian	5	0.8
Filipino	9	1.4
Hispanic	406	64.6
Two or More Races	41	6.5
White	99	15.8

Conclusions based on this data:

1. The number and percentage of students who are socioeconomically disadvantaged (366, or 60.2%) and those who identify themselves as Hispanic (404, or 66.4%) are by far the most populous subgroups (based on data from the 2023-2024 School Year). Demographic information in the School Profile includes the current percentages for these two groups in the 2023-24 School Year.

2. English learners comprise the next most populous subgroup with 115 (or 19.6%) of our students falling in this category (per 2022-23 data).
3. White students are also a significant subgroup with 98, or 15.8%, of our students falling in this category in the 2023-24 School Year.

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	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Blue
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

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

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

School and Student Performance Data

Academic Performance
English Language Arts

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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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

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	1

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

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
9.4 points below standard	81.8 points below standard	0 Students
Increased +12.7 points	Increased +11.3 points	
279 Students	61 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Orange
10 Students	55.1 points below standard	87.5 points below standard
	Increased +13.3 points	Increased Significantly +32.7 points
	187 Students	33 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
56.6 points below standard Increased Significantly +19 points 27 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 34.6 points below standard Increased Significantly +15.1 points 181 Students	34.8 points above standard Decreased Significantly -22.2 points 13 Students	 No Performance Color 0 Students	 Blue 84.6 points above standard Increased +7.1 points 49 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**
92.5 points below standard Increased +9.4 points 48 Students	42.2 points below standard Increased Significantly +32.8 points 13 Students	17.6 points above standard Increased +12.2 points 172 Students

Conclusions based on this data:

1. Overall English language arts scores were rated as low (two bars). The two major subgroups, socioeconomically disadvantaged and Hispanic students were rated as low, as well (two bars). Hispanic students scored 34.6 points below all students, and socioeconomically disadvantaged students scored 18.6 points below Hispanic students (46.3 points below all students).
2. There are two subgroups scoring above standard: white students (a significant subgroup of 49 students) and two or more races (not a significant subgroup, but reported for 11 students). White students scored 84.6 points above standard, and students of two or more races scored 34.8 points above standard.
3. English only students (totaling 176) scored 5.5 points above standard. Reclassified English learners (23 students) and English learners (47 students) scored significantly lower. Test results for reclassified students (scoring 75 points below standard) were 80.5 points below the scores reported for English only students. Test results for English learners were 26.9 points below the scores reported for reclassified students.

School and Student Performance Data

Academic Performance
Mathematics

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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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

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	1	0

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

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
34 points below standard	107.9 points below standard	0 Students
Maintained -1.7 points	Decreased -12.7 points	
278 Students	61 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
10 Students	76.7 points below standard	101.9 points below standard
	Decreased -3.2 points	Increased Significantly +25.1 points
	186 Students	33 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
55.9 points below standard Increased +13 points 26 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 59.3 points below standard Maintained +1.5 points 181 Students	27.3 points above standard Decreased Significantly -31.1 points 13 Students	 No Performance Color 0 Students	 Green 45.5 points above standard Decreased Significantly -18.1 points 49 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**
116.6 points below standard Decreased -4.5 points 48 Students	75.6 points below standard Decreased -15 points 13 Students	7.6 points below standard Maintained -0.4 points 171 Students

Conclusions based on this data:

1. Overall math performance was categorized in the low range and mirrored the English language arts scores. The two major subgroups, socioeconomically disadvantaged and Hispanic students were rated as low, as well (two bars). Hispanic students scored 59.3 points below all students, and socioeconomically disadvantaged students scored 12.7 points below Hispanic students (41.2 points below all students).
2. There are two subgroups scoring above standard: white students (a significant subgroup of 49 students) and two or more races (not a significant subgroup, but reported for 11 students). White students scored 63.6 points above standard, and students of two or more races scored 58.4 points above standard.
3. English only students (totaling 176) scored 7.2 points below standard. Reclassified English learners (23 students) and English learners (47 students) scored significantly lower. Test results for reclassified students (scoring 60.6 points below standard) were 53.4 points below the scores reported for English only students. Test results for English learners were 51.5 points below the scores reported for reclassified students.

School and Student Performance Data

Academic Performance
English Learner Progress

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

English Learner Progress
Red
31.3% making progress towards English language proficiency
Number of EL Students: 83 Students
Performance Level: 1

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
21	36	0	26

Conclusions based on this data:

1. Among the 93 English learners represented in this data set, 37.6% are making progress towards proficiency, considered low status. Most of our English learners (37.6%) progressed by at least one ELPI (English Learner Proficiency Indicator) level. 30.1 percent maintained their ELPI levels, and 32.3% decreased in performance by one ELPI level. The three categories divided our EL population into almost three even groups. Energy needs to be placed on the identification of the students who decreased in ELPI levels as well as providing effective intervention for them.
2. The test results of 5.3% more ELs increased their scores as opposed to decreasing them, but more focused attention is needed to achieve higher proficiency levels on the ELPAC. The goal is to make use of strategies that build reading fluency and academic vocabulary, augment critical thinking and reading comprehension, and develop effective writing skills among our EL students.
3. Professional development is needed for teachers to fully understand the ways to help EL students perform higher on the ELPAC. Data chats and practice tests will help students become accustomed to the types of tasks required on the assessment and fully understand its purpose. More consistent targeted ELD instruction needs to take place in

our classrooms for our English learners, and having a standardized curriculum available would go a long way towards achieving this goal more effectively.

School and Student Performance Data

Academic Performance
College/Career Report

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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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 College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	0	1	0

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		
All Students	**English Learners**	**Foster Youth**
Red	Orange	Less than 11 Students
23% Chronically Absent	31.9% Chronically Absent	8 Students
Maintained -0.2	Declined -0.9	
644 Students	116 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
45% Chronically Absent	Orange	Red
Increased 17.4	31.6% Chronically Absent	30.4% Chronically Absent
20 Students	Declined -1.6	Increased 8
	437 Students	69 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange 32.8% Chronically Absent Declined -2.9 64 Students	Less than 11 Students 3 Students	Less than 11 Students 5 Students	Less than 11 Students 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 28.1% Chronically Absent Declined -0.6 413 Students	 Orange 14.3% Chronically Absent Increased 8 49 Students	 No Performance Color 0 Students	 Green 3% Chronically Absent Declined -0.8 101 Students

Conclusions based on this data:

1. Chronic absenteeism mirrors our achievement data in math and English language arts. Five of our student and ethnic groups demonstrate very high chronic absenteeism, and these groups demonstrate a variability of 13.3% between them. African American students have the highest rate at 35.7%, and students with disabilities have the lowest rate of chronic absenteeism at 22.4%.
2. Mirroring our English language arts and mathematics achievement data, white students and students of two or more races have much lower rates of chronic absenteeism. These two groups also have the highest academic achievement levels. Students of mixed race were rated as medium in this category and demonstrated 6.3% chronic absenteeism. At 3.7% chronic absenteeism, our white students were absent 2.6% less than students of mixed race.
3. 2023-2024 data will most likely improve this academic year. The school principal along with leadership team has been focused on educating parents and conveying the importance of attending school daily.

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.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	7

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

All Students	English Learners	Foster Youth
Blue	Blue	Less than 11 Students
0% suspended at least one day	0% suspended at least one day	10 Students
Maintained 0	Maintained 0	
655 Students	117 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Blue	Blue
Maintained 0	0% suspended at least one day	0% suspended at least one day
20 Students	Maintained 0	Maintained 0
	445 Students	71 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Blue 0% suspended at least one day Maintained 0 65 Students	Less than 11 Students 3 Students	Less than 11 Students 5 Students	Less than 11 Students 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0% suspended at least one day Maintained 0 422 Students	 Blue 0% suspended at least one day Maintained 0 50 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 101 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All
students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically
successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 1

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

Narrow the achievement gap by a total of 5 percent to decrease the distance from standard in mathematics and improve outcomes and performance for all students.
Scores will demonstrate a 5% increase school-wide or greater in students testing on or above grade level 2023-24 midyear administration, resulting in 43% of our students in grades 3-5.

ALL STUDENTS - CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -34 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 9 or more (to reach Green) to end at -31 or higher by the end of the 2024-2025 school year.

Students with Disabilities- CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -101.9 (Orange) from 2023 by a total of 6.9 or more (to reach Yellow) with a stretch goal of 76.9 or more (to reach Green) to end at -95 or higher by the end of the 2024-2025 school year.

Hispanic - CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -59.3 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 34.3 or more (to reach Green) to end at -56.3 or higher by the end of the 2024-2025 school year.

English Learners- CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -107.9 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 12.9 or more (to reach Yellow) to end at -104.9 or higher by the end of the 2024-2025 school year.

Social Economically Disadvantaged- CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -76.7 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 51.7 or more (to reach Green) to end at -73.7 or higher by the end of the 2024-2025 school year.

Identified Need

All Students - Number sense, Conceptual understanding, Mathematics Lexicon. Students lack resources such as manipulatives, cognates, graphic organizers.
For students with disabilities: Number sense, Conceptual understanding, Mathematics Lexicon. Students lack resources such as manipulatives, cognates, graphic organizers.
English Learners - Same as all students and additionally English Language Development gaps in the area of vocabulary development.
Students With Disabilities - same as for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math SBAC distance from standard (2023)	Students with Disabilities - 101.9 (2023) Hispanic -59.3 Socioeconomically Disadvantaged (-76.7) English Learner (-107.9) All Students (-34)	All Students - to end at -31 or higher by the end of the 2024-2025 school year. SWD: to end at -95 or higher by the end of the 2024-2025 school year. Hispanic: to end at -56.3 or higher by the end of the 2024-2025 school year. Socioeconomically Disadvantaged - to end at -95 or higher by the end of the 2024-2025 school year. English Learner - to end at -104.9 or higher by the end of the 2024-2025 school year.
iReady Diagnostics	The rate of students in Mathematics On or Above Grade Level will increase from 28% (as measured on the iReady Mathematics Assessment middle of year 2024)	We expect to see increases higher than 28% by the end of 2024-2025 school year.

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.

Action 1 (Extra in-class or after-school support provided in mathematics for at-risk students in grades 3-5) implemented. This action was determined effective because teachers reported that students demonstrated improvement in the area of Mathematics.

Action 2 (Supplemental, technology-based interventions) implemented. This program was effective because students had access to additional supplemental instruction online to enhance instruction.

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.

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.

Due to reduced funding allocations we will not be continuing action 1 and action 2.

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)

SWD:
Hispanic:
Socioeconomically Disadvantaged
English Learner
All Students

Strategy/Activity

The service provided is intentional small group and one on one instruction by the intervention teacher to meet the needs of All Students, SWD, Hispanic, EL's, and SED, which is Number sense, Conceptual understanding, Mathematics Lexicon development. This will increase/improve service by providing individualized instruction in the area of mathematics. Jackson believes this will be effective because our teachers and community stakeholders brought this up as a consideration during our comprehensive needs assessment.

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)
100000	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

SWD:
Hispanic:
Socioeconomically Disadvantaged
English Learner
All Students

Strategy/Activity

All Students - The service provided is tutoring, by teachers to meet the needs of all students, SWD, EL, which is additional time to master reading, mathematics, and vocabulary with certificated supports. This will increase/improve service by providing student opportunities to select topics for instruction. Jackson believes this will be effective because students overall academic performance improved more often than not.

Note; funds are documented in this action 2.2 but the tutoring services will be shared in other goals.

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)
	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All
students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically
successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

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

All Students- CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of -9.4 (Yellow) from 2023 by a total of 4.4 or more (to reach Green) with a stretch goal of 19.4 or more (to reach Blue) to end at -5 or higher by the end of the 2024-2025 school year.

Students With Disabilities- CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -87.5 (Orange) from 2023 by a total of 17.5 or more (to reach Yellow) with a stretch goal of 82.5 or more (to reach Green) to end at -70 or higher by the end of the 2024-2025 school year.

English Learners- CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -81.8 (Orange) from 2023 by a total of 11.8 or more (to reach Yellow) with a stretch goal of 76.8 or more (to reach Green) to end at -70 or higher by the end of the 2024-2025 school year.

Identified Need

All Students - For all students their identified need is an increase of vocabulary, phonics and reading instruction.
English Learners - Same as all students and additionally English Language Development gaps in the area of vocabulary development.
Students With Disabilities - same as for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	All students - baseline of -9.4 (Yellow) from 2023	All Students - to end at -5 or higher by the end of the 2024-2025 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with Disabilities - baseline of -87.5 (Orange) from 2023 English Learners - baseline of -81.8 (Orange) from 2023	Students with Disabilities - to end at -70 or higher by the end of the 2024-2025 school year. EL - to end at -70 or higher by the end of the 2024-2025 school year.
iReady Diagnostics	The rate of students reading On or Above Grade Level will increase from 41% (as measured on the iReady Reading Assessment middle of year 2024)	We expect to see increases higher than 41% by the end of 2024-2025 school year.

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.

Action 1 (Library coordinator orders book to support instruction) implemented. This action was determined to be not effective because teachers reported librarian was not as streamlined as it should have been.

Action 2 (Junior Library Guild) implemented. This program was effective because students had access to additional books necessary to enhance instruction.

Action 3 (Skies) implemented) This program was effective because all teachers use it to reduce paper, and increase vocabulary instruction.

Action 4 (tutoring) implemented. This program was effective because students were able to obtain small group instruction in the area of Reading, Mathematics and Science.

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.

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.

Due to reduced funding allocations we will not be continuing action 1 and action 2.

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 -
Students with Disabilities -
English Learners -

Strategy/Activity

All Students - The service provided is vocabulary development, by online supplemental academic development platform (for example SKIES application) to meet the needs of all students, SWD, EL, which is vocabulary and reading development with additional teacher-selected supports. This will increase/improve service by providing pictures and realia needed to develop language. Jackson believes this will be effective because teachers have said this has been an incredible and valuable resource for personalizing 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)
1350	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students -
Students with Disabilities -
English Learners -

Strategy/Activity

All Students - The service provided is tutoring, by teachers to meet the needs of all students, SWD, EL, which is additional time to master reading, mathematics, and vocabulary with certificated supports. This will increase/improve service by providing student opportunities to select topics for instruction. Jackson believes this will be effective because students overall academic performance improved more often than not.

Note; funds are completed documented in this action but the tutoring services will be shared in other goals.

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)
8,120	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students -
Students with Disabilities -
English Learners -

Strategy/Activity

The service provided is intentional small group and one on one instruction by the intervention teacher to meet the needs of All Students, SWD, Hispanic, EL's, and SED, which is Number sense, Conceptual understanding, Mathematics Lexicon development. This will increase/improve service by providing individualized instruction in the area of mathematics. Jackson believes this will be effective because our teachers and community stakeholders brought this up as a consideration during our comprehensive needs assessment.

Note; funds are completed documented Action 1.1.

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)
0	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students
Students with Disabilities
English Learners

Strategy/Activity

Our 50% library coordinator orders books used to support instruction, including fiction and nonfiction books to read aloud to students and leveled books for guided reading. The library coordinator plans with classroom teachers during collaborative planning meetings and consults with our instructional coach when ordering appropriate books to support instruction. Our library coordinator reads to students, asks guiding questions to aid in comprehension, and checks out

books and other reading materials to students and teachers. She provides recess and lunchtime opportunities for students to enjoy reading and working on projects in our attractive library.

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)
27994	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All
students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically
successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 3

English Learners will demonstrate progress of at least a 10% yearly increase on the ELPAC, from 31.3% progressing in 2023 to 41.3% progressing in 2024.

Identified Need

Language development is a complex process that begins at home. Children, inherently curious, are natural language learners, exploring and interacting with the world around them. Formal education further enhances language in even more complex ways. For some students the language of school may complement the language of home. For others, their home language may be different from the language of school and will require formal structured support. Studies emphasize the efficacy of leveraging the primary language as a foundation for developing second language proficiency and literacy. Effective strategies involve demonstrating how English works, learning language through rich content and providing varied and frequent opportunities for students to use academic language across the curriculum through listening, speaking, reading and writing.

The California Dashboard indicates that there was a decline of 6.3% in English Learner progress on the ELPAC for the 2023 summative assessment. Several actions have been taken to close the achievement gap for English Learners. An ELD coach was added to several schools, including Jackson STEAM Magnet. The district adopted a new ELD program, Language Power by TCM, for the 2023-24 school year. Materials were received in October 2023 and selected teachers attended the TCM training. Schools in the district are in the early stages of program implementation. Ongoing professional development is needed during the 2024-25 to ensure all teachers are trained and equipped to fully implement the program. The school will have a protected ELD block for K-2 and 3-5 designated ELD.

The English Learner Subgroup Smarter Balanced Performance 2023:
ELA increased 11.3 points (orange)
Mathematics decreased 12.7 points (red)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 ELPAC Administration	2022-23 ELPAC Administration, Written Language Scores: ELPAC (CAASPP Detailed Assessment Results Report) Oral Language Performance Level 4 - 18.87% Level 3 - 51.89% Level 2 - 24.53% Level 1 - 4.72% Written Language Performance Level 4 - 2.83% Level 3 - 16.04% Level 2 - 53.77% Level 1 - 27.36%	2023-2024 Administration of the ELPAC, Written Language scores: A decrease of 7% in EL students scoring at ELPI Level 1 coupled with an increase of 7% in EL students scoring at ELPI Level 4. A stretch goal would be a 10% decrease in EL students scoring at the ELPI 1 Level coupled with an increase of 10% in EL students scoring at ELPI Level 4.
2024-25 Midyear Administration of the iReady Reading Diagnostic Exam	2023-24 Midyear Administration of the iReady Reading Diagnostic Exam- Results for English Learners 1. ELs in grades 3-5: 9.67% on or above grade level; 54% two years or more below grade level	2024-25 Midyear Administration of the iReady Reading Diagnostic Exam- Results for English Learners and African American students in grades 3-5: 1. ELs in grades 3-5: 14.67% on or above grade level; 49% two years + below grade level, with a stretch goal of 19.67% on or above grade level and 44% two years or more below grade level.

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.

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

under-performing subgroups. Collaborative meetings, individual coaching opportunities for teachers, and professional development will be facilitated mainly by our instructional coach, intervention teacher, and science teacher, but would include collaboration with other specialists such as our RSP teacher, speech and language specialist, occupational therapist, library coordinator, music teacher, clinical social worker, and garden instructor.

Our Intervention teacher assisted students with small group instruction. For the academic year 2023-2024 Jackson has an English Learner Instructional Coach who works with teachers on intentional ELD support. Teachers were trained on the new ELD curriculum and are implementing ELD 30 minute blocks. That intervention and coaching has been working for our students.

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

The major difference is the added EL Coach by district.

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.

The outcomes for our English Learners will be an increase in scores by 10%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Use vocabulary routine to teach key tier 2 and tier 3 words.
Academic language development and formal academic discourse.
Provide explicit instruction with scaffolds and models as needed for writing. Students will write independent sentences for a story, informational texts and to describe a picture. Students in grades 2-5 write at least one paragraph about a personal experience. In addition, students in grades 3-5 will write at least one paragraph for writing prompts about academic information and to justify an opinion.

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	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

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

All Students - Chronic Absenteeism for All Students will decrease the baseline of 23 (Red) from 2023 by a total of -0.5 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 22.5 or lower by the end of the 2024-2025 school year.

English Learners - Chronic Absenteeism for English Learners will decrease the baseline of 31.9 (Orange) from 2023 by a total of -11.9 or more (to reach Yellow) with a stretch goal of -21.9 or more (to reach Green) to end at 20 or lower by the end of the 2024-2025 school year.

Socioeconomically Disadvantaged - Chronic Absenteeism for Socioeconomically Disadvantaged will decrease the baseline of 31.6 (Orange) from 2023 by a total of -3 or more (to reach Yellow) with a stretch goal of -21.6 or more (to reach Green) to end at 28.6 or lower by the end of the 2024-2025 school year.

Students with Disabilities - Chronic Absenteeism for Students with Disabilities will decrease the baseline of 30.4 (Red) from 2023 by a total of -0.5 or more (to reach Orange) with a stretch goal of -10.4 or more (to reach Yellow) to end at 29.9 or lower by the end of the 2024-2025 school year.

African American Students - Chronic Absenteeism for African American will decrease the baseline of 32.8 (Orange) from 2023 by a total of -12.8 or more (to reach Yellow) with a stretch goal of -22.8 or more (to reach Green) to end at 20. or lower by the end of the 2024-2025 school year.

Hispanics - Chronic Absenteeism for Hispanic will decrease the baseline of 28.1 (Orange) from 2023 by a total of -3 or more (to reach Yellow) with a stretch goal of -18.1 or more (to reach Green) to end at 25.1 or lower by the end of the 2024-2025 school year.

Two or more races - Chronic Absenteeism for Two or More Races will decrease the baseline of 14.3 (Orange) from 2023 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -4.3 or more (to reach Green) to end at 13.8 or lower by the end of the 2024-2025 school year.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024-25 Yearly Average Daily Attendance Rate	2023-24 Yearly Average Daily Attendance Rate (August 2023 through March 2024): 92.47% Attendance Rate for First 8 Months of the 2023-24 School Year	2023-2024 Yearly Average Daily Attendance Rate of 95% (as of Month 8)
2024-25 Average Excessive Absenteeism Rate for All Students	2024-25 Chronic Absenteeism Rate for All Students as of Month 8: 22.66% (as of 3/31/24)	2024-25 Excessive Absenteeism Rate for All Students as of Month 8: All Students: Decrease of 5% (from 2023-24), resulting in a yearly chronic absenteeism rate of 17.66%.

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.

Action 1 (8-hour attendance clerk) Implemented; The action was determined to be effective. Due to budget cuts we had to cut the position.

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.

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.

Due to reduced budget cut allocations we will not continue with action 1.

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

Community Assistant and Attendance clerk will work in collaboration with District to ensure students attend school on a regular basis.

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	

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Goal 5

Increase the number of participants (English speaking and non English speaking) in ELAC and PTA meetings by the end of 24-25.

Identified Need

Lack of consistent language support for parents.
Low awareness of parent rights and advocacy. Low family awareness of student progress report availability.

Low awareness of how parents can be involved in supporting school programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance for meetings (number of people who participated) Total number of people across all sign-in sheets divided by number of meetings.	• -- Spanish participants per meeting (2023-2024) • -- English participants per meeting (2023-2024)	By the end of 2024-2025 the average number of Spanish speaking participants will be --- By the end of 2024-2025 the average number of English speaking participants will be ---
Parent Portal Accounts	412 out of 633 (65%) based on April 26, 2024 report	By the end of 2024-2025 we will increase the percentage to 80%

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.

In the 23-24 this goal was originally goal number six.

Action 1a (incentives parent engagement) implemented; yes it was effective. We noticed more parent participation once raffle began.

Action 1b (parent training sessions and workshops) implemented; effectiveness uncertain. Sessions were scheduled later in the school year so we realized we did not have time to see if we had an impact.

Action 1c (parent portal accounts) implemented; effective but target not met.

Action 1d (school website) implemented; effectiveness uncertain. Not sure how many English or Spanish speakers have accessed website all year due to transition to new website.

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

Expenditures in this goal were lower because some of the communication tools (Smore) were reimbursed by Annual Fund this meant that less title I funds were expended than originally planned.

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.

There were no major changes that were made to this goal. In discussing this with SSC we have decided to try the same approach with a more focused approach that is described in the 2024-2025 action 1 goal 5 plan.

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

A minimum of once per week parents will receive an all call message, email, and phone blast and a paper flyer with engagement opportunities that support the lack of consistent language support for parents,

low awareness of parent rights and advocacy, low family awareness of student progress report availability, and low awareness of how parents can be involved in supporting school programs.

Monthly parent workshops to learn about school programs and how to be engaged in student learning and academics.

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)
2356	Title I Part A: Parent Involvement

Strategy/Activity 2

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

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	Title I Part A: Parent Involvement

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 6

By the end of 24-25 we will continue to have 0 suspensions to maintain our status in Blue.

Identified Need

Students at Jackson come with a diverse set of heightened and lingering social-emotional needs. All school staff would benefit from continued professional development to respond appropriately when students display social or emotional issues. Students would benefit from consistent fidelity to our school-wide Behavior RtI Plan, Second Step SEL lessons, and the guidance from a licensed clinical social worker (LCSW). Students in need of Tier 2 and Tier 3 interventions would require either group or individual therapy provided by our LCSW, especially if they do not qualify for individual Pacific Clinics counseling. The support of a counseling intern through the CWA Department has also been valuable in meeting the needs of our students.

In the 2023-24 School Year, Pacific Clinics was on campus fulltime here at Jackson. Consequently, many students who would have benefited from individual counseling were not served, and our school-wide staff found it difficult to meet the needs of a large number of students experiencing social-emotional difficulties. Our site-based LCSW responded to many emergency calls throughout the school year, and she provided individual therapy to the students displaying the greatest needs. She also grouped students with similar needs together for small group therapy sessions. Our CWA intern was only in her first year, and she could not perform all of the tasks that a second year student would be able to perform.

We have a fulltime Behavior RtI Coach since February 2023.

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

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

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

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

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

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

When comparing randomly selected students in the same school year, the results were quite significant in the percent of students who knew the 4 Bs and the students who understood the consequences when rules are not followed. When all the average positive responses are calculated, the results show that in December of 2022, the student responses were 73.5% positive. By April of 2023, 87.5% were positive, resulting in a gain in positive responses of 14%.

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Suspension Rates	2023-2024 Suspension Rates, including all students and subgroups: 0% as of April 2023	2023-24 Suspension Rates of all students and subgroups: All Students: Maintain <0.5% SED: Maintain <0.5% Hispanics: Maintain <0.5% English Learners: Maintain <0.5% Students With Disabilities: Maintain <0.5% African-Americans: Maintain <0.5% White Students: Maintain <0.5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring Administration of the Review 360 Universal Screener	Spring 2023 Administration of the Review 360 Universal Screener: EXTERNALIZING BEHAVIORS: Not at Risk ~ Green (75%); On the Radar ~ Yellow (10%); At Risk ~ Red (14%) INTERNALIZING BEHAVIORS: Not at Risk ~ Green (79%); On the Radar ~ Yellow (9%); At Risk ~ Red (12%)	Spring 2024 Administration of the Review 360 Universal Screener: EXTERNALIZING BEHAVIORS: Not at Risk ~ Green (77%); On the Radar ~ Yellow (10%); At Risk ~ Red (12%) INTERNALIZING BEHAVIORS: Not at Risk ~ Green (81%); On the Radar ~ Yellow (9%); At Risk ~ Red (10%)

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.

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and subgroups will benefit from Tier 1 social-emotional learning strategies, including English learners, African American students, students in foster care, homeless youth, and students with disabilities.Tier 2 and Tier 3 interventions will be provided for the students who display the need for additional social-emotional support.

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
40116	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

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

Goal 7

All 5th grade students who take the Spring 2024 California Science Test (CAST) will increase by 31% meeting or exceeding standards on the 2024 CAST.

All students will increase the mean score of 75% on the 2024 Winter Science Benchmark by at least 5 percentage points, resulting in 80% average or higher on the 2024 Winter Science Benchmark. Our K-5 students typically take a district wide science benchmark exam in the winter of a given school year, and goals can be established for the winter 2024 administration.

Identified Need

Science instruction needs to focus strategically on standards so that the 5th grade students will have the knowledge and experience to meet or exceed standards on the 2024 CA Science Test (CAST). Hands-on science activities will be followed by STEMScopes lessons that strengthen the initial understanding of grade level content for all students and prepare them to apply their scientific knowledge to engineering challenges that help them develop keen problem-solving skills. Research skills that extend their knowledge and require students to make claims and provide evidence supporting their claims will further deepen their critical thinking skills and augment their understanding of how science affects everyday life.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2023 Fifth Grade CA Science Test (CAST)	The Spring 2023 CA Science Test (CAST) for 5th Grade Students: Percentage of 5th Grade Students Meeting and Exceeding Standards: 31% Percentage of 5th Grade Students Not Meeting Standards: 22%	Spring 2023 Administration of the CAST: Percentage of 5th Grade Students Meeting or Exceeding Standards and Reduction of those Not Meeting Standards: Increase by at least 14%, resulting in 45% or more of students meeting or exceeding standards. A stretch goal would be to increase by 24%, resulting in 55% of students meeting standards.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Decrease by at least 7%, resulting in 17% or less of students not meeting standards. A stretch goal would be to decrease by 8%, resulting in 14% of students not meeting standards.
Winter 2024 K-5th Grade Science Benchmark	Winter 2023 K-5th Grade Science Benchmark: Mean Score: 74.69%	Winter 2024 K-5th Grade Science Benchmarks: Mean Score: 80% or higher

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.

This was goal 8 last year.
Action 1 The science teacher coaches teachers in the most effective ways to teach the NGSS standards and provides PD opportunities. (Our science teacher is funded by PUSD with district-level funds.)

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

No major differences.

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.

Outcome for students will increase by 7 percent.

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

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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.

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

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

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)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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.

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

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

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)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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.

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

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

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)

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	$102356
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$102356
Other State/Local Funds provided to the school	$77580

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $179,936

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	77580	0.00
Title I Part A: Parent Involvement	2356.00	0.00
Title I Part A: Allocation	100,000.	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental and Concentration (S/C)	77,580.00
Title I Part A: Allocation	100,000.00
Title I Part A: Parent Involvement	2,356.00

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
Veronica Villagrana	Principal
John Newell	Other School Staff
Ashley Nava	Classroom Teacher
Jennifer Fernandez	Classroom Teacher
Whitney Reese	Classroom Teacher
Adriana Ruiz	Parent or Community Member
Wendy Silva	Parent or Community Member
Nguyen, Peggy	Parent or Community Member
*Betsy Pajveski	Parent or Community Member
Vachani, Shantel	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/25/24.

Attested:

Principal, Veronica Villagrana on 4/25/2024

SSC Chairperson, Betsy Pajevski on 4/25/24

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 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/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Appendix B

English Learner Advisory Committee (ELAC) Recommendation to School Site Council (SSC) Form

Name of the School: Jackson Elementary Date of the meeting: February 14, 2024

The ELAC participates in the school's planning process for the programs and services for English Learner (EL) students and provides the SSC written recommendations regarding the needs of these students. The ELAC must review student and parent involvement data prior to submitting recommendations to the SSC. This data includes:

• CA Assessment of Student Performance and Progress (CAASPP) (SBAC) results • CA Accountability Model & School Dashboard https://www.caschooldashboard.org/ • Title I, Part A-Accountability • Title III Accountability • English Language Proficiency Assessment for CA – ELPAC results	• EL reclassifications data • Parent/Community Involvement data • School Accountability Report Card (SARC) • Other school selected indicators • Student attendance – Truancy • Student discipline – referrals, suspensions, expulsions • Trimester/Semester and/or other formative assessment results

Please list the data reviewed by your committee prior to making the recommendations(s):

1. California Dashboard EL Subgroup Data
2. CAASPP ELA & Math
3. Chronic Absenteeism
4. iReady Reading & iReady Math

Please indicate the action(s) the ELAC recommends as a result of the data reviewed:

1. Reduce Number of EL students in 4th & 5th grade
2. Continue with EL Coach
3. Continue to fund Librarian and Science Teacher (STEAM)
4. Bilingual staff to facilitate communication and EL parent involvement,
5. Tutoring & intervention for ELs, assist with vocabulary development in math
6. English classes for parents -evenings and/or Saturdays
7. After school programs offer structured play & games, and also provide academic focus.

Chairperson Name	Chairperson Signature	Date submitted
Adriana Ruiz		4/25/2024

This form may also be used by a subcommittee of the SSC when there is a delegation of authorization

Apéndice B

Recomendación del Comité Asesor de Aprendices de Inglés (ELAC) para Formulario del Consejo Escolar (SSC)

Nombre de la escuela: Jackson Elementary Fecha de la reunión:14 de febrero de 2024

El ELAC participa en el proceso de planificación de la escuela para los programas y servicios para los estudiantes aprendices de inglés (EL) y proporciona recomendaciones escritas al SSC con respecto a las necesidades de estos estudiantes. El ELAC debe revisar los datos de participación de los estudiantes y los padres antes de enviar recomendaciones al SSC. Estos datos incluyen:

• Resultados de la Evaluación de Rendimiento y Progreso Estudiantil de CA (CAASPP) (SBAC) • Modelo de responsabilidad de CA y tablero escolar https://www.caschooldashboard.org/ • Título I, Parte A-Responsabilidad • Responsabilidad del Título III • Resultados de la evaluación de dominio del idioma inglés para CA – ELPAC report.	• Datos de reclasificaciones EL • Datos de participación de los padres y la comunidad • Informe de responsabilidad escolar (SARC) • Otros indicadores seleccionados de la escuela • Asistencia estudiantil – Absentismo • Disciplina estudiantil: remisiones, suspensiones, expulsiones • Trimestre/Semestre y/u otros resultados de evaluación formativa

Enumere los datos revisados por su comité antes de hacer las recomendaciones:

1. Tablero de Información Escolar de CA -subgrupo de ELs
2. CAASPP Artes del Lenguaje y Matemáticas
3. Asistencia Cronica
4. iReady Matemáticas y iReady Artes del Lenguaje

Indique la(s) acción(es) que ELAC recomienda como resultado de los datos revisados:

1. Reducir el número de estudiantes en 4to y 5to grado que sean ELs
2. Continuar con el Entrenador EL
3. Bibliotecaria y maestro para el salón de ciencias(STEAM)
4. Personal bilingüe para facilitar comunicación y involucramiento de padres ELs
5. Tutoría e intervención, apoyo con el vocabulario en las matemáticas
6. Clases de inglés para padres en la tarde o sábados
7. Programas después de la escuela ofrecen juegos estructurados y apoyo académico.

Nombre de presidente	Firma de presidente	Fecha Enviado
Adriana Ruiz		4/25/2024

Este formulario también puede ser utilizado por un subcomité del SSC cuando exista una delegación de autorización

Comprehensive Needs Assessment Form

School Name: Jackson STEAM Multilingual Magnet Elementary

Current School Year: 2023-2024

Stakeholders

The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]

Who was involved in the comprehensive needs assessment?

Be sure to include stakeholder groups by name.

SSC, PTA, ELAC, Parents, and Teachers

How were stakeholders involved in the comprehensive needs assessment?

Be sure to include how teachers, parents/families, and school support staff were involved.

Parents and teachers were given a needs assessment survey in the month of March. Principal Villagrana gathered teacher feedback during Professional Learning Communities conducted throughout the year, and ongoing SSC meetings conducted montly, monthly ELAC meetings, and PTA meetings 3 PTA meetings in total.

DATA SOURCES

The comprehensive needs assessment shall 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. EC 64001(g)(2)(A)

What data sources did stakeholders review (qualitative and quantitative)?

Be sure to include data sources including school climate, student achievement, and school profiles. Common sources include the CA Dashboard, Chronic Absenteeism Reports, School Discipline Data, Parent Surveys.

Stakeholders reviewed CA Dashboard data, CAASPP data, CAST Science Data, iReady reading and mathematics data, School Discipline Data, Chronic Absenteeism Reports, and Parent and teacher Survey Data.

All educational stakeholders which includes teachers, parents, parent groups: ELAC, PTA, AAPC, Annual Fund, SSC, had the opportunity to see data presentation and fill out needs assessment sent out by principal in the weekly communication inviting parents to give input.

Findings

What were the findings of the data?

(just the facts; not opinions)

The findings included the need to improve in the areas that are Red (California Dashboard) which include English Learner Progress, Mathematics, and Chronic Absenteeism. We would also like to have a stretch goal of improving by moving up one color on the California Dashboard. Last year we went down -39 points putting us on orange in the area of Mathematics. We decreased -9 percent in English Language Arts placing us in yellow. In the English Learner Subgroup Smarter Balanced Performance 2023: ELA increased 11.3 points (orange), Mathematics decreased 12.7 points (red).

What trends were noticed over time in schoolwide, sub-group, and/or grade level data?

Last year we went down -39 points putting us on orange in the area of Mathematics. We decreased -9 percent in English Language Arts placing us in yellow. In the English Learner Subgroup Smarter Balanced Performance 2023: ELA increased 11.3 points (orange), Mathematics decreased 12.7 points (red).

Data shows English Learners are not making progress in the area of English Language Arts and Mathematics. We also noticed that we have a great amount of students who are significantly absent and or tardy on a daily basis causing us to be in Red on the CA Dashboard for Chronic Absenteeism.

Strengths and Concerns

Based on the data, what successes or strengths were identified?

4th grade students went up 18% in ELA and 10% in Math
3rd grade students went down 1% in ELA and 9% in Math
English Learners - 18% and 16% percent of 3rd graders scored at or above grade level in ELA.

What concerns or challenges were identified?

Only English Learners - 18% and 16% percent of 3rd graders scored at or above grade level in ELA.
4th-grade students demonstrated 18% growth in ELA.
3rd graders dropped one percent.

Prioritized Needs

Based on the data, which needs are most critical?

A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

The most critical need based on data is closing the opportunity gap in the area of English Learner Progress, Mathematics and Chronic Absenteeism

Which needs will have the greatest impact on student outcomes, if addressed?

The need that will have the greatest impact on outcomes will be the intervention teacher providing intensive and intentional data-driven intervention and the EL Coach providing additional support in the area of English Language Development while our Intervention teacher will serve our students by providing international support in the areas of, English Language Arts and Mathematics. will have the greatest impact on student achievement.

Root Cause Analysis

What are the potential root causes of the needs or concerns the team has prioritized?

A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes.
Root cause analysis addresses the problem rather than the symptom.

The root cause of academic gaps in the areas of English Learner progress, ELA and Mathematics is students underperforming due to lack of academic knowledge and access to content due to language development and numbersense deficits. There is a strong need at Jackson for English Language Development block supports for our English Learner Students and a need for a continuous Intervention Teacher to support students performing below grade level in the areas of English Language Development and Mathematics. The supports provided need to be data-driven, focused and intentional teaching and reteaching of lessons in a small group setting. Data is to be kept, content standards unpacked and EL Coach, teachers and intervention teacher are to be focused on closing the achievement gap by providing rigorous and intentional lessons in order to provide support to students and increase student achievement. The lack of academic vocabulary and number sense is what may be hindering students' academic achievement.

Process Documentation

The school must document how the needs assessment was conducted, the results it obtained, and the conclusions it drew from those results. [34 C.F.R. §200.26(a)(3)]

Explain how this needs assessment was completed.

The needs assessment might need more than one meeting for stakeholder groups to build consensus and understanding of the data. Use this section to memorialize and document the process.

All educational stakeholders which includes teachers, parents, parent groups: ELAC, PTA, AAPC, Annual Fund, SSC, had the opportunity to see data presentation and fill out needs assessment sent out by principal in the weekly communication inviting parents to give input.

A team of 5 were gathered to review school data using questions such as

1. In your opinion, what are our greatest needs for ELA achievement in our students? ¿En su opinion, cuáles son nuestras mayores necesidades para el logro de Artes de lenguaje en Ingles en nuestros estudiantes?

For example: Intervention teacher, push-in support by staff, differentiation by academic levels, small group instruction)

Por ejemplo: maestro de intervención, apoyo del personal, diferenciación por niveles académicos, instrucción en grupos pequeños)

2. What are our greatest needs for Math achievement in our students? ¿Cuáles son nuestras mayores necesidades para el rendimiento matemático de nuestros estudiantes?

For example: Intervention teacher, push-in support by staff, differentiation by academic levels, small group instruction)

Por ejemplo: maestro de intervención, apoyo del personal, diferenciación por niveles académicos, instrucción en grupos pequeños)

3. What are our greatest needs in serving our English Learner students, African American students, or other student groups that, in your

opinion, require more support? (Please identify which student group you are referring to in your answer.) ¿Cuáles son nuestras mayores necesidades para servir a nuestros estudiantes aprendices de inglés, estudiantes afroamericanos u otros grupos de estudiantes que, en su opinión, requieren más apoyo? (Por favor, identifique a qué grupo de estudiantes se refiere en su respuesta.)

After looking at the data, the team noticed....

(repeat the above for every group of teachers, parents, community member groups you would like to call attention to)

After looking at the "notices" across data-reviews, the school instructional leadership team and school site council formulated the following priority areas

- EL progress
- Chronic Absenteeism
- Mathematics

The main reason these were selected were because....

After investigating each of the priority areas, school leadership worked with teachers and parent groups to identify specific contributing conditions, barriers, and inequities that are preventing students to reaching their full academic potential. The main barriers and contributing factors (drivers) identified were

- Need for additional academic support such as tutoring
- Need for intervention

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
Veronica Villagrana	Principal
John Newell	Other School Staff
Ashley Nava	Classroom Teacher
Jennifer Fernandez	Classroom Teacher
Whitney Reese	Classroom Teacher
Adriana Ruiz	Parent or Community Member
Wendy Silva 5/3/24	Parent or Community Member
Nguyen, Peggy	Parent or Community Member
*Betsy Pajveski 5/8/24	Parent or Community Member
Vachani, Shantel 5/6/24	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.

Mary W. Jackson STEAM Mulitlingual Magnet

School Site Council Agenda
March 21, 2024
2:45 p.m – 3:45 p.m

Link: meet.google.com/kzb-jnjm-msr

Jackson's MISSION
Mary W. Jackson STEAM Multilingual Magnet Elementary seeks to provide a challenging academic environment where our students develop a love of learning through exploration, problem-solving, critical thinking, collaboration, and discovery.

Desired Outcomes: By the end of this meeting, we will have:

- Approved the Minutes from the SSC Meeting of February 15, 2024
- Reviewed, wrote and gave input in the writing of SPSA Goals
- Budget Update

Time	Agenda Item	Presenter/ Facilitator
I.	Welcome and Call to Order	Veronica Villagrana
II.	Public Comment	Veronica Villagrana
II.	Business Items	Veronica Villagrana
	Review and approved the SSC Minutes from 2.15.24	Veronica Villagrana
	SPSA Goals ● Presentation on Goals and Strategies	Veronica Villagrana
	Budget Review ● Budget 2024-2025 ● Needs assessment 2024-2025	Veronica Villagrana
	Reports from Advisory Groups: ● Report from English Learner Advisory Council ● Report from GATE Advisory Committee ● Report from African-American Parent Council ● Report from DAC and CAC	Veronica Villagrana
.	● Adjourn	

Next meeting: April 25th

Mary W. Jackson STEAM Mulitlingual Magnet

School Site Council Agenda
April 25, 2024
2:45 p.m – 3:45 p.m

Link: meet.google.com/xhj-ahdo-syq

Jackson's MISSION
Mary W. Jackson STEAM Multilingual Magnet Elementary seeks to provide a challenging academic environment where our students develop a love of learning through exploration, problem-solving, critical thinking, collaboration, and discovery.

Desired Outcomes: By the end of this meeting, we will have:

- Approved the Minutes from the SSC Meeting of March 21, 2024
- Reviewed and approved SPSA Goals
- ELAC Recommendations to SSC
- Budget Update

Time	Agenda Item	Presenter/ Facilitator
I.	Welcome and Call to Order	Veronica Villagrana
II.	Public Comment	Veronica Villagrana
II.	Business Items	Veronica Villagrana
	Review and approved the SSC Minutes from 3.21.24	Veronica Villagrana
	Review and Approval of 2024 SPSA Goals ● Presentation on Goals and Strategies	Veronica Villagrana
	Recommendations from the English Language Advisory Committee to School Site Council ELAC recommendations	Adriana Ruiz, ELAC President
	Budget Review and or approval ● Budget 2024-2025	Veronica Villagrana
	Reports from Advisory Groups: ● Report from English Learner Advisory Council ● Report from GATE Advisory Committee ● Report from African-American Parent Council ● Report from DAC and CAC	Veronica Villagrana
.	● Adjourn	

Next meeting: May 23, 2024

Mary W. Jackson
STEAM Multilingual Magnet Elementary

School Site Council Minutes

School Name: Jackson STEM Dual Language Magnet Academy
Date: Thursday, March 21, 2024
Location: Remote Location - **meet.google.com/kzb-jnjm-msr**
Minutes Recorder:
Time: 2:45 p.m.

Members Present (* indicates the Chair of the SSC)

Member Name * SSC Chair's Name	Membership Category	Present/Absent
Veronica Villagrana	Principal	Present
Fernandez, Jennifer	Classroom Teacher	Present
Reese, Whitney	Classroom Teacher	Present
Nguyen, Peggy	Parent	Present
Newell, John	Other Staff	Present
*Betsy Pajveski	Parent	Present
Wendy Silva	Parent	Present
Vachani, Shantel	Parent	Absent
Nava, Ashley	Classroom Teacher	Present
Ruiz, Adriana	Parent	Present

Mary W. Jackson
STEAM Multilingual Magnet Elementary

School Site Council Minutes

Others Present:

Agenda Items

	Items	
I.	Call to Order: Veronica Villagrana	The meeting was called to order at 2:53p by Ms. Villagrana
II.	Public Comment	No public comments
III.	Review and approved the SSC Minutes from 2.15.24	-Mr. Newell motioned to approve and Ms. Ruiz second. All minutes approved from 2-15-24 -All members of the SSC who are present approved
	SPSA Goals • Presentation on Goals and Strategies	-Math & ELA growth goals +5% YoY -ELL goal +7% YoY -Chronic Absenteeism +15% YoY -Suspension Rate +0.5% YoY -School Climate: +25% YoY participation in Parent Portal -Science: +31% YoY
	Budget Review • Budget 2024-2025 • Needs assessment 2024-2025	-Intervention teacher position and Social Worker positions have been cut as of 3/15/24. -$102K deficit for the 2024-2025 budget

Mary W. Jackson
STEAM Multilingual Magnet Elementary

School Site Council Minutes

	Reports from Advisory Groups: • Report from English Learner Advisory Council • Report from GATE Advisory Committee • Report from African-American Parent Council • Report from DAC and CAC	
	Adjourn	Ms. Pajevski motioned to adjourn the meeting. Ms. Ruiz second. Meeting adjourned at 3:55p.

Mary W. Jackson
STEAM Multilingual Magnet Elementary

School Site Council Minutes

School Name: Jackson STEM Dual Language Magnet Academy
Date: Thursday, April 25, 2024
Location: Remote Location - **meet.google.com/kzb-jnjm-msr**
Minutes Recorder: Jennifer Fernandez
Time: 2:45 p.m.

Members Present (* indicates the Chair of the SSC)

Member Name * SSC Chair's Name	Membership Category	Present/Absent
Veronica Villagrana	Principal	Present
Fernandez, Jennifer	Classroom Teacher	Present
Reese, Whitney	Classroom Teacher	Absent
Nguyen, Peggy	Parent	Present
Newell, John	Other Staff	Present
*Betsy Pajveski	Parent	Absent
Wendy Silva	Parent	Present
Vachani, Shantel	Parent	Present
Nava, Ashley	Classroom Teacher	Present
Ruiz, Adriana	Parent	Present

Mary W. Jackson
STEAM Multilingual Magnet Elementary

School Site Council Minutes

Others Present:

Agenda Items

	Items	
I.	Call to Order: Veronica Villagrana	The meeting was called to order at 2:52p by Ms. Villagrana
II.	Public Comment	- Ms. Nava: Read letter regarding keeping Ms. Erica Nellesen (School Wellness Counselor) on staff. - The letter was signed by approximately 30 members of staff. - Shantel Vachani shared a letter written by a parent in support of Ms. Erica Nellessen. - Ms. Villagrana shared she understands this is a fiscal concern and difficult decisions will need to be made.
III.	Review and approved the SSC Minutes from 3.21.24	- Mr. Newell motioned to approve and Ms. Ruiz second - All members of the SSC who are present approved minutes from 3-21-24
IV.	Review and Approve SPSA Goals ● Presentation on Goals and Strategies	- Ms. Villagrana reviewed the 2024-2025 SPSA goals developed. SSC members had the opportunity to ask questions.
V.	Recommendations from the English Language Advisory Committee to School Site Council	Ms. Ruiz the ELAC president shared ELAC's 7 recommendations to the SSC.

Mary W. Jackson
STEAM Multilingual Magnet Elementary

School Site Council Minutes

	• ELAC recommendations	1 - Increase the number of students that are reclassified in 4th and 5th grades 2 - Continue having EL Coach, Dr. Bugarin on staff 3 - Continue with the librarian and science teacher on staff 4 - Bilingual personnel in the front office 5 - Retain our intervention teacher to provide small group/tutoring 6 - Parent English classes in the evenings or on Saturday so that parents can help with homework 7 - Opportunities for learning through after school Ms. Nava asked a question about how the library ties to English Learners needs? Ms. Villagrana shared about the importance of exposing underserved students to library and literacy access.
VI.	• Budget Review and or approval • Budget 2024-2025	- Losing 4 of our noon aides of our 7 noon aides. - Intervention Teacher will be funded by title I and Annual Fund will fund $50K of the salary. - Ms. Ayala currently is serving 90 students. - Discussion around the use of Unrestricted Funds, LCAP funds for 1 behavior aide and 2 recreation aides. - SSC members (8 members present, 2 absent) moved to approve budget and SPSA goals for 2024-2025. 2 -no, 2- abstain, 6 (majority) yes. - The 2024-2025 SPSA goals and 2024-2025 budget are approved. - Motion to approve by Mr. Newell. Ms. Fernandez second, 6 in favor. approved.

Mary W. Jackson
STEAM Multilingual Magnet Elementary

School Site Council Minutes

		- SSC members who voted to approve the budget: Ms. Wendy Silva, Ms. Adri Ruiz, Ms. Peggy Nguyen, Ms. Jennifer Fernandez, and Principal Veronica Villagrana. - 2024-2025 SPSA goals and 2024-2025 budget were approved.
VII.	Reports from Advisory Groups: ● Report from English Learner Advisory Council ● Report from GATE Advisory Committee ● Report from African-American Parent Council ● Report from DAC and CAC	
VIII.	Adjourn	Ms. Villagrana motioned to adjourn the meeting. Meeting adjourned at 3:57p.

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2024-25, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $2,057,070.00:

a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;
d. Supplemental to schools with the CDE identified Low Performing Students;
e. Families in transition/Homeless and support staff;
f. Parent and Community Engagement;
g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2024-25 is as below:

School: <u>(Mary W.) Jackson Elementary</u>

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$2,057,070.00	9,440	$217.90	411	$89,556.90