

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

**Jefferson Leadership
Academy**

School Plan for Student Achievement
2024-2025

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

All Jefferson students slightly improved the percentage met/exceeds from 50% to 51%. Black students increased from 36.5% met/exceeds to 45% met/exceeds. SpEd students decreased from 17% to 16%. ELL students decreased from 16% to 11%. The 7th-grade ELA teachers have built a positive rapport with students. All Jefferson students with IEPs were scheduled for co-teaching ELA classes. We are using iReady data for student goal setting and teacher data monitoring. The first i-Ready diagnostic provided targeted tutoring interventions to students with three or more grade levels below.

ELA Goals

Jefferson Leadership Academy students will score meet or exceed in ELA by June 2025, as measured by SBAC data. By June 2025, 65% of our students will score Met/Exceeded on SBAC ELA, a 14% improvement from 2024. As measured by i-Ready data, Jefferson Leadership Academy students achieving below grade level will demonstrate greater than one year of growth in literacy by June 2025.

Action Plan: Departments will engage in quarterly PDSA learning cycles to monitor the impact of targeted interventions, including the following signature practices: ACE Annotation and Rubric-Aligned Responses in all ELA and History classes. Targeted intervention courses will be provided for EL students, including the Enlace program for newcomers and CCR Elective courses for students.

Align professional development to support practices centered on culturally relevant and sustaining instruction, including Integrated ELD PD in Grade Level team meetings. Utilize i-Ready diagnosis to inform student growth and stretch goals and adjust instruction to support skill development and mastery over three diagnostic sessions.

Monitoring Progress: ILT will monitor the ELA data collected for PDSA learning cycles and share it with departments regularly and with all staff twice a year. The administration will participate in classroom visits with feedback to teachers and Quarterly ILT class walkthroughs with Department Heads. The administration will also implement Collaborative Department meetings and facilitate monthly PD learning cycles aligned with school goals.

Comprehensive Needs Assessment: Mathematics

Math Findings

All Jefferson students improved the percent met/exceeds from 27% to 29%. Black students increased from 16.9% met/exceeds to 21% met/exceeds. SpEd students improved from 6.5% to 7%. ELL students decreased from 5 to 3%. We prioritized our outside tutoring hours to support Black students during math instruction. Tutors were directed to help specific students during class time. All Jefferson students with IEPs were scheduled for co-teaching in math classrooms, and 8th-grade teachers started Building Thinking Classrooms.

Math Goals

Jefferson Leadership Academy students will score meet or exceed in math by June 2025, as measured by SBAC data. By June 2025, 34% of our students will score Met/Exceeded on SBAC Math, a 5% improvement from 2024. As measured by i-Ready data, Jefferson Leadership Academy students achieving below grade level will demonstrate greater than one year of growth in math by June 2025; EL's, Homeless Youth, students with IEPs and students with disabilities, will exceed their grade level growth target. 85% of 6th-8th grade students will attain a grade of C or better in math on their report card in June 2025, up from 77% in June 2024. The gap between Black/African American students and all other students will be less than 5%.

Action Plan: Conduct quarterly PDSA learning cycles by departments (math and science) to monitor the impact of targeted interventions, including the following signature practices: formative assessment exit tickets on a regular basis. Align professional development to support practices centered on culturally relevant and sustaining instruction and equitable and inclusive learning environments to meet the needs of all students including all subgroups (Homeless Youth, students on IEP's, with disabilities...). Utilize i-Ready diagnosis to inform student growth and stretch goals and adjust instruction to support skill development and mastery over three diagnostic sessions. Working in collaboration with Middle School Social Worker and site counselor to review monthly updated lists of students identified as homeless to strategize around specific family supports and resources. Including specific academic supports/tutoring for homeless youth and additional community resources.

Monitoring Progress: ILT will monitor the Math and Science numeracy data collected for PDSA learning cycles and share it with departments regularly and with all staff twice a year. The administration will participate in classroom visits with feedback to teachers and Quarterly ILT class walkthroughs with Department Heads. The administration will also implement Collaborative Department meetings and facilitate monthly PD learning cycles aligned with school goals.

Comprehensive Needs Assessment: English Learners

English Learner Findings

EL students decreased from SBAC Math 5% to 3%.ELL students decreased from SBAC ELA 16% to 11%. EL student grades increased slightly from 27.9% Ds and Fs to 35% Ds and Fs.EL Attendance has increased from 90.4% to 91.2%. Chronically absent EL students have remained at 28%.The suspension rate for ELs has decreased from 9.7% to 6.6%.We provided bilingual tutoring support for math and ELA. EI students can get support after school from bilingual staff. Teachers have data disaggregated by subgroups to ensure all students are making growth in Math and ELA.

English Learner Goals

50% percent or more English Learners will make progress toward English language proficiency, as determined by SBAC data, by June 2025, up from 46% as of June 2024.

Action Plan: All staff participate in Integrated ELD PD in Grade-Level team meetings and staff meetings throughout the year to become more familiar with district platforms and key progress monitoring tools.
Align professional development to support practices centered on culturally relevant and sustaining instruction. The administration provides monthly updates on attendance data in staff communication and meetings. Staff Utilize i-Ready diagnosis to inform student growth and stretch goals and adjust instruction to support skill development and mastery.

Monitoring Progress: ILT will monitor the EL data collected for PDSA learning cycles and share it with departments regularly and with all staff twice a year. The administration will participate in classroom visits with feedback to teachers and Quarterly ILT class walkthroughs with Department Heads. The administration will also monitor culture/climate indicators: attendance, chronic attendance, and suspension by demographic groups. It will implement Collaborative Department meetings and facilitate monthly PD learning cycles aligned with school goals.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Pulse survey findings: Sense of Agency- All students reported a 80% positive sense of Agency. Black students reported 77%. The lowest response- 35% of students reported cultural awareness and action (a decrease of 5%) Sense of Belonging- All students reported a 71% positive sense of Belonging. Black students reported 72%. Sense of Identity- All students reported 82% positive sense of Belonging. Black students reported 82%. Jefferson decreased suspensions for all students from 9% to 6%, for Black students from 17% to 9%, and for students with IEPs from 16% to 9%. Students had expanded elective choices, were involved in student government as well, and served as officers for the School Site Council. Student Council, Male Academy, Female Academy, and WEB run all activities on campus. At the club fair in September, students were able to shop and select the clubs they were most interested in attending. We continued advertising clubs and activities each week on the Monday Morning Message. Wellness Wednesday takes place in every elective class. Teachers take turns writing the lesson and sharing it with the team. PE teachers add an SEL mini-lesson to their content each Wednesday, using the same structure. They take turns writing the lesson and sharing it with the team each week.

Culture/Climate Goals

Jefferson Leadership Academy students including subgroups will show an increase in cultural awareness and action on the CORE survey by 5% (40%) in Spring 2025 compared to 35% in Spring 2024. Jefferson Leadership Academy black/African American student's sense of personal identity, belonging, and agency will be equal to or greater than 82%, as reported by the June 2025 Pulse Survey, as will all other demographic groups.

Culture/Climate- Resilient and Mindful Students- subgoals

Goal 1: By June 2025, our students will increase the sense of belonging for all students by 5% (from 69% to 74%), student agency by 5%(from 78% to 83%), and student identity by 5% (from 82% to 87%).

Goal 2: By June 2025, our African American / Black students will increase the sense of belonging for all students by 5% (from 70% to 75%), student agency by 5% (from 76% to 81%), and student identity by 5% (from 82% to 87%)

Goal 3: By June 2025, our ELs and students with IEPs will increase the sense of belonging for all students by 5% (from 69% to 74%), student agency by 5% (from 78% to 83%), and student identity by 5% (from 82% to 87%).

Action Plan: PE and Elective Departments will engage in quarterly PDSA learning cycles to monitor the impact of targeted interventions, including the following signature practices: 2x2 student engagement, Bookends (beginning and end of week check-in with class), and Assigned Jobs/roles for students to fulfill. These practices will be monitored as part of the PDSA learning cycle and adjusted as needed. Department staff will analyze the Core and Pulse survey data after each survey administration to evaluate the current trends in response to school-wide actions. Other activities include Heritage Month celebrations, Friday wellness activities, scholar of the Month, and other school celebrations.

Monitoring Progress: ILT will monitor the culture/climate data collected for PDSA learning cycles and share it with departments regularly and with all staff twice a year. Data monitoring of culture/climate indicators: attendance, chronic attendance, suspension by demographic groups. The administration will participate in classroom visits with feedback to teachers. The administration will also implement Collaborative Department meetings and facilitate monthly PD learning

cycles aligned with school goals.

Homeless and ELL needs are individually addressed in regards to disciplinary actions. Other means of correction focusing on supporting the students with alternate ways to solve problems and express feelings are the focus of behavioral interventions. For homeless youth, the middle school social worker is involved in all parts of the suspension process if necessary including an intake meeting with the family to identify resources and supports to move forward positively. Site counselors and social workers are involved with homeless and ELL youth when suspension is necessary to identify if school-based mental health services are appropriate and supportive to the students. The same is involved for students with disabilities. Case carriers would be a part of the process as well as behaviorist as appropriate. Again, the goal is to support with replacing the behaviors with an alternate, positive behavior and interventions focus on replacement behaviors. If necessary, the IEP team will develop a Behavior Intervention Plan (BIP) to identify goals and individualized supports for the student.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals

<p>ELA</p>	<p>1) All students will increase ELA SBAC proficiency by 5% and Black, EL, and students with IEPs will meet their growth target (at least 25 scaled scored points) by June 2024.</p> <p>Action Plan: Teachers will build relationships with students, make instruction meaningful, and reflect to continuously improve their instruction</p> <p>Progress monitoring: 1. Share data and next steps at State of the School each quarter. 2. Teachers will use quarter data to drive instruction through the PDSA cycle. 3. Weekly teacher feedback shared in new Google form. 4. Monthly teacher-led PD on focus areas aligned to school goals. 5. Teacher Walkthroughs (3x a year) and time to analyze data and adjust action plans. 6. Parent feedback through class visits (2 per year)</p>	<p>Goal Partially or Not Met</p>	<p>While there was some growth in ELA SBAC proficiency, the impact was limited. Black students did show the greatest gains, with a 9% increase in scores. Although a PSDA cycle, teacher feedback, and public data analysis was part of the learning cycle, the schoolwide focus may have been varied by department.</p>	<p>JLA will continue to implement the PDSA learning cycle using an intentional PD structure with multiple opportunities for refinement. Teachers and staff will meet regularly to evaluate data and collaborate on schoolwide goals and instructional practices.</p>
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Math	<p>1) All students will increase Math SBAC proficiency by 7% by June 2024 and Black, EL, and students with IEPs will exceed their grade level growth target.</p> <p>Action Plan: Teachers will build relationships with students, make instruction meaningful, and reflect to continuously improve their instruction</p> <p>Progress monitoring: 1. Help teachers use data to drive instruction through the PDSA cycle. 2. Share data and next steps at State of the School each quarter. 3. Weekly teacher feedback shared in new Google form. 4. Monthly teacher-led PD on focus areas aligned to school goals. 5. Teacher Walkthroughs and time to analyze data and adjust action plans. 6. Two parent week visits to get community support and feedback. 7. Increasing engagement by 100% by implementing BTC strategy "Vertical Learning", at least twice per week.</p>	Goal Partially or Not Met	While there was some growth in ELA SBAC proficiency, the impact was limited. Black students did show the greatest gains, with a 4% increase in scores. Although a PSDA cycle, teacher feedback, and public data analysis was part of the learning cycle, the schoolwide focus may have been varied by department.	JLA will continue to implement the PDSA learning cycle using an intentional PD structure with multiple opportunities for refinement. Teachers and staff will meet regularly to evaluate data and collaborate on schoolwide goals and instructional practices.
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<p>English Learner</p>	<p>1) The CCR class has really helped support our EL students with ELA skills. EL parents attended more parent workshops than any other group and connected with our social worker who speaks Spanish. Action Plan: Teachers will build relationships with students, make instruction meaningful, and reflect to continuously improve their instruction</p> <p>Progress monitoring: 1. EL to include core program, progress monitoring & interventions a. CCR Support elective b. Monthly Wellness Center EL support group c. Bilingual teachers (site subs, parent facilitators) will conduct "pop in" tutoring in EL student classrooms d. Google translate with microphone will be used during teacher lecturing/direct instruction for immediate translation</p>	<p>Goal Partially or Not Met</p>	<p>EL students decreased from SBAC Math 5% to 3% and SBAC ELA 16% to 11%. EL student grades increased slightly from 27.9% Ds and Fs to 35% Ds and Fs. EL Attendance has increased from 90.4% to 91.2%. Chronically absent EL students have remained at 28%.The suspension rate for ELs has decreased from 9.7% to 6.6%. while there has been growth in some areas, academic data suggests additional intervention in classroom instruction is needed to support student achievement.</p>	<p>All staff will participate in Integrated ELD PD in Grade-Level team meetings and staff meetings throughout the year to familiarize themselves with district platforms and key progress monitoring tools. Align professional development to support practices centered on culturally relevant and sustaining instruction. The administration provides monthly updates on attendance data in staff communication and meetings. CCR and Enlace classes have been added to the master schedule in support of academic readiness and supports. Staff Utilize i-Ready diagnosis to inform student growth and stretch goals and adjust instruction to support skill development and mastery.</p>
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<p>Culture/Climate</p>	<p>1) Jefferson will increase PULSE survey outcomes for all areas for all subgroups, increasing from 78% to 80 % in Agency, from 68% to 75% in Belonging, and increasing from 78% to 80% in Identity. Jefferson will decrease suspensions for all subgroups with a goal of 7% for all students and a goal of 10% for Black students and 7% for students with IEPs. Jefferson will decrease chronic absenteeism for all subgroups with a goal of 20% for all students and a goal of 30% for both Black students and students with IEPs.</p> <p>Action Plan: Teachers will build relationships with students to encourage sense of belonging</p> <p>Progress monitoring: 1. Weekly Wellness Wednesday lessons in PE and Electives 2. School-wide lessons monthly in PE 3. Increase clubs and activities led by leadership students and staff 4. MMM Wellness Update.</p>	<p>Goal Partially or Not Met</p>	<p>Pulse survey findings: Sense of Agency- All students reported a 80% positive sense of Agency. Black students reported 77%.The lowest response- 35% of students reported cultural awareness and action (a decrease of 5%)Sense of Belonging- All students reported a 71% positive sense of Belonging. Black students reported 72%.Sense of Identity- All students reported 82% positive sense of Belonging. Black students reported 82%.Jefferson decreased suspensions for all students from 9% to 6%, for Black students from 17% to 9%, and for students with IEPs from 16% to 9%. Students had expanded elective choices, were involved in student government as well, and served as officers for the School Site Council. Student Council, Male Academy, Female Academy, and WEB run all activities on campus.</p>	<p>JLA will continue to implement the PDSA learning cycle using an intentional PD structure with multiple opportunities for refinement. Teachers and staff will meet regularly to evaluate data and collaborate on schoolwide goals and instructional practices. Increased student voice in elective offerings, student activities, and student celebrations will also increase connection, agency, and sense of belonging.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>The work of this 50% Assistant Principal #2 will focus on students M-Z: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Health Collaborative participation Youth tobacco/diversion program Summer Orientation planning Black Student Parent Initiative Black Student Union Black Student Art/Culture (IN 1)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>

<p>An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success.</p> <p>Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus.</p> <p>Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration.</p> <p>Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus.</p> <p>Monitoring student behavior in an alternate class environment.</p> <p>Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors.</p> <p>Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items.</p> <p>Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods.</p> <p>Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms.</p> <p>Mentor students who need extra support with behavior and academics.</p> <p>Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extracurricular activities.</p> <p>(IN 2)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>
<p>25% LCFF</p> <p>Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC</p> <p>Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff</p>				

Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams
 Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data
 Monitor the development and collection of TDRs
 Upload all compliance documents to ensure accurate and timely submission
 Support translations for school events, parent workshops, and home communication
 Support the expansion and use of parent volunteers
 Monitor and support School Website to enhance parent communication
 Facilitate 6th Grade Orientation for new parents and students
 Support attendance outreach (SART/SARB/SST)
 Facilitate or coordinate Parent Workshops and training
 Serve as a liaison to site-level parent groups
 Support SPSA-related tasks
 Support MS Choice Fair
 Develop and coordinate community partnerships & donations
 Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS

75% Title 1
 Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school.
 Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports.
 Works with school staff, agencies, and community agencies to bring services and resources to the schools.
 Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs.
 Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families.
 Creates and implements the community schools plan in collaboration with all school stakeholders.
 Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives.
 Provides coordination of programs during and beyond the school day for students, families, and the

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<p>community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.</p> <p>(IN 3)</p>				
<p>Recreation Aide to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school supervision and activities. 1 Rec Aide .125 FTE or 3.75 hours per week.</p> <p>(IN 4)</p>	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
<p>Additional Bilingual Spanish IOA-Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollment, technology, transportation, and CANVAS.</p> <p>(IN 5)</p>	Somewhat Impactful	Limited or no impact	Somewhat Impactful	Somewhat Impactful

<p>Field trips and bussing for all students to attend field trips to support classroom instruction. Students benefit from real life experiences that connect to the content teachers are covering in class. Teachers will integrate field trip experiences that engage students in the learning and connect class lessons to real life experiences. These visits will be used to increase student enagagment and cultural revelvancy of the curriculum.</p> <p>Trips to include The Getty, The Museum of Tolerance, Museum of Science and Industry, Broad Museum, and the Aquarium of the Pacific as well as others identified through student survey data. Each grade level will attend a different trip during year.</p> <p>(IN 6)</p>	Somewhat Impactful	Somewhat Impactful	Limited or no impact	Strong Positive Impact
<p>The work of this 50% Assistant Principal #1 will focus on services to students A-L: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Health Collabortive participation Youth tobacco/diversion program Summer Orientation planning</p> <p>(IN 7)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Weekly collaborative lesson planning time so teachers can plan how to integrate new instructional strategies to ensure all students make academic and SEL gains. Collaborative scoring of ELA performance tasks and unit studies to align instruction of all content areas.</p> <p>Teachers work together to plan lessons and share ideas, solve technical issues, and support each other through the implementation with a focus on trying new student engagement strategies and using data from their PDSA cycles of learning. (PD 1)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<p>Ongoing WEB training for staff and students. Funding for materials and supplies to support the program and any field trips that get scheduled.</p> <p>Funding to support sub coverage for WEB lead teachers to attend training and plan release days. (PD 2)</p>	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact

Materials and supplies, determined by the individual departments as needed to address standards for all students. Supplemental materials to ensure that classes have materials that are culturally relevant and engaging to students. Departments include: ELA, Math, Science, Health, PE, Sped, Electives, History. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Technology support to supplement current classroom technology. Laptops supplement the basic technology that teachers are provided. The laptops allow teachers to work from any space in the room and collaborate when not in their classrooms. Extra hourly to support technology tickets on campus. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Materials and supplies for student incentives for Positive Behavior Support Plan. Certificate paper, award pins, lanyards, masks, hand sanitizer, art supplies, banners, and other items voted on by leadership team. VIP lunch activities weekly, monthly awards for scholars and character, semester honor roll awards. (SM 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read “new” text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level - NewsELA</p> <p>Thinking Maps</p> <p>ELLevation</p> <p>iReady</p>

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>At least 3 pieces of processed writing that include the three writing genres and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Write from the Beginning & Beyond supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Thinking Maps</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Math (6-8) All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice.</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>SBAC Summative Assessment (Grade 6-8)</p>	<p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p> <p>Khan Academy</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring

<p>Student SEL and academic needs have increased significantly since the return from virtual learning. Students need more time and support to correctly navigate social interactions. Parents require assistance with how to assist their students, obtain resources, and support daily attendance. D/F Rate 50, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 30</p>	<p>The work of this 50% Assistant Principal #2 will focus on students M-Z: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Health Collaborative participation Youth tobacco/diversion program Summer Orientation planning Black Student Parent Initiative Black Student Union Black Student Art/Culture</p>	<p>English Learners, All Staff, Identified At-Risk Students</p>	<p>Title 1 \$101,765 Asst. Principal Middle .5 FTE - Title 1 100%</p>	<p>08/30/2024 - 06/30/2025 Daily</p>	<p>Principal, AP #2</p>	<p>Principal will monitor academic and attendance data and student contact logs monthly. D/F Rate 50, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 30</p>
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Additional technology is needed to support the parent and community outreach needed by support staff Attendance/Chronic Absenteeism Rate 10, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Other 50	Technology to support parent /community engagement. Supplemental computer to support staff.	All Parents, All Staff, All Students	LCFF \$1,500 Materials - LCFF 100%	10/25/2024 - 06/30/2025 Weekly	Principal	Ongoing data to support culture/ climate school goals Attendance/Chronic Absenteeism Rate 10, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Other 50
Create student sense of belonging and community. Encourage school pride and connection to school. Promote JLA identity. High School Readiness 30, Culture-Climate Survey (Student-Staff) 70	Student mascot to support positive culture on campus.	African-American, Asian, English Learners, Foster, Hispanic, Low SES, All Students	LCFF \$2,500 Materials - LCFF 100%	10/15/2024 - 06/30/2025 Biweekly	Principal, APs, Student Council Advisor	Student mascot will be used on regular basis to support connection and community building- Pulse and Core surveys will measure impact. High School Readiness 30, Culture-Climate Survey (Student-Staff) 70
Support to ensure students are reclassified promptly and that all compliance items are completed by the deadlines. Support to build and maintain ELAC and SSC and all items associated with these committees. Attendance/Chronic Absenteeism Rate 30,	100% Title 1 Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being	All Staff	Title 1 \$90,298 Program Facilitator .5 FTE - Title 1 100%	08/30/2024 - 06/30/2025 Daily	Principal, AP 1	Completion of all compliance and SSC items on time. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Parent) 50, SEL Survey 20

<p>Culture-Climate Survey (Parent) 50, SEL Survey 20</p>	<p>responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers</p>					
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	<p>Monitor and support School Website to enhance parent communication</p> <p>Facilitate 6th Grade Orientation for new parents and students</p> <p>Support attendance outreach (SART/SARB/SST)</p> <p>Facilitate or coordinate Parent Workshops and training</p> <p>Serve as a liaison to site-level parent groups</p> <p>Support SPSA-related tasks</p> <p>Support MS Choice Fair</p> <p>Develop and coordinate community partnerships & donations</p> <p>Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS</p> <p>75% Title 1</p> <p>Assesses which services are most needed at the school and works with the school leadership</p>					
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	<p>team, the community, families and agencies to bring the identified services to the school. Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs. Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families. Creates and implements the community schools</p>					
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plan in collaboration with all school stakeholders. Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and

<p>programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.</p>					
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<p>Students need opportunities to apply classroom learning to real-world experiences that align with their interests. Field trips allow students to connect to academic content and build relationships with peers outside of the classroom. High School Readiness 30, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 50</p>	<p>Field trips and buses will be provided for all students to attend field trips to support classroom instruction.</p>	<p>All Students, African-American, English Learners, Foster, Identified At-Risk Students, Hispanic</p>	<p>LCFF \$9,635 Substitute teacher full day (9) for 1 days - LCFF 100% Services - LCFF 100%</p>	<p>10/15/2024 - 06/30/2025 Quarterly</p>	<p>Principal, APs, IIC, Counselor</p>	<p>Student engagement and academic achievement will monitor impact of enrichment field trip experiences. High School Readiness 30, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 50</p>
<p>Bilingual Spanish parents have expressed concerns that the office does not have enough support. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50</p>	<p>Additional Bilingual Spanish IOA-Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and</p>	<p>All Parents</p>	<p>Par Inv \$7,734 LCFF \$1,934 Title 1 \$87,012 Intermediate Office Assistant 1 FTE - LCFF 2%; Par Inv 8%; Title 1 90%</p>	<p>08/30/2024 - 06/30/2025 Daily</p>	<p>principal</p>	<p>CANVAS Observer count for bilingual Spanish parents, bilingual Spanish parent participation on campus. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50</p>

	social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollment, technology, transportation, and CANVAS.					
Art program expanded to increase choice to align with high school readiness. Elective Curriculum 100	Need to fund .15 of Art teacher to supplement the grant funding to keep art teacher.	All Students	LCFF \$24,967 Teacher - Secondary .15 FTE - LCFF 100%	08/30/2023 - 06/30/2025 Quarterly	Principal	Student interest in Art Elective Curriculum 100

<p>Student survey scores on CORE indicate a need to improve safety. Parents have requested that more adults monitor students before, during, and after school to ensure safety and decrease opportunities for bullying. Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 30, SEL Survey 50</p>	<p>Recreation Aides to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school supervision and activities as well as offer specialized clubs after school.</p>	<p>All Students</p>	<p>LCFF Rec \$48,816 Recreation Aide .375 FTE - LCFF Rec 100% Recreation Aide .375 FTE - LCFF Rec 100% Recreation Aide .375 FTE - LCFF Rec 100% Recreation Aide .375 FTE - LCFF Rec 100%</p>	<p>08/30/2024 - 06/30/2025 Daily</p>	<p>Principal, APs</p>	<p>Monitor incidents that occur before school, at lunch, and after school. Summary data shared monthly with Safe and Civil Team. Monitor tardies and attendance. Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 30, SEL Survey 50</p>
<p>Student CORE survey show a decrease in safety and sense of belonging. Safety decreased 21% on CORE Survey. High School Readiness 30, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 50</p>	<p>An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with</p>	<p>All Students</p>	<p>LCFF \$102,465 Campus Staff Assistant 1 FTE - LCFF 100%</p>	<p>08/30/2024 - 06/30/2025 Monthly</p>	<p>Principal</p>	<p>Discipline data Attendance percentage Number of Ds/Fs High School Readiness 30, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 50</p>

students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success. Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. Conduct follow-up observations on campus following incidents; refer students to

counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration. Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. Monitoring student behavior in an alternate class environment. Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. Secure buildings and gates; assist administration in searches of student lockers and property,

confiscate inappropriate items. Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. Mentor students who need extra support with behavior and academics. Work with families to ensure that all students have the support they need

	to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curricular activities.					
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Program Description for Transitions

Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
N/A	<p>In March, we hold a Family Informational meeting for incoming 5th grade students and their parents. Additionally, a MS Choice Fair is held; it provides information regarding what Jefferson Leadership Academy has to offer.</p> <p>WEB leaders, which is a committee made up of students, help onboard new 6th grade students in the summer at the orientation and continue to support 6th graders through games and activities in their classes throughout the school year.</p>	<p>Students and parents are informed of district school of choice events, including choice fairs, site nights, and parent information workshops. These events are shared through our weekly parent newsletter, website calendar, email, and school messenger.</p> <p>On campus, we host our small thematic high schools during January at lunchtime for student information sessions. We also host an 8th Grade Parent Meeting for High School Application Support in February. During this meeting, the School of Choice Office presenters advise parents to complete the high school application. Parents are contacted via Interest Google Form to invite them to this meeting. It is promoted on our weekly parent newsletter, school website, Instagram, and school messenger. Our student support team visits 8th-grade classrooms to support the application process to ensure that all students submit a high school application.</p>

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Student incentives and public recognition for students to motivate and prioritize academic achievement and student sense of belonging. EL Reclassification 10, Attendance/Chronic Absenteeism Rate 10, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 60	Materials and supplies for student incentives for the Positive Behavior Support Plan.	LCFF \$5,000 Materials - LCFF 100%	10/25/2024 - 06/25/2025 Monthly	Principal, APs	on going basis as data is available for progress monitoring

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Demographic group data Core Curriculum 100	Provide department release days for core academic (math/science/ ELA/ Social Science) teachers once per semester to focus on curriculum development, data collection and analysis, and PDSA learning cycles. These release days will occur in semester 1 and semester 2.	Title 1 \$19,483 Substitute teacher full day (36) for 2 days - Title 1 100%	10/16/2024 - 06/01/2025 Monthly	Principal, APs, Department Head	PDSA data analysis, SBAC

Describe Teacher Involvement

Teachers are the basis for all of our professional development. Our Collaborative Leadership Team has led 2 meetings so far, focusing on tiered interventions and student engagement. Teachers are also involved in coaching and supporting new and continuing teachers. The math department is participating in Vertical Learning Training and is visiting classes to see this practice and try it out. We will continue to tap teacher strengths on campus to create a variety of teacher-led PD meetings.

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Support to ensure students are reclassified promptly and that all compliance items are completed by the deadlines. Support to build and maintain ELAC and SSC and all items associated with these committees.	Computer, Laptop, Phone, Printer,	100% Title 1	FTE; Daily 2024-2025	Program Facilitator	Completion of all compliance, ELAC and SSC items on time.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA’s budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	375142
Title I Parent and Family Involvement (3008)	7975

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	108920

* It is understood that LCFF funding is district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to allocations to sites and designed to provide central services to underserved, underperforming, and/or Title I schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Provides homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Research/TISB LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Renee Shipman	
Staff	Classroom Teacher	Jonathan Chavez	06-12-2026
Staff	Classroom Teacher	Vanessa Van Dyck	06-12-2026
Staff	Classroom Teacher	Tisha Tun	06-12-2026
Staff	Classroom Teacher	Marisol Moreno	06-12-2026
Staff	Other School Personnel	Ana Lopez	06-12-2025
Community	Parent/Community Member	██████████ Brooks	06-12-2026
Community	Parent/Community Member	██████████ Gamacho	06-12-2026
Community	Parent/Community Member	██████████ Cotton	06-12-2026
Community	Student	A ██████████	06-12-2025
Community	Student	G ██████████	06-12-2025
Community	Student	V ██████████	06-12-2026

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	██████ Martinez
DELAC Representative	Parent of EL Student (required)	██████ Perez
Principal or Designee	Staff Member (required)	Facundo-Lopez
Secretary	Parent of EL Student (required)	██████ Garcia

Name	Representing
██████ Becerra	

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/15/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>1. ELAC recommends that certificates and free dress day bands be given on a monthly basis to students who had perfect attendance.</p> <p>2. ELAC recommends that JLA provide tools and strategies to prepare students for the ELPAC exam that is scheduled for Feb. 1, 2025</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<p>CELDT/ELPAC Results</p> <p>Reclassification Data</p> <p>Language Census Data</p> <p>EL Attendance Rates</p>
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/19/2024

6. What was SSC's response to ELAC recommendations?	SSC Responded with the following: 1. Perfect Attendance students will be recognized with a Certificate and a Free Dress Day Band on a Quarterly basis, however students will also be recognized/awarded for perfect attendance on a monthly basis with an incentive (not a free dress day band). 2. JLA will provide tools and strategies to prepare students for the ELPAC exam that is scheduled for Feb. 1, 2025.
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Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/19/2024
2. The SSC approved the **Home-School Compact** on 09/17/2024
3. The SSC approved the **Parent Involvement Guidelines** on 11/19/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/24/2024, 09/25/2024
5. SSC Participated in the Annual Evaluation of SPSA:12/17/2024
6. The SPSA was approved at the following SSC Meeting: 12/17/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

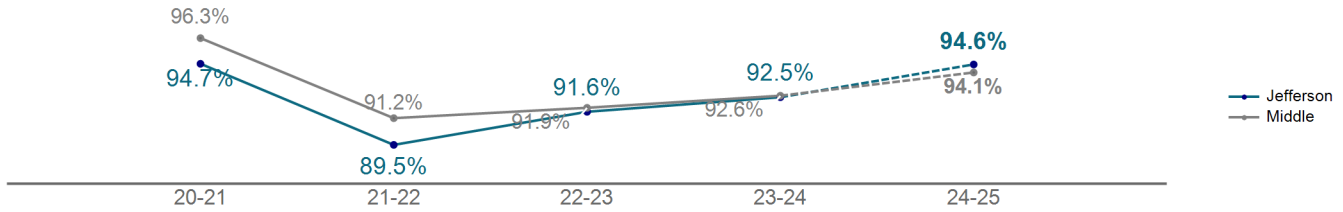
Printed Name: _____ Date: _____

ELAC Chair: _____

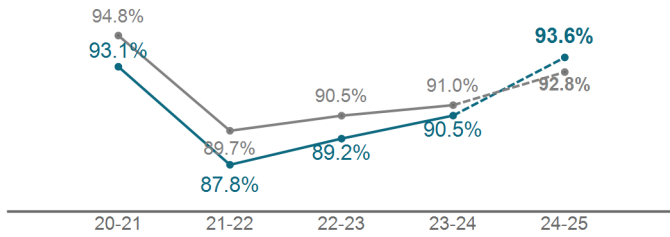
Printed Name: _____ Date: _____

Attendance Rate

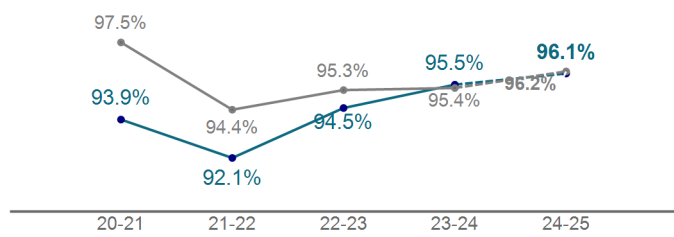
Jefferson
All Students
N = 1,016



African American
N = 158



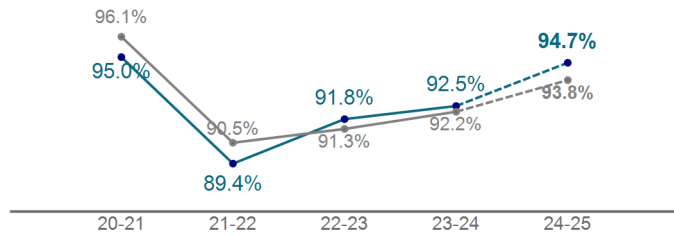
Asian
N = 78



Filipino

Subgroup with fewer than 20 students.

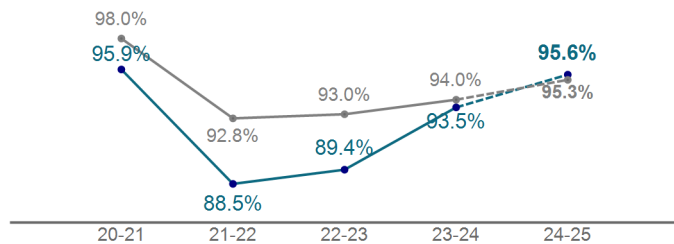
Hispanic
N = 695



Pacific Islander

Subgroup with fewer than 20 students.

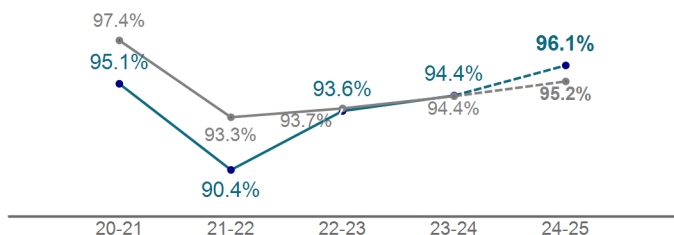
White
N = 35



Native American

Subgroup with fewer than 20 students.

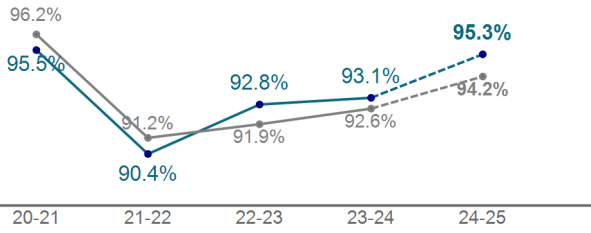
Other
N = 42



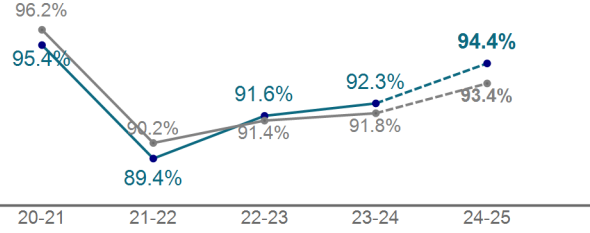
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

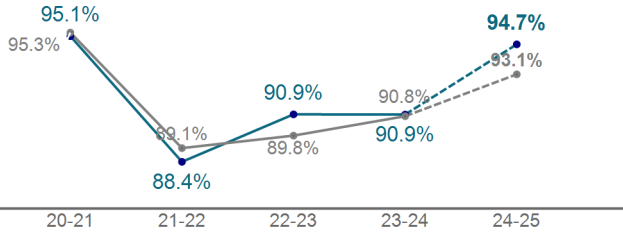
EL + RFEP
N = 419



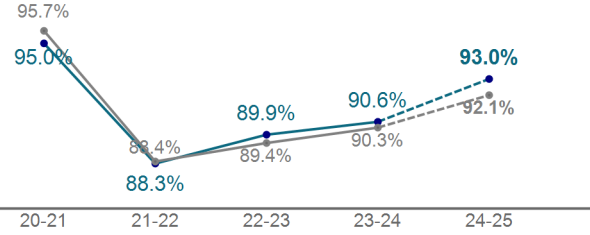
Low SES
N = 824



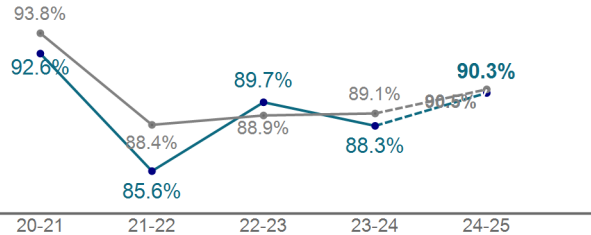
English Learner
N = 202



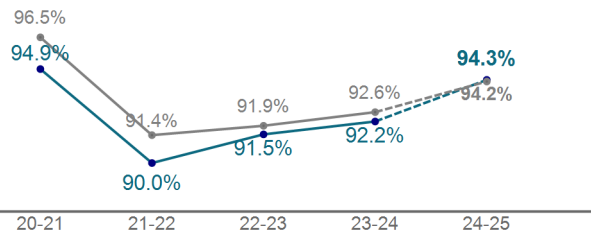
Special Education
N = 129



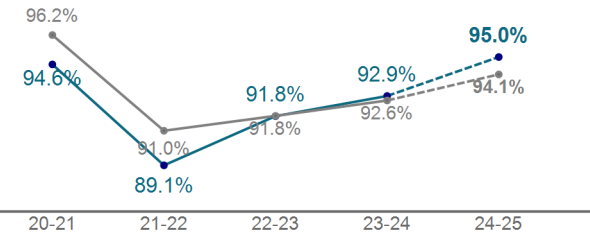
Homeless or Foster Youth
N = 82



Female
N = 518



Male
N = 497



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Chronic Absence by Attendance Bands School Data by Subgroup Jefferson 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students		Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	MS Chronic Rate		
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance						
All Students	1,034	1,034	9	13	13	22	44	21.5%	27.2%	34.1%	22.8%		
Grade	Gr. 06	343	9	11	12	25	43	20.1%	23.6%	32.4%	20.9%		
	Gr. 07	346	8	11	13	21	48	18.2%	26.5%	31.2%	23.3%		
	Gr. 08	345	10	17	13	19	42	26.1%	32.3%	38.8%	24.2%		
Ethnicity	African American	171	12	18	15	20	35	29.8%	38.2%	44.4%	32.3%		
	American Indian	1	100						100.0%	100.0%	100.0%	28.6%	
	Asian	80			3	6	8	21	63	8.8%	15.1%	16.3%	12.3%
	Cambodian	64			2	8	6	20	64	9.4%	19.6%	15.6%	13.0%
	Filipino	11			18	9		73		18.2%	9.1%	18.2%	4.5%
	Hispanic	677	9	13	13	22	43	21.1%	26.2%	34.6%	24.1%		
	Pacific Islander	1	100						100.0%	0.0%	100.0%	36.9%	
	White	44	9	11	14	25	41	20.5%	32.6%	34.1%	16.1%		
	Other	49			6	10	6	22	55	16.3%	19.6%	22.4%	15.8%
Gender	Female	506	10	13	13	23	41	22.7%	26.2%	35.8%	22.9%		
	Male	524	7	13	12	21	47	20.4%	28.2%	32.8%	22.7%		
	Nonbinary	4				25	75	0.0%	20.0%	0.0%	24.0%		

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Jefferson 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Subgroup	Total	Attendance Bands					Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance
	Low SES	790	9	13	13	20	44	22.2%	27.0%	35.2%	26.9%	
	ELL	159	11	18	13	21	38	28.3%	29.3%	40.9%	30.9%	
	RFEP	271	4	10	12	19	56	13.7%	18.0%	25.5%	17.4%	
	EL + RFEP	430	6	13	12	20	49	19.1%	22.2%	31.2%	22.7%	
	Special Ed.	129	12	21	16	22	29	33.3%	34.6%	48.8%	33.8%	
	Spec Ed. Speech/RSP	81	15	19	15	26	26	33.3%	38.8%	48.1%	29.8%	
	Homeless/Foster	82	23	11	15	13	38	34.1%	41.9%	48.8%	37.7%	
	Foster	10	20	10	30	10	30	30.0%	55.6%	60.0%	36.2%	
	Homeless	72	24	11	13	14	39	34.7%	40.3%	47.2%	37.9%	
GATE/Excel	234	3	8	12	20	57	11.1%	18.7%	22.6%	10.3%		

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate
All Elementary	26,319	6	18	17	23	36	24.7%	32.2%	41.7%
Addams	792	7	22	16	22	33	28.9%	36.7%	44.4%
Alvarado	420	6	21	21	20	32	27.6%	40.0%	48.6%
Barton	463	11	26	19	21	23	37.4%	47.3%	56.2%
Birney	513	6	22	17	20	35	27.7%	31.6%	44.4%
Bixby	554	3	14	19	27	37	17.0%	25.1%	35.9%
Bryant	360	9	21	18	22	30	29.4%	35.1%	47.8%
Burbank	599	8	21	20	24	28	28.2%	36.7%	47.7%
Burcham	352	1	13	17	26	44	13.6%	23.8%	30.4%
Carver	525	2	12	13	28	45	13.7%	21.4%	26.7%
Chavez	328	11	22	20	21	26	33.2%	42.9%	53.0%
Cleveland	464	4	10	17	29	41	14.0%	23.9%	30.6%
Dooley	772	8	25	20	21	25	33.3%	38.5%	53.4%
Edison	472	10	20	16	19	35	29.9%	37.8%	45.6%
Emerson	345	2	8	15	25	50	9.9%	18.1%	24.6%
Fremont	456	3	11	15	25	45	14.5%	18.9%	29.8%
Gant	675	2	11	16	21	50	13.0%	19.4%	28.6%
Garfield	580	6	16	16	26	36	21.4%	35.0%	37.8%
Gompers	377	4	14	18	28	36	18.3%	30.5%	35.8%
Grant	1,012	10	22	18	20	30	31.8%	39.7%	50.2%
Harte	800	8	24	17	21	30	32.1%	38.2%	49.5%
Henry	820	6	14	14	27	53	7.0%	10.5%	20.6%
Herrera	720	8	22	20	21	28	30.6%	34.2%	50.6%
Holmes	396	7	19	19	22	32	26.5%	37.0%	45.7%
Hudson	301	11	22	17	20	30	32.9%	38.7%	49.5%
Kettering	354	5	12	15	24	44	17.5%	23.2%	32.2%
King	612	8	22	16	20	34	29.9%	35.6%	45.8%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate
Lafayette	898	7	20	16	25	33	26.7%	36.5%	42.5%
Lincoln	852	9	24	16	19	32	33.7%	40.5%	49.4%
Longfellow	978	2	14	16	25	42	16.6%	23.5%	32.9%
Los Cerritos	479	1	11	16	25	47	12.9%	19.4%	28.6%
Lowell	615	2	13	14	25	47	14.3%	23.5%	28.0%
Macarthur	319	3	20	21	26	30	22.6%	30.3%	43.6%
Madison	434	3	18	17	21	40	21.2%	30.2%	38.2%
Mann	361	6	23	17	22	32	28.3%	32.8%	45.4%
McKinley	522	8	25	17	21	30	32.2%	36.6%	49.2%
Naples	317	3	11	18	28	39	14.2%	20.4%	32.2%
Oropeza	591	11	25	16	18	30	36.0%	38.1%	52.5%
Prisk	480	3	11	16	25	45	13.5%	19.7%	29.4%
Riley	443	2	18	15	29	36	20.1%	29.0%	35.4%
Roosevelt	905	13	22	20	18	28	34.6%	37.9%	54.4%
Signal Hill	649	5	16	16	22	41	21.3%	33.6%	37.1%
Smith	699	9	18	17	20	36	26.3%	32.9%	43.8%
Stevenson	534	10	22	19	18	32	31.6%	42.7%	50.2%
Twain	475	4	19	16	27	34	22.9%	26.1%	39.2%
Webster	516	8	21	18	20	34	29.1%	39.7%	46.7%
Whittier	598	8	19	16	20	36	27.8%	40.1%	43.8%
Willard	592	6	24	19	21	29	30.1%	33.9%	49.5%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate
		Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance			
All Middle	12,816	8	15	14	20	43	22.8%	26.3%	36.3%
Bancroft	845	4	13	13	21	49	17.3%	22.6%	30.5%
Franklin	1,090	14	20	13	18	35	34.3%	37.8%	47.0%
Hamilton	850	9	19	16	19	38	27.5%	33.7%	43.3%
Hoover	533	6	11	12	20	50	17.4%	19.2%	29.8%
Hughes	1,299	4	11	13	24	47	14.9%	18.0%	28.2%
Jefferson	1,034	9	13	13	22	44	21.5%	27.2%	34.1%
Keller	478	1	5	12	22	59	6.5%	9.2%	18.4%
Lindbergh	437	12	18	16	19	36	29.5%	33.2%	45.1%
Lindsey	753	11	16	15	20	37	27.0%	28.5%	42.2%
Marshall	980	4	13	15	19	49	16.5%	24.4%	31.9%
Nelson	866	9	18	13	19	40	27.8%	25.3%	40.5%
Rogers	805	4	11	12	18	54	15.4%	18.4%	27.8%
Stanford	1,178	4	12	11	23	50	16.1%	18.7%	27.3%
Stephens	725	14	19	15	17	34	33.4%	39.0%	48.8%
Washington	943	15	21	15	19	31	35.6%	36.1%	50.2%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate
All K8	5,844	6	14	14	23	42	20.2%	23.7%	34.6%
Avalon	473	8	24	19	25	24	31.5%	32.7%	51.0%
Cubberley	963	2	10	11	23	54	12.0%	13.4%	22.9%
Muir	1,086	7	16	18	23	37	22.7%	28.6%	40.2%
Newcomb	878	2	9	12	23	54	10.8%	17.6%	22.6%
Powell	808	13	21	16	21	29	33.9%	35.4%	49.8%
Robinson	803	9	17	13	19	42	26.3%	28.1%	39.1%
Tincher	833	1	10	14	27	48	11.0%	14.2%	25.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	
All High	20,512	12	15	13	19	41	26.7%	27.9%	39.5%	
Browning	346	17	15	12	18	38	32.1%	39.9%	43.6%	
Cabrillo	1,805	22	20	13	18	26	42.0%	34.3%	55.3%	
CAMS	667			5	5	15	75	5.2%	6.4%	10.2%
Jordan	2,288	11	15	13	20	41	25.7%	29.8%	38.8%	
Lakewood	2,644	10	16	14	19	41	26.1%	28.6%	39.9%	
McBride	723	5	12	13	21	49	16.9%	17.5%	30.3%	
Millikan	3,395	5	12	13	22	48	16.3%	17.8%	29.5%	
PAAL	172	48	27	12	6	6	75.6%	63.2%	87.8%	
Polytechnic	3,823	13	15	13	19	41	27.3%	32.9%	40.0%	
Reid	168	73	18	7	2		91.1%	84.6%	97.6%	
Renaissance	411	11	11	13	19	46	21.7%	30.5%	35.0%	
Sato	502		2	5	10	19	64	6.8%	5.8%	17.1%
Wilson	3,568	16	17	13	18	36	33.0%	29.6%	46.1%	

The percentages may not equal 100% due to rounding.

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2023-2024

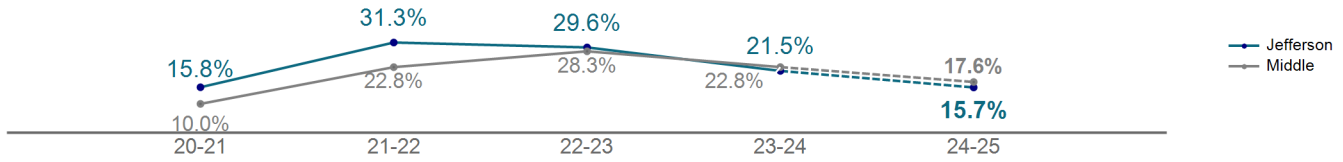
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate
District	65,491	8	16	15	21	40	24.6%	29.0%	39.3%

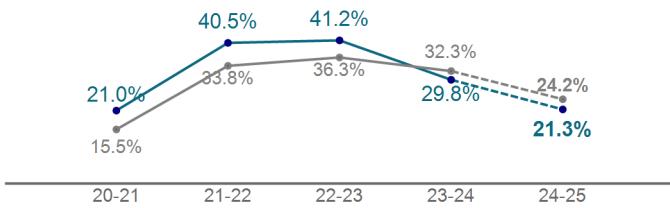
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

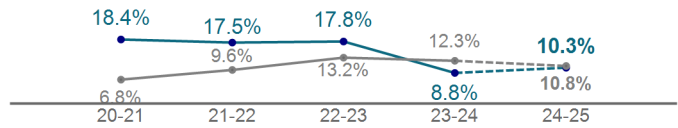
Jefferson
All Students
N = 1,011



African American
N = 155



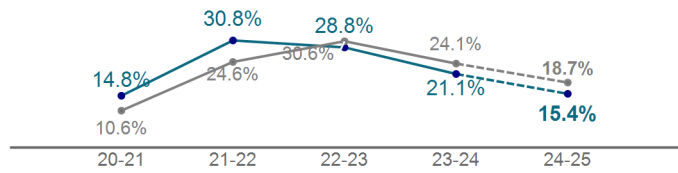
Asian
N = 78



Filipino

Subgroup with fewer than 20 students.

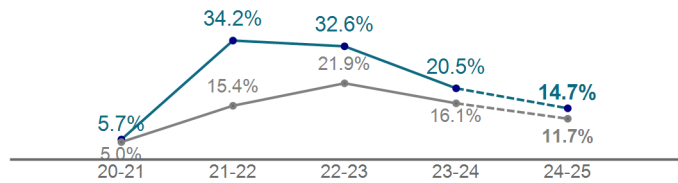
Hispanic
N = 694



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 34



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

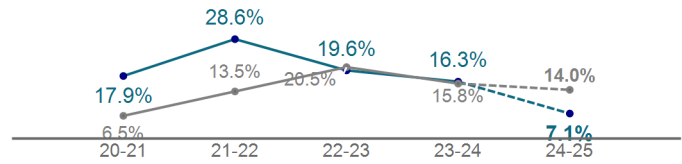
Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other

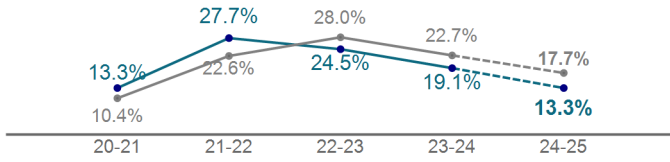
N = 42



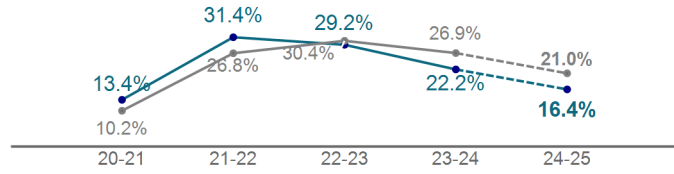
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

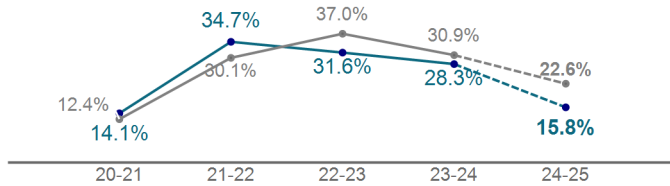
EL + RFEP
N = 420



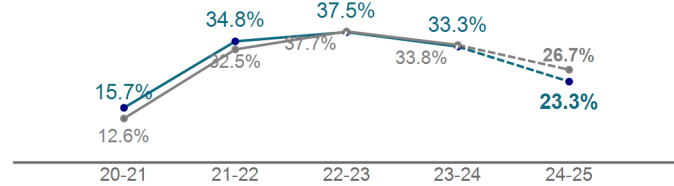
Low SES
N = 823



English Learner
N = 202



Special Education
N = 129



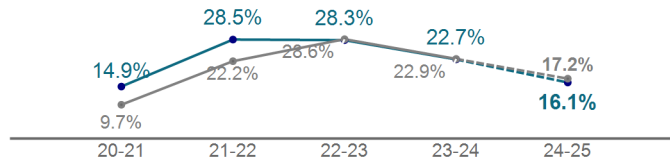
Homeless or Foster Youth

Subgroup with fewer than 20 students.

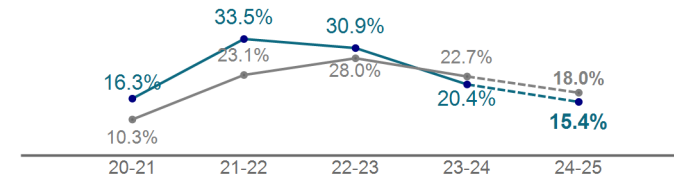
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 516



Male
N = 494



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

SBAC ELA 2024 :: School Data by Subgroup

Jefferson

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	981	49%	25	24	32	19	51%	↑-		↑3	
	All Middle	52%	27	24	31	17	48%	↑3		↑1	
	District	51%	29	22	27	23	49%	↑1		↑2	
Grade	Gr. 06	325	59%	30	28	25	16	41%	↓3		↓2
		All Middle	56%	29	27	28	16	44%	↑1		↓7
		District	55%	29	26	28	17	45%	↑1		↓6
	Gr. 07	333	47%	24	23	36	17	53%	↓4		↑11
		All Middle	49%	27	22	32	19	51%	↑2		↑8
		District	48%	27	21	32	20	52%	↑2		↑8
	Gr. 08	323	42%	21	21	34	24	58%	↑7		↑1
		All Middle	50%	25	25	33	17	50%	↑5		↑1
		District	50%	25	24	32	18	50%	↑3		↑1
Ethnicity	Hispanic	646	54%	26	27	29	17	46%	↓2		↑2
		All Middle	58%	30	28	30	12	42%	↑3		↑-
		District	57%	33	25	27	16	43%	↑1		↑2
	African American	154	55%	32	23	36	9	45%	↑8		↑9
		All Middle	65%	39	26	26	9	35%	↑5		↑3
		District	66%	42	24	22	12	34%	↑2		↑3
	Asian	80	34%	9	25	31	35	66%	↓8		↓3
		All Middle	34%	15	19	36	30	66%	↑1		↑1
		District	32%	15	18	29	38	68%	↑2		↑4
Cambodian	64	33%	9	23	30	38	67%	↓-		↑2	
	All Middle	37%	16	21	35	28	63%	↑2		↑-	
	District	37%	18	20	30	33	63%	↑2		↑3	

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

Jefferson

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Other	47	28%	19	9	38	34	72%	↑11		↑20
		All Middle	33%	15	17	34	33	67%	↑3		↓-
		District	32%	16	15	28	41	68%	↑1		↑-
	White	42	21%	17	5	40	38	79%	↑6		↑7
		All Middle	27%	13	15	36	37	73%	↓-		↓2
		District	26%	12	14	30	44	74%	↑-		↓-
	Filipino	10*	20%	20		40	40	80%	↑10		-
		All Middle	23%	10	13	38	39	77%	↑8		↑6
		District	27%	13	14	32	42	73%	↑1		↑4
	American Indian	1*	0%			100	100%	100%	↑100		-
		All Middle	40%	25	15	50	10	60%	↑7		↓6
		District	46%	31	15	44	10	54%	↓5		↓5
Pacific Islander	1*	100%	100				0%	-		-	
	All Middle	54%	24	30	35	11	46%	↑6		↑8	
	District	57%	28	29	31	11	43%	↑5		↑2	
Gender	Female	481	48%	22	26	32	20	52%	↓-		↑2
		All Middle	46%	22	24	34	20	54%	↑3		↑2
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	496	51%	28	22	31	19	49%	↑1		↑5
		All Middle	57%	32	25	28	15	43%	↑2		↓1
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	4*	50%	50		50		50%	↓17		-
		All Middle	42%	17	25	42	17	58%	↑2		↑12
		District	46%	24	22	34	20	54%	↓6		↑3

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 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

Jefferson

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	EL + RFEP	420	53%	25	28	30	17	47%	↓2		↑3
		All Middle	62%	34	28	28	10	38%	↑2		↑1
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	152	89%	54	36	10	11%	↓6		↑4	
		All Middle	93%	65	27	7	7%	↓1		-	
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	268	32%	9	24	41	26	68%	↓-		↑2
		All Middle	44%	16	28	40	15	56%	↑4		↑2
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	7*	57%	29	29	43		43%	↑14		-
		All Middle	78%	48	29	18	4	22%	↓2		↓6
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	231	10%	2	7	36	54	90%	↑2		↑5
		All Middle	13%	2	11	39	48	87%	↑3		↑-
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	66	65%	44	21	26	9	35%	↓1		↑4
		All Middle	69%	43	26	25	6	31%	↓1		↑1
		District	69%	45	24	22	9	31%	↓5		↑2
Homeless/Foster	73	64%	42	22	27	8	36%	↑-		↑5	
	All Middle	70%	44	26	24	6	30%	↓1		-	
	District	70%	46	24	21	9	30%	↓5		↑1	
Low SES	750	51%	26	25	32	18	49%	↓2		↑4	
	All Middle	59%	32	27	29	11	41%	↓-		↑1	
	District	60%	35	25	25	15	40%	↓1		↑2	

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SBAC ELA 2024 :: School Data by Subgroup

Jefferson

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded					
Special Populations	Special Ed.	126	84%	66	18	13	2	16%	↓1		↑3
		All Middle	85%	65	20	12	3	15%	↑2		↑1
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	84	80%	60	20	18	2	20%	↓4		↑3
		All Middle	80%	57	24	15	4	20%	↑2		↑1
		District	79%	57	22	14	7	21%	↑-		↑2

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SBAC Math 2024 :: School Data by Subgroup

Jefferson

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	979	71%	45	26	15	14	29%	↑2		↑1	
	All Middle	68%	42	26	17	15	32%	↑2		↓-	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	Gr. 06	324	73%	47	26	13	15	27%	↑1		↓3
		All Middle	68%	39	29	17	16	32%	↑-		↓2
		District	67%	39	29	17	16	33%	↓1		↓2
	Gr. 07	331	73%	44	30	16	11	27%	↓1		↑-
		All Middle	66%	41	25	19	15	34%	↑2		↑2
		District	65%	40	25	19	16	35%	↑2		↑1
	Gr. 08	324	66%	45	21	16	18	34%	↑7		↑6
		All Middle	69%	46	23	15	16	31%	↑4		↓1
		District	68%	45	23	15	16	32%	↑4		↓1
Ethnicity	Hispanic	644	74%	48	27	14	12	26%	↑-		↓-
		All Middle	74%	47	27	15	10	26%	↑2		↓-
		District	71%	43	27	18	12	29%	↑2		↓2
	African American	154	79%	56	23	14	8	21%	↑5		↑4
		All Middle	83%	59	24	11	6	17%	↑1		↓1
		District	80%	55	25	13	7	20%	↑2		↓2
	Asian	80	48%	20	28	21	31	53%	↑5		↑6
		All Middle	50%	28	22	22	28	50%	↑2		↓1
		District	45%	24	22	21	33	55%	↑3		↓2
	Cambodian	64	48%	23	25	20	31	52%	↑12		↑7
		All Middle	53%	30	24	21	25	47%	↑3		↓1
		District	50%	26	24	23	28	50%	↑5		↓2

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SBAC Math 2024 :: School Data by Subgroup

Jefferson

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Other	47	60%	34	26	17	23	40%	↑9		↓2
		All Middle	48%	24	24	22	30	52%	↑2		↓1
		District	43%	22	21	23	34	57%	↑2		↓2
	White	42	48%	33	14	17	36	52%	↑5		-
		All Middle	41%	18	23	23	36	59%	↓2		↓2
		District	38%	17	21	25	37	62%	↓-		↓4
	Filipino	10*	50%	30	20	20	30	50%	↑20		-
		All Middle	38%	17	21	26	36	62%	↑13		↑9
		District	38%	18	20	27	35	62%	↑6		↑4
	Pacific Islander	1*	100%	100				0%	-		-
All Middle		75%	45	30	16	9	25%	↑4		-	
District		70%	43	28	21	9	30%	↑5		↓2	
American Indian	1*	100%	100				0%	-		-	
	All Middle	75%	45	30	10	15	25%	↑9		-	
	District	69%	41	29	20	10	31%	↑3		↓3	
Gender	Female	480	74%	49	25	14	12	26%	↑2		↑2
		All Middle	69%	42	27	17	14	31%	↑2		↑-
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	495	67%	41	26	16	17	33%	↑3		↓-
		All Middle	67%	42	25	17	17	33%	↑2		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
Nonbinary	4*	100%	50	50			0%	-		-	
	All Middle	75%	38	38	17	8	25%	↓14		↑5	
	District	76%	40	36	14	10	24%	↓14		↑3	

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SBAC Math 2024 :: School Data by Subgroup

Jefferson

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	EL + RFEP	419	73%	46	26	16	11	27%	↑3		↑2
		All Middle	77%	51	26	14	9	23%	↑2		↓-
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	151	97%	78	19	2		3%	↓2		↓1
		All Middle	96%	79	17	3		4%	↑-		↓-
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	268	59%	28	30	25	17	41%	↑4		↑4
		All Middle	66%	34	32	21	14	34%	↑3		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	7*	71%	71		29		29%	-		-
		All Middle	87%	70	17	11	2	13%	↑1		↓1
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	231	31%	7	23	26	44	69%	↑2		↑-
		All Middle	26%	7	19	27	47	74%	↑4		↓1
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	67	90%	67	22	3	7	10%	↓6		↓10
		All Middle	84%	61	23	10	6	16%	↓1		↓1
		District	82%	56	25	11	7	18%	↓4		↓1
Homeless/Foster	74	88%	68	20	5	7	12%	↓6		↓9	
	All Middle	84%	62	22	10	6	16%	↓-		↓1	
	District	82%	57	25	11	7	18%	↓4		↓2	
Low SES	748	72%	47	26	15	13	28%	↑1		↑1	
	All Middle	76%	49	27	14	10	24%	↓1		↓1	
	District	72%	45	27	17	11	28%	↑-		↓2	

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SBAC Math 2024 :: School Data by Subgroup

Jefferson

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	125	94%	81	13	6	6%	↓-		↓1	
		All Middle	92%	78	14	5	3	8%	↑1		↓-
		District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	83	92%	76	16	8	8%	↓1		↓1	
		All Middle	89%	72	17	6	5	11%	↑-		↓-
		District	83%	63	20	10	7	17%	↑1		↓-

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SBAC Science 2024 :: School Data by Subgroup

Jefferson

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	324	77%	16	60	17	6	23%	↑5		-	
	All Middle	75%	18	57	19	6	25%	↑3		-	
	District	73%	17	57	19	7	27%	↑1		-	
Grade	324	77%	16	60	17	6	23%	↑5		-	
	All Middle	75%	18	57	19	6	25%	↑3		-	
	District	75%	18	56	19	7	25%	↑2		-	
	Gr. 07	All Middle*	100%	100			0%	-		-	
Ethnicity	Hispanic	207	81%	19	62	16	3	19%	↑1		-
		All Middle	82%	22	60	15	3	18%	↑2		-
		District	80%	20	60	16	4	20%	↑1		-
	African American	54	85%	20	65	13	2	15%	↑5		-
		All Middle	86%	22	64	12	2	14%	↑2		-
		District	86%	24	62	12	2	14%	↑1		-
	Asian	21	48%	5	43	33	19	52%	↑10		-
		All Middle	56%	6	50	33	11	44%	↑5		-
		District	55%	7	48	30	15	45%	↑2		-
	Cambodian	18*	50%		50	17	33	50%	↑26		-
		All Middle	58%	6	52	29	13	42%	↑13		-
		District	63%	8	55	26	11	37%	↑3		-
	White	18*	39%		39	28	33	61%	↑21		-
		All Middle	51%	9	42	30	19	49%	↑1		-
District		50%	6	44	30	19	50%	↑1		-	
Other	17*	71%	12	59	12	18	29%	↑29		-	
	All Middle	55%	9	46	31	14	45%	↑7		-	

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SBAC Science 2024 :: School Data by Subgroup

Jefferson

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Other	District	56%	10	46	28	16	44%	↑1		-
	Filipino	7*	71%		71	29		29%	↓71		-
		All Middle	55%	6	49	33	12	45%	↑9		-
		District	55%	6	49	32	13	45%	↓1		-
Gender	Female	142	84%	18	65	13	3	16%	↑1		-
		All Middle	76%	16	60	19	5	24%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	179	71%	15	56	20	9	29%	↑7		-
		All Middle	75%	21	54	18	7	25%	↑4		-
		District	73%	18	55	19	8	27%	↑-		-
	Nonbinary	3*	67%		67	33		33%	↑33		-
		All Middle*	75%		75	25		25%	↑7		-
District		61%	9	52	26	13	39%	↑7		-	
Special Populations	EL + RFEP	148	82%	15	67	14	4	18%	↑4		-
		All Middle	84%	24	59	13	3	16%	↑3		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	40	100%	38	63			0%	-		-
		All Middle	99%	48	51	1		1%	↑1		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	108	75%	6	69	19	6	25%	↑4		-
		All Middle	78%	15	63	18	5	22%	↑2		-
		District	76%	12	64	20	5	24%	↓-		-
	Foster	4*	100%	50	50			0%	-		-
All Middle		97%	37	60	3		3%	↓-		-	

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SBAC Science 2024 :: School Data by Subgroup

Jefferson

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg		
Special Populations	Foster	District	89%	32	57	8	2	11%	↓1		-	
	GATE/Excel		64	30%	30	50	20	70%	↑22		-	
		All Middle		34%	2	32	43	24	66%	↑14		-
		District		35%	3	33	39	25	65%	↑8		-
	Homeless		19*	95%	21	74	5	5%	↓-		-	
		All Middle		88%	28	60	11	12%	↑3		-	
		District		86%	28	59	12	14%	↑-		-	
	Homeless/Foster		23	96%	26	70	4	4%	↓1		-	
		All Middle		89%	29	60	10	11%	↑3		-	
		District		87%	28	59	12	13%	↓-		-	
	Low SES		250	80%	19	61	15	5	20%	↑1		-
		All Middle		83%	22	61	14	3	17%	↓-		-
		District		82%	20	61	15	4	18%	↓1		-
	Special Ed.		45	98%	44	53	2	2%	↓3		-	
		All Middle		94%	43	51	5	6%	↑2		-	
District			92%	41	51	6	2	8%	↑1		-	
Spec Ed. Speech/RSP		24	96%	38	58	4	4%	↑4		-		
	All Middle		92%	36	56	7	2	8%	↑3		-	
	District		89%	34	55	8	3	11%	↑1		-	

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SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Jefferson

12/20/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	942	33	30	12	14	44	
		All Middle	21	37	13	13	37	
		District	30	33	15	16	36	
	Grade	Gr. 06 (Minimum Growth Target: 27)	301	23	34	16	21	30
			All Middle	11	43	16	16	25
			District	12	42	16	16	26
		Gr. 07 (Minimum Growth Target: 25)	330	50	25	13	13	48
			All Middle	37	28	14	16	42
			District	37	28	14	15	42
		Gr. 08 (Minimum Growth Target: 14)	311	28	33	6	9	52
			All Middle	19	39	8	8	45
			District	19	40	8	8	44
Ethnicity	Hispanic	628	32	31	12	15	42	
		All Middle	21	37	13	13	37	
		District	29	34	15	16	36	
	African American	143	34	35	14	14	37	
		All Middle	23	37	12	12	40	
		District	28	34	15	15	37	
	Asian	80	32	29	9	18	45	
		All Middle	24	35	14	13	39	
		District	35	31	14	15	40	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Jefferson

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Ethnicity	Cambodian	62	34	21	11	19	48
			All Middle	20	36	14	12	38
			District	34	30	16	16	38
	Other	43	41	21	9	12	58	
		All Middle	22	35	13	14	38	
		District	32	30	16	19	35	
	White	38	59	16	18	5	61	
		All Middle	18	38	12	14	35	
		District	28	33	15	18	34	
	Filipino	9^	-	11			89	
		All Middle	34	28	12	15	45	
		District	35	29	16	17	38	
Pacific Islander	1^	-	100			0		
	All Middle	34	30	11	13	46		
	District	30	34	13	17	37		
Gender	Female	456	35	28	11	16	45	
		All Middle	25	35	13	14	38	
		District	32	31	15	17	36	
	Male	482	32	33	12	12	43	
		All Middle	19	39	13	12	37	
		District	27	35	15	15	35	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Jefferson

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Nonbinary	4^	-	75			
		All Middle	10	50	5	18	27
		District	5	53	6	12	29
Special Populations	EL + RFEP	408	32	30	12	14	43
		All Middle	23	36	12	13	38
		District	29	34	14	14	38
	ELL	142	37	31	11	15	43
		All Middle	24	36	13	13	38
		District	33	32	17	16	35
	RFEP	266	31	30	12	14	44
		All Middle	22	36	12	13	38
		District	26	35	12	13	40
	Foster	7^	-	43	14	43	
		All Middle	-1	41	16	12	31
		District	9	40	19	13	28
	GATE/Excel	228	39	25	13	16	46
		All Middle	23	35	14	14	37
		District	31	31	16	18	35
Homeless	62	26	34	5	16	45	
	All Middle	19	39	12	12	38	
	District	27	35	14	14	37	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Jefferson

12/20/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
ELA	Special Populations	N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA	Homeless/Foster	69	26	35	4	16	45
		All Middle	17	39	12	12	37
		District	25	35	15	14	36
	Low SES	735	33	31	11	15	43
		All Middle	21	37	13	13	37
		District	29	33	15	16	35
	Special Ed.	120	41	29	8	14	48
		All Middle	21	38	13	12	37
		District	28	35	15	15	35
	Spec Ed. Speech/RSP	80	35	31	10	16	43
		All Middle	21	37	14	12	37
		District	31	34	15	15	36

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Jefferson

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
M a t h	All Students	944	21	36	13	11	40	
		All Middle	15	40	12	13	35	
		District	22	35	19	19	27	
	Grade	Gr. 06 (Minimum Growth Target: 24)	304	11	41	15	15	28
			All Middle	15	40	15	15	30
			District	14	39	15	15	30
		Gr. 07 (Minimum Growth Target: 17)	327	14	39	11	9	41
			All Middle	17	38	11	11	40
			District	16	39	11	11	39
	Gr. 08 (Minimum Growth Target: 19)	313	36	28	12	8	52	
		All Middle	13	42	11	12	36	
		District	14	42	11	12	36	
Ethnicity	Hispanic	631	20	37	14	11	39	
		All Middle	13	41	13	12	34	
		District	20	36	20	18	26	
	African American	142	11	42	9	11	38	
		All Middle	8	44	12	12	32	
		District	18	38	18	17	26	
	Asian	80	32	28	13	11	49	
		All Middle	17	38	12	14	36	
		District	25	32	18	21	28	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Jefferson

12/20/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
M	a	t	h	N	Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Math	Ethnicity	Cambodian	62	27	29	13	8	50
			All Middle	15	40	12	14	34
			District	24	33	19	21	27
	Other	43	16	42	14	9	35	
		All Middle	21	38	12	12	37	
		District	27	32	18	20	30	
	White	38	34	24	5	11	61	
		All Middle	25	33	12	15	41	
		District	27	31	20	21	28	
	Filipino	9^	-	11	33	56		
		All Middle	41	24	10	16	50	
		District	37	25	19	22	35	
Pacific Islander	1^	-			100	0		
	All Middle	18	40	10	9	41		
	District	24	34	19	20	28		
Gender	Female	458	22	36	12	10	41	
		All Middle	16	39	13	13	35	
		District	21	35	19	19	26	
	Male	482	19	36	13	11	40	
		All Middle	13	41	12	12	35	
		District	23	34	19	19	28	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Jefferson

12/20/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Nonbinary	4^	-				
		All Middle	7				
		District	11				
Special Populations	EL + RFEP	410	23				
		All Middle	13				
		District	20				
	ELL	144	15				
		All Middle	8				
		District	24				
	RFEP	266	27				
		All Middle	15				
		District	15				
	Foster	7^	-				
		All Middle	-3				
		District	11				
	GATE/Excel	229	30				
		All Middle	26				
		District	28				
Homeless	64	-8					
	All Middle	9					
	District	20					

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Jefferson

12/20/24

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Homeless/Foster	71	-9	56	10	8	25
		All Middle	8	45	13	10	32
		District	19	37	19	16	27
	Low SES	737	19	38	12	10	40
		All Middle	12	42	12	12	33
		District	21	36	19	18	27
	Special Ed.	119	-2	49	9	13	29
		All Middle	7	46	11	10	33
		District	20	38	18	17	28
	Spec Ed. Speech/RSP	79	-1	46	13	15	27
		All Middle	7	46	11	11	32
		District	20	37	18	17	28

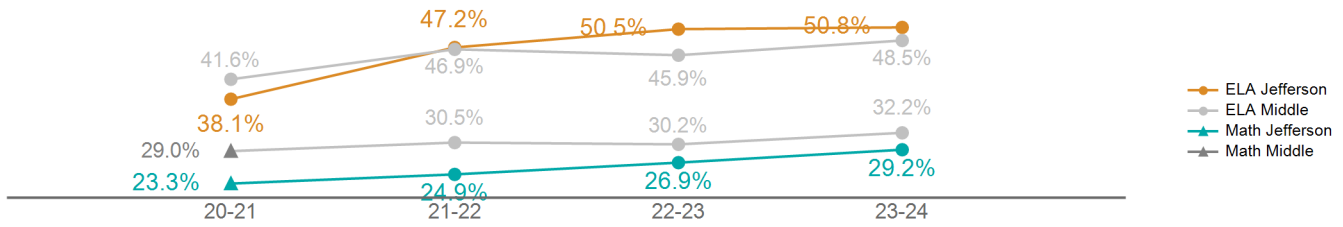
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

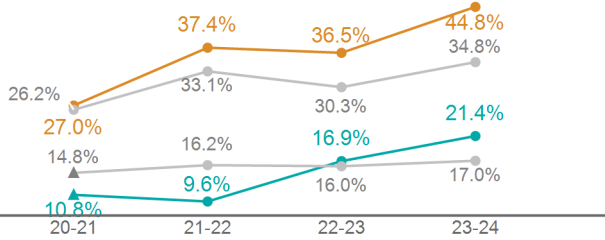
*Accelerated Growth = At least double the minimum growth target for the grade level.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

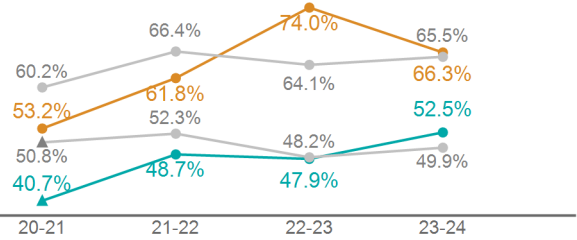
**Jefferson
All Students
N = 981**



**African American
N = 154**



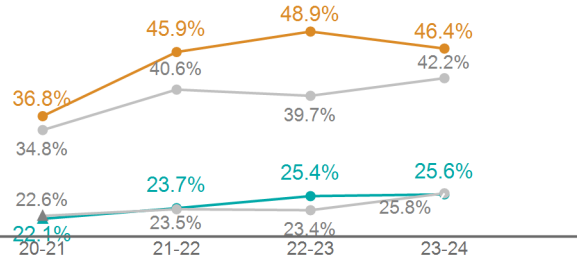
**Asian
N = 80**



Filipino

Subgroup with fewer than 20 students.

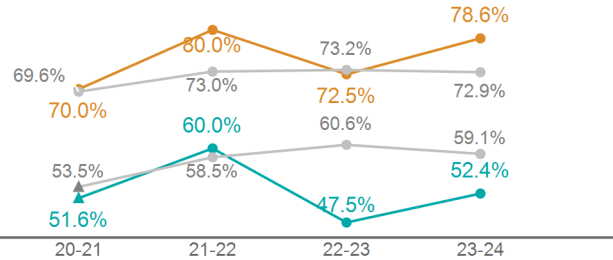
**Hispanic
N = 646**



Pacific Islander

Subgroup with fewer than 20 students.

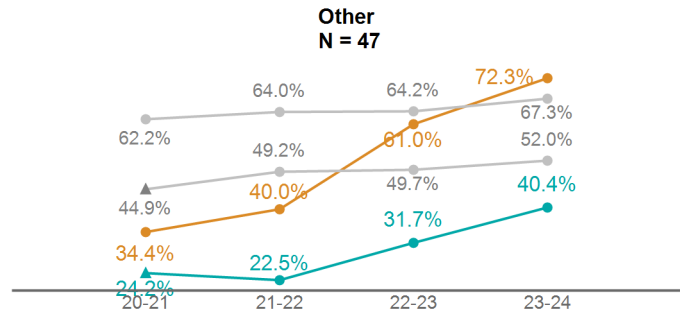
**White
N = 42**



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

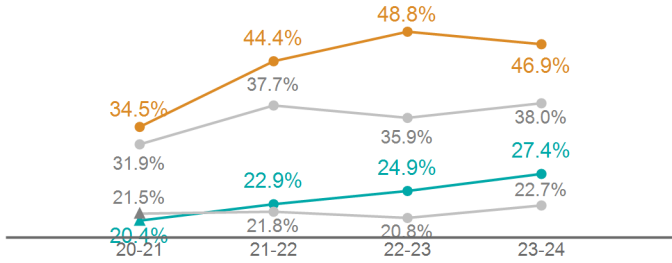
Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American
Subgroup with fewer than 20 students.

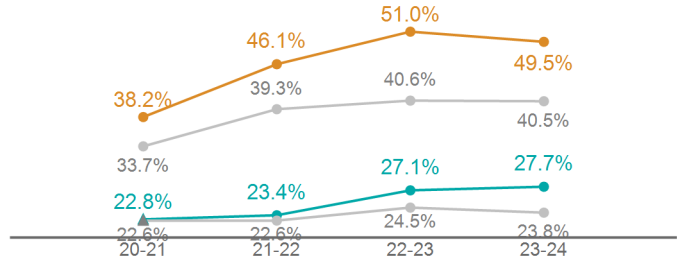


Percent of Students with Achievement Level of Met or Exceeded in SBAC

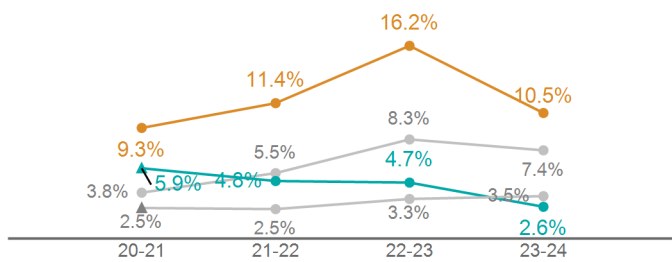
EL + RFEP
N = 420



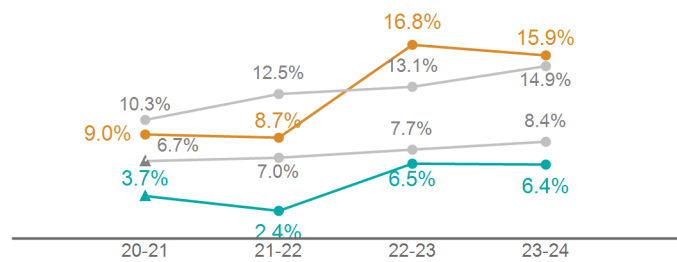
Low SES
N = 750



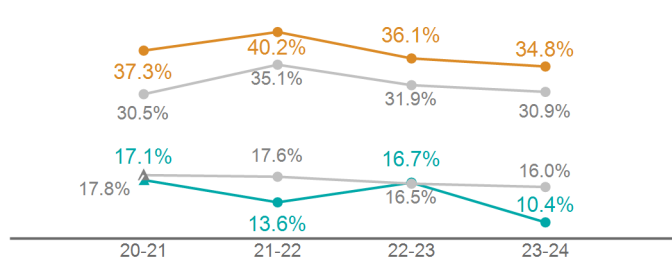
English Learner
N = 152



Special Education
N = 126



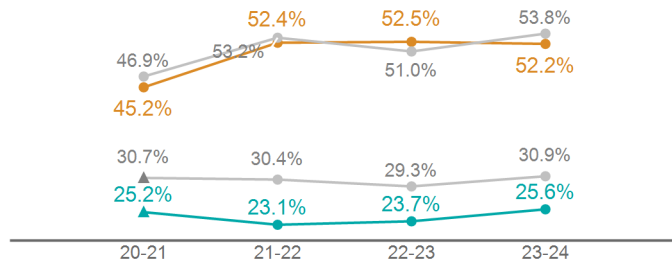
Homeless
N = 67



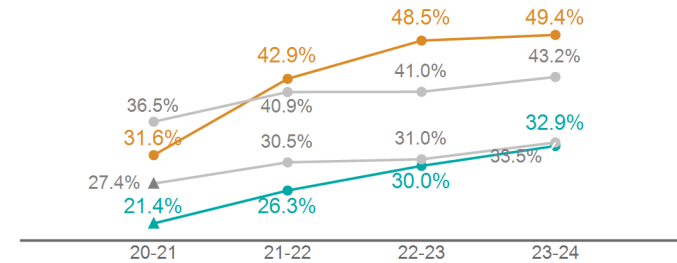
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 481



Male
N = 496



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑4

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Hudson	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑1		↓2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	4,137	70%	17	53	20	10	30%	↓-		-
Addams	127	81%	19	62	15	4	19%	↓5		-
Alvarado	56	61%	5	55	30	9	39%	↑5		-
Barton	75	92%	36	56	5	3	8%	↓5		-
Birney	104	77%	22	55	15	8	23%	↓7		-
Bixby	77	57%	6	51	30	13	43%	↑4		-
Bryant	55	76%	22	55	18	5	24%	↓11		-
Burbank	102	70%	15	55	24	7	30%	↑5		-
Burcham	52	65%	6	60	21	13	35%	↓10		-
Carver	80	29%	3	26	39	33	71%	↑18		-
Chavez	47	94%	34	60	6		6%	↓9		-
Cleveland	82	32%	1	30	44	24	68%	↑20		-
Dooley	129	78%	26	51	18	5	22%	↑8		-
Edison	74	89%	27	62	8	3	11%	↓7		-
Emerson	48	44%	4	40	33	23	56%	↑1		-
Fremont	52	33%	4	29	29	38	67%	↑10		-
Gant	80	41%	4	38	31	28	59%	↓3		-
Garfield	101	81%	21	60	16	3	19%	↓3		-
Gompers	58	62%	12	50	34	3	38%	↓8		-
Grant	145	89%	34	55	10	1	11%	↓4		-
Harte	121	80%	17	64	18	2	20%	↑2		-
Henry	128	58%	4	54	28	14	42%	↑1		-
Herrera	130	75%	14	61	20	5	25%	↓7		-
Holmes	66	70%	12	58	20	11	30%	↑16		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Hudson	63	87%	32	56	10	3	13%	↓1	-
Kettering	42	48%	48	40	12	52%	↓7	-	
King	96	85%	18	68	10	4	15%	↓9	-
Lafayette	130	85%	26	59	12	2	15%	↑4	-
Lincoln	141	79%	17	62	18	3	21%	↑-	-
Longfellow	165	50%	6	44	25	25	50%	↑7	-
Los Cerritos	88	56%	6	50	32	13	44%	↓11	-
Lowell	85	39%	12	27	38	24	61%	↑12	-
Macarthur	44	64%	9	55	30	7	36%	↓2	-
Madison	61	61%	8	52	23	16	39%	↓5	-
Mann	49	78%	39	39	22	22%	↑2	-	
McKinley	85	78%	13	65	18	5	22%	↓2	-
Naples	42	36%	2	33	26	38	64%	↓1	-
Oropeza	95	74%	16	58	22	4	26%	↑15	-
Prisk	89	30%	2	28	25	45	70%	↓2	-
Riley	48	65%	8	56	23	13	35%	↑7	-
Roosevelt	170	89%	28	61	7	4	11%	↓6	-
Signal Hill	104	62%	14	47	23	15	38%	↑10	-
Smith	125	82%	25	57	16	2	18%	↓8	-
Stevenson	94	84%	24	60	12	4	16%	↓6	-
Twain	75	77%	25	52	15	8	23%	↓17	-
Webster	61	84%	20	64	13	3	16%	↓7	-
Whittier	107	88%	31	57	7	6	12%	↓4	-
Willard	89	80%	15	65	16	4	20%	↑7	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	11,803	52%	27	24	31	17	48%	↑3		↑1
Bancroft	801	47%	19	28	35	18	53%	↓2		↓2
Franklin	959	65%	37	28	27	8	35%	↓1		↑1
Hamilton	745	63%	35	29	29	8	37%	↑7		↑3
Hoover	491	55%	26	29	31	14	45%	↑11		↑6
Hughes	1,200	50%	27	23	31	19	50%	↑1		↓1
IVA	1	100%	100				0%	↓100		-
Jefferson	981	49%	25	24	32	19	51%	↑-		↑3
Keller	468	35%	12	23	37	28	65%	↑2		↑-
Lindbergh	388	65%	35	30	26	9	35%	↑4		↑6
Lindsey	688	65%	37	28	27	8	35%	↑3		↓1
Marshall	939	38%	17	21	37	25	62%	↑5		↑2
Nelson	775	67%	41	26	22	10	33%	↓4		↓9
Rogers	763	35%	17	18	31	34	65%	↓6		↓7
Stanford	1,111	32%	14	18	37	31	68%	↑1		↓2
Stephens	653	46%	22	24	39	15	54%	↑17		↑16
Washington	841	71%	44	26	23	6	29%	↑3		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,853	68%	42	26	17	15	32%	↑2		↓-
Bancroft	797	64%	36	28	19	17	36%	↓2		↓3
Franklin	980	81%	58	23	12	7	19%	↓1		↓2
Hamilton	761	87%	60	27	9	4	13%	↓3		↓7
Hoover	491	76%	51	26	13	10	24%	↑9		↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6		↑4
IVA	1	100%	100				0%	↓100		-
Jefferson	979	71%	45	26	15	14	29%	↑2		↑1
Keller	468	47%	20	27	25	28	53%	↑6		↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3		↑6
Lindsey	691	85%	57	28	9	6	15%	↑1		↓5
Marshall	939	54%	29	25	23	23	46%	↑2		↑2
Nelson	780	81%	55	26	12	8	19%	↓-		↓7
Rogers	765	50%	24	26	22	27	50%	↓4		↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1		↓1
Stephens	661	68%	39	29	19	13	32%	↑9		↑6
Washington	853	84%	59	25	11	5	16%	↑2		↑1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	4,011	75%	18	57	19	6	25%	↑3		-
Bancroft	269	73%	13	59	21	6	27%	↑2		-
Franklin	338	85%	29	56	14	1	15%	↑-		-
Hamilton	280	84%	26	58	14	2	16%	↑4		-
Hoover	177	86%	17	69	11	3	14%	↑5		-
Hughes	418	65%	11	54	25	11	35%	↑4		-
Jefferson	324	77%	16	60	17	6	23%	↑5		-
Keller	146	62%	3	58	29	10	38%	↑4		-
Lindbergh	121	87%	23	64	11	2	13%	↑1		-
Lindsey	221	92%	23	69	8		8%	↓3		-
Marshall	305	69%	8	61	26	6	31%	↑6		-
Nelson	257	82%	21	61	14	4	18%	↑11		-
Rogers	269	43%	8	35	38	19	57%	↑3		-
Stanford	350	65%	17	47	23	13	35%	↓3		-
Stephens	237	86%	30	56	11	3	14%	↑-		-
Washington	299	90%	32	59	9		10%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,682	48%	27	21	25	27	52%	↑-		↓-
Avalon	224	76%	50	27	18	5	24%	↓2		↓8
Cubberley	646	31%	16	15	29	40	69%	↑1		↑2
Muir	654	59%	34	26	24	17	41%	↓1		↓1
Newcomb	548	21%	8	13	29	51	79%	↓2		↑1
Powell	549	68%	39	29	19	14	32%	↓4		↓4
Robinson	528	71%	47	25	20	9	29%	↓3		-
Tincher	530	28%	13	15	32	40	72%	↑3		↑5

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,691	58%	33	25	20	22	42%	↑-	↓3
Avalon	227	87%	57	30	10	3	13%	↓7	↓12
Cubberley	647	45%	24	21	22	33	55%	↑-	↓4
Muir	654	66%	36	30	20	14	34%	↑-	↓1
Newcomb	549	30%	10	20	27	43	70%	↓4	↓5
Powell	549	74%	49	26	16	10	26%	↑4	↑-
Robinson	532	81%	52	29	14	5	19%	↓2	↓2
Tincher	530	39%	15	24	25	36	61%	↓-	↓3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	1,285	68%	17	51	22	10	32%	↑2	-
Avalon	114	89%	27	62	10		11%	↓4	-
Cubberley	218	52%	10	43	28	20	48%	↑3	-
Muir	238	78%	17	61	17	5	22%	↑3	-
Newcomb	177	34%	2	32	40	26	66%	↓5	-
Powell	183	84%	33	51	14	2	16%	↑5	-
Robinson	182	87%	24	64	10	2	13%	↓1	-
Tincher	173	56%	10	46	32	12	44%	↑8	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,652	47%	27	21	28	24	53%	↑1		↑3
Browning	49	80%	51	29	10	10	20%	↓2		↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-		↑12
CAMS	170	2%	2	15	82	98%	98%	↓2		↑5
EPHS	112	79%	57	22	17	4	21%	↓8		↑6
Jordan	494	66%	44	22	26	9	34%	↑5		↑4
Lakewood	580	50%	23	27	36	14	50%	↑6		↑5
McBride	176	22%	7	14	35	43	78%	↑9		↑4
Millikan	783	38%	23	16	29	33	62%	↓4		↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1		↑4
Reid	37	92%	65	27	8	8%	8%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%	6	28	66	94%	94%	↓2		↑5
Wilson	741	52%	28	25	27	21	48%	↓8		↓3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All High	4,629	76%	55	22	14	10	24%	↓2		↓11	
Browning	46	87%	76	11	13		13%	↑11		↓10	
Cabrillo	334	91%	76	15	8		9%	↑1		↓5	
CAMS	170	6%		15	18		76	94%	↓1		↓7
EPHS	106	94%	82	12	5		6%	↑3		↑2	
Jordan	495	92%	75	17	6	2	8%	↑1		↓10	
Lakewood	576	89%	61	27	9	2	11%	↓3		↓12	
McBride	178	55%	26	29	26	19	45%	↑10		↓8	
Millikan	788	68%	41	27	21	11	32%	↓3		↓13	
Polytechnic	940	74%	55	20	14	11	26%	↓5		↓10	
Reid	37	100%	92	8			0%	-		↓5	
Renaissance	83	88%	51	37	10	2	12%	↓2		↓20	
Sato	123	29%	9	20	33	38	71%	↓6		↓8	
Wilson	753	84%	61	23	12	4	16%	↓9		↓15	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/20/24

All


School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded				
All High	4,561	76%	15	61	19	5	24%	↓1		-	
Browning	64	94%	27	67	6		6%	↓2		-	
Cabrillo	383	92%	24	69	8		8%	↓5		-	
CAMS	162			16%	15	53	31	84%	↑5		-
EPHS	144	92%	24	68	8		8%	↑4		-	
Jordan	413	93%	22	72	6		7%	↓3		-	
Lakewood	596	85%	17	68	14	1	15%	↓-		-	
McBride	155	72%	13	59	24	4	28%	↓3		-	
Millikan	755	67%	9	58	27	6	33%	↑5		-	
Polytechnic	873	73%	14	59	19	7	27%	↓3		-	
Reid	90	97%	42	54	3		3%	↑2		-	
Renaissance	73	88%	12	75	11	1	12%	↓2		-	
Sato	96	55%	4	51	32	13	45%	↓35		-	
Wilson	757	75%	13	62	21	5	25%	↑2		-	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	33%	33	33	33	67%	↑33		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded	Chg	Chg	Chg
District (998)	3	67%	33	33	33	33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
District	31,977	51%	29	22	27	23	49%	↑1	↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	32,113	64%	38	25	19	17	36%	↑2	↓2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,994	73%	17	57	19	7	27%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024

School Name	Overall		Grade 6		Grade 7		Grade 8		Lowest Performing		
	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Avalon	23.7%	-2.4%	17.6%	-8.2%	29.0%	-3.5%	17.5%	-3.6%	Hispanic	20.2%	-0.1%
Bancroft	53.1%	-1.8%	47.1%	-1.8%	55.2%	-5.0%	57.1%	1.8%	African American	38.0%	-5.3%
Cubberley	68.9%	1.3%	71.7%	20.0%	67.2%	4.4%	59.8%	-7.7%	African American	43.2%	-2.1%
Franklin	34.9%	-0.7%	26.9%	-7.2%	40.0%	0.5%	37.2%	4.0%	African American	30.1%	0.9%
Hamilton	36.8%	7.3%	33.9%	1.1%	37.0%	6.8%	39.2%	13.8%	African American	33.0%	15.2%
Hoover	45.0%	10.8%	38.7%	-2.5%	50.9%	23.9%	45.2%	10.7%	African American	32.8%	6.3%
Hughes	49.8%	0.9%	48.7%	5.4%	49.2%	-5.1%	51.4%	2.4%	African American	37.4%	3.1%
IVA	0.0%	-100.0%			0.0%						
Jefferson	50.8%	0.3%	41.2%	-2.5%	52.9%	-3.7%	58.2%	6.5%	African American	44.8%	8.3%
Keller	65.2%	2.0%	57.0%	-2.7%	70.7%	1.4%	68.5%	8.0%	Hispanic	61.7%	1.8%
Lindbergh	34.5%	4.1%	35.2%	11.2%	36.9%	7.6%	31.5%	-6.0%	African American	25.0%	1.7%
Lindsey	35.0%	3.2%	33.8%	3.0%	37.2%	4.6%	33.9%	1.8%	African American	20.3%	3.4%
Marshall	62.2%	4.6%	57.8%	6.4%	62.9%	0.3%	65.9%	7.3%	Hispanic	53.5%	4.4%
Muir	40.7%	-0.6%	40.2%	2.0%	43.9%	-11.5%	51.5%	4.3%	Hispanic	36.2%	-2.6%
Nelson	32.8%	-3.5%	29.9%	-5.7%	38.3%	-0.8%	30.3%	-4.0%	African American	16.3%	3.1%
Newcomb	79.2%	-1.9%	84.2%	1.4%	81.8%	0.0%	81.5%	-9.1%	African American	62.5%	-12.5%
Powell	32.4%	-3.6%	21.9%	-5.4%	35.5%	0.0%	26.0%	-4.7%	Other	18.2%	0.0%
Robinson	28.8%	-2.6%	21.4%	-14.6%	49.5%	17.5%	28.6%	-8.5%	African American	25.5%	2.7%
Rogers	65.3%	-5.9%	60.4%	-7.1%	65.9%	-6.8%	69.3%	-3.9%	African American	37.0%	5.8%
Stanford	67.9%	0.9%	64.5%	-3.9%	73.1%	5.1%	65.6%	1.1%	African American	44.1%	-7.7%
Stephens	54.1%	17.1%	49.3%	16.5%	56.5%	13.3%	56.4%	21.8%	Hispanic	47.7%	13.8%
Tincher	72.3%	3.5%	70.5%	6.4%	72.2%	1.4%	67.7%	-2.6%	African American	51.2%	1.2%
Washington	29.1%	2.8%	27.8%	3.8%	28.8%	2.5%	30.7%	2.0%	African American	20.8%	0.6%

SBAC ELA 2024

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
178	13.9%	White	41	14.4%	-4.2%	0.0%	0.0%	6.5%	3.4%	6.5%	3.4%
100	44.1%	Filipino	39	41.1%	-3.1%	30.8%	-15.2%	25.6%	6.3%	23.1%	6.8%
44	44.8%	Asian	25	44.2%	2.7%	52.0%	-4.4%	50.8%	12.2%	31.4%	8.7%
123	38.3%	Cambodian	57	33.3%	1.0%	31.3%	6.7%	9.7%	0.5%	7.1%	0.2%
100	32.4%	Asian	26	33.3%	4.6%	25.5%	9.0%	12.5%	-1.6%	8.2%	-1.5%
116	30.4%	Asian	38	43.2%	10.6%	41.4%	21.4%	23.3%	11.5%	16.7%	7.6%
203	33.0%	Asian	98	41.0%	1.3%	33.3%	-0.5%	17.9%	-2.5%	14.9%	-1.2%
				0.0%							
154	33.8%	White	42	46.9%	-1.9%	35.6%	0.2%	20.2%	-4.2%	15.9%	-0.9%
371	22.3%	Other	25	50.3%	1.0%	46.2%	1.7%	5.9%	-29.4%	5.9%	-29.4%
92	11.5%	Hispanic	249	34.2%	4.9%	28.6%	-2.7%	7.5%	-8.6%	6.3%	-4.8%
118	33.8%	Cambodian	24	35.9%	3.1%	32.3%	-0.8%	8.8%	2.2%	8.2%	3.0%
488	38.8%	Filipino	26	46.5%	4.7%	39.2%	-5.0%	30.2%	8.4%	23.5%	5.6%
453	26.8%	Filipino	73	34.6%	-4.3%	35.3%	1.2%	4.7%	-2.6%	2.9%	-1.2%
98	43.1%	Other	37	27.5%	-6.8%	14.3%	-11.4%	13.6%	1.1%	10.3%	1.4%
32	25.5%	Other	75	64.0%	-5.6%	90.9%	15.9%	32.8%	-12.1%	32.8%	-12.1%
22	16.4%	Hispanic	344	29.5%	-4.8%	20.4%	-15.2%	10.6%	-10.2%	12.0%	-6.9%
110	3.8%	Hispanic	372	26.1%	-5.9%	31.6%	-7.3%	9.8%	3.2%	9.8%	3.3%
46	40.2%	White	319	40.7%	-8.2%	33.3%	-4.8%	31.0%	-0.6%	21.8%	0.4%
111	36.5%	Other	124	43.3%	-8.2%	32.1%	-19.0%	37.1%	-0.6%	29.1%	0.6%
436	38.0%	Filipino	63	51.4%	17.3%	31.9%	5.4%	13.1%	10.4%	9.6%	6.9%
41	33.6%	Asian	46	53.1%	11.2%	58.3%	6.8%	25.9%	-2.9%	25.5%	-2.8%
96	9.2%	Hispanic	682	29.7%	4.6%	17.5%	0.7%	13.7%	7.7%	10.6%	6.0%

SBAC ELA 2024

Gender Diff
3.4%
9.0%
10.9%
14.6%
9.6%
13.9%
11.2%
2.8%
18.0%
7.8%
14.9%
13.5%
13.0%
7.8%
15.6%
7.4%
11.0%
3.1%
13.4%
8.5%
13.7%
10.3%

Jefferson

2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All		83	20	
		Grade	Gr. 06		15	8	
			Gr. 07		31	7	
			Gr. 08		37	5	
		Ethnicity	African American		18	7	
			Asian		4	3	
			Filipino			1	
			Hispanic		52	8	
			Other		9		
			White			1	
		Gender	Female		47	5	
			Male		36	15	
		Fluency	EL + RFEP		27	2	
			ELL		15		
			RFEP		12	2	
		Foster	Foster		2	1	
		GATE/Excel	GATE/Excel		10	2	
		Homeless	Homeless		11	1	
		LowSES	Low SES		72	18	
		SPED	Special Ed.		18	3	
SPED-Speech/RSP	Spec Ed. Speech/RSP		10	2			

Jefferson

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	5	142	10	
		Grade	Gr. 06		32	3	
			Gr. 07		60	2	
			Gr. 08	5	50	5	
		Ethnicity	African American	2	43	8	
			Asian		3	1	
			Hispanic	3	86	1	
			Other		5		
			Pacific Islander		1		
			White		4		
			Gender	Female	3	54	3
		Male		2	88	7	
		Fluency	EL + RFEP	5	52		
			ELL	4	28		
			RFEP	1	24		
		Foster	Foster		8		
		GATE/Excel	GATE/Excel		15	2	
		Homeless	Homeless		10	1	
		LowSES	Low SES	5	139	10	
		SPED	Special Ed.	1	38	1	
SPED-Speech/RSP	Spec Ed. Speech/RSP	1	24	1			

Jefferson

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	15	220	32	18
		Grade	Gr. 06	2	58	16	8
			Gr. 07	8	98	4	1
			Gr. 08	5	64	12	9
		Ethnicity	African American	10	96	14	12
			Asian		8		2
			Hispanic	4	94	16	3
			Other	1	7	2	1
			White		15		
		Gender	Female	6	76	16	7
			Male	9	141	16	11
			Nonbinary		3		
		Fluency	EL + RFEP	4	62	9	3
			ELL	1	28	6	1
			RFEP	3	34	3	2
		Foster	Foster	1	26	4	
		GATE/Excel	GATE/Excel	4	16	3	1
		Homeless	Homeless		24	4	2
		LowSES	Low SES	10	196	30	13
		SPED	Special Ed.	4	56	11	4
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	32	7	1

Jefferson

2020-2021

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2020-2021	YR	All	All		4	2	
		Grade	Gr. 07		4	1	
			Gr. 08			1	
		Ethnicity	African American		1	1	
			Asian		1		
			Hispanic		2	1	
		Gender	Female		2	1	
			Male		2	1	
		Fluency	EL + RFEP		2	1	
			RFEP		2	1	
		Foster	Foster		1		
		LowSES	Low SES		1		
		SPED	Special Ed.			1	

Jefferson

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		118	151	
		Grade	Gr. 06		26	17	
			Gr. 07		66	122	
			Gr. 08		26	12	
		Ethnicity	African American		21	37	
			Asian		4	2	
			Hispanic		80	92	
			Other		11	17	
			Pacific Islander			1	
			White		2	2	
		Gender	Female		65	52	
			Male		53	99	
		Fluency	EL + RFEP		30	46	
			ELL		17	25	
			RFEP		13	21	
		Foster	Foster		5	2	
		GATE/Excel	GATE/Excel		10	6	
		Homeless	Homeless		25	25	
		LowSES	Low SES		89	117	
		SPED	Special Ed.		6	20	
SPED-Speech/RSP	Spec Ed. Speech/RSP		3	17			

Jefferson

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All		126	1186	
		Grade	Gr. 06		52	471	
			Gr. 07		40	488	
			Gr. 08		34	227	
		Ethnicity	African American		45	352	
			Asian		1	35	
			Filipino			2	
			Hispanic		75	730	
			Other		2	42	
			Pacific Islander			7	
			White		3	18	
		Gender	Female		75	521	
			Male		51	665	
		Fluency	EL + RFEP		33	446	
			ELL		9	155	
			RFEP		24	291	
		Foster	Foster		2	21	
		GATE/Excel	GATE/Excel		6	75	
		Homeless	Homeless		27	265	
		LowSES	Low SES		114	1060	
SPED	Special Ed.		28	206			
SPED-Speech/RSP	Spec Ed. Speech/RSP		24	148			

Jefferson

23-24

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR	
subgroup			
Category		# Records	Percent by Category
All Students	All	103	81 19
Grade	Gr. 06	23	65 35
	Gr. 07	38	82 18
	Gr. 08	42	88 12
Ethnicity	African American	25	72 28
	Asian	7	57 43
	Filipino	1	100
	Hispanic	60	87 13
	Other	9	100
	White	1	100
Gender	Female	52	90 10
	Male	51	71 29

Jefferson

23-24

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR	
subgroup			
Category		# Records	Percent by Category
Special Populations	EL + RFEP	29	93
	ELL	15	100
	Foster	3	67
	GATE/Excel	12	83
	Homeless	12	92
	Low SES	90	80
	RFEP	14	86
	Spec Ed. Speech/RSP	12	83
	Special Ed.	21	86

Jefferson

23-24










Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	81	22 78
Grade	Gr. 06	19	16 84
	Gr. 07	31	23 77
	Gr. 08	31	26 74
Ethnicity	African American	20	20 80
	Asian	6	17 83
	Filipino	1	100
	Hispanic	47	26 74
	Other	6	17 83
	White	1	100
Gender	Female	41	27 73
	Male	40	18 83

Jefferson

23-24

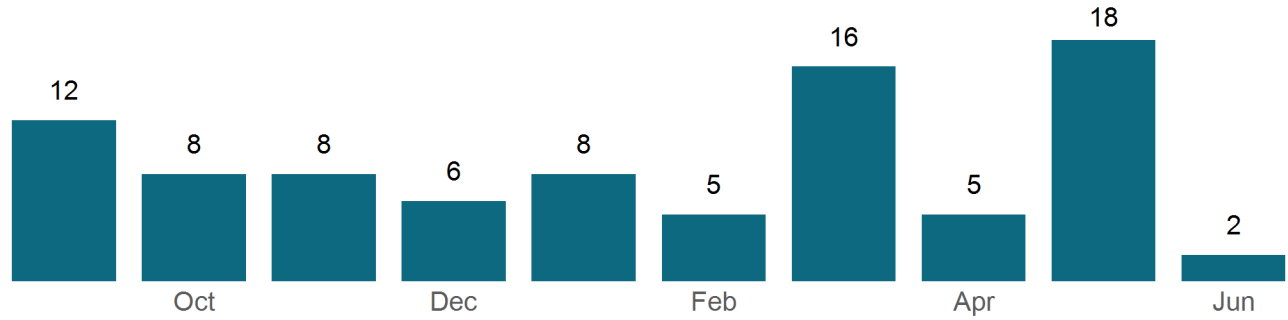
Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
Special Populations	EL + RFEP	23	 22 78
	ELL	11	 27 73
	Foster	2	 50 50
	GATE/Excel	10	 20 80
	Homeless	9	 33 67
	Low SES	70	 23 77
	RFEP	12	 17 83
	Spec Ed. Speech/RSP	7	 43 57
	Special Ed.	14	 36 64

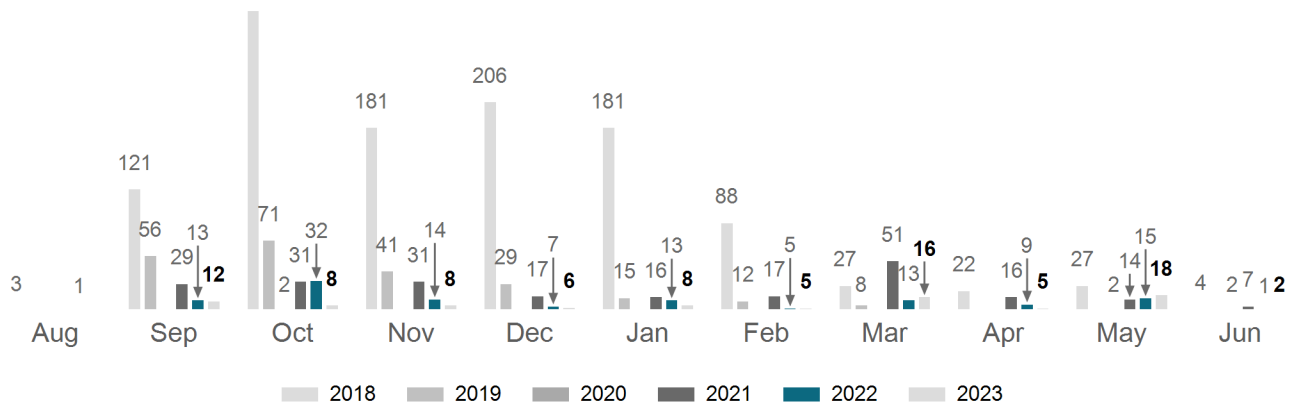
Jefferson

23-24

By Month for 23-24



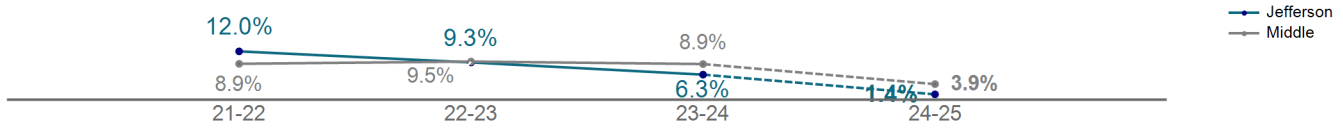
By Month- 5-year comparison



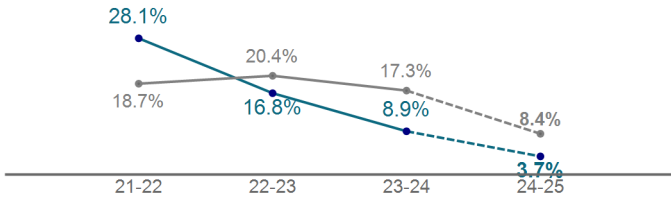
	18-19	19-20	20-21	21-22	22-23	23-24
Aug		3				1
Sep		121	56		29	13
Oct		295	71	2	31	32
Nov		181	41		31	14
Dec		206	29		17	7
Jan		181	15		16	13
Feb		88	12		17	5
Mar		27	8		51	13
Apr		22			16	9
May		27		2	14	15
Jun		4		2	7	1

Suspension Rate

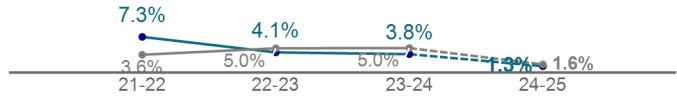
Jefferson
All Students
N = 1034



African American
N = 162



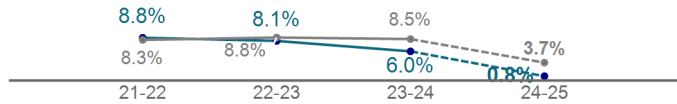
Asian
N = 79



Filipino

Subgroup with fewer than 20 students.

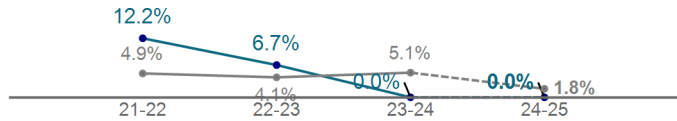
Hispanic
N = 707



Pacific Islander

Subgroup with fewer than 20 students.

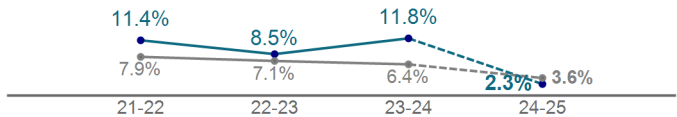
White
N = 35



Native American

Subgroup with fewer than 20 students.

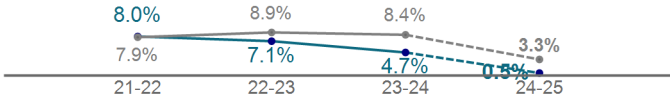
Other
N = 43



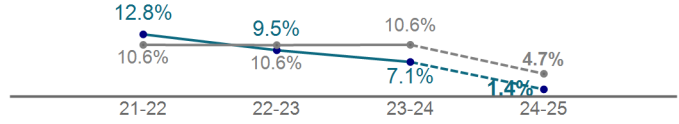
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

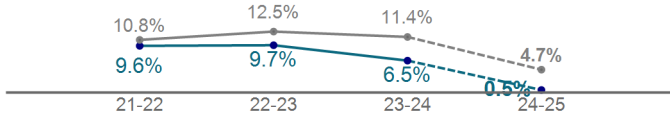
EL + RFEP
N = 427



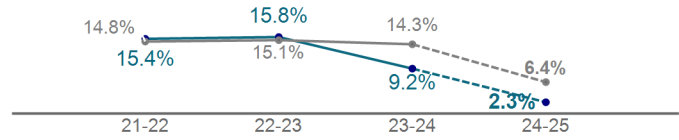
Low SES
N = 838



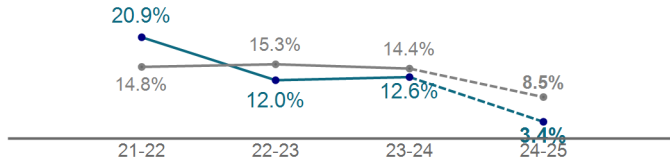
English Learner
N = 207



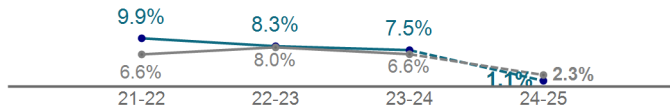
Special Education
N = 131



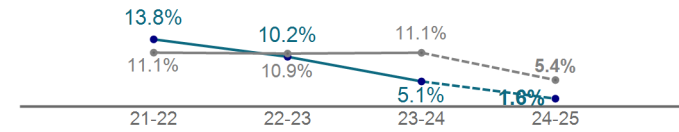
Homeless or Foster Youth
N = 88



Female
N = 527



Male
N = 506

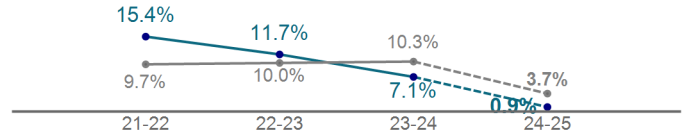
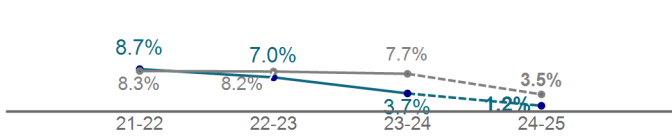


N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

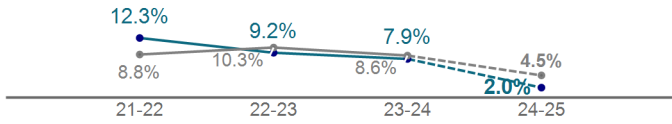
Suspension Rate

Gr. 06
N = 347

Gr. 07
N = 338



Gr. 08
N = 349



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

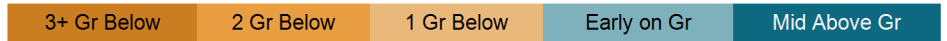
i-Ready Math Overall Relative Placement

School Data by Subgroup

Jefferson 2023-2024 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	All Students	All	1	325	33	18	32	15	3
			2	321	28	14	32	19	7
			3	325	23	13	32	21	10
	Teacher	Moreno, M	1	45	22	16	44	16	2
			2	44	25	11	36	20	7
			3	46	13	17	28	33	9
		Pumilia, R	1	55	24	29	25	20	2
			2	55	22	20	31	16	11
			3	56	21	11	32	21	14
		Shani, J	1	70	37	14	27	16	6
			2	69	30	13	30	17	9
			3	72	28	14	29	18	11
	Shidler, G	1	146	36	16	34	12	3	
		2	146	29	13	32	20	6	
		3	151	26	11	34	19	10	
	Ethnicity	African American	1	53	42	23	25	11	
			2	51	39	20	22	16	4
			3	53	26	17	34	17	6
		Asian	1	31	13	19	35	32	
			2	31	13		48	26	13
			3	30	7	13	30	30	20
		Filipino	1	2			50	50	
			2	2			50	50	
			3	2			50	50	
		Hispanic	1	217	34	17	33	12	4
			2	215	28	15	33	17	7
			3	214	26	12	33	21	8
		White	1	9	22		56	11	11
			2	9	11		44	22	22
			3	11	9		36	27	27
Other	1	13	38	8	23	23	8		
	2	13	31	15	8	31	15		
	3	14	29	21		29	21		
American Indian	3	1	100						

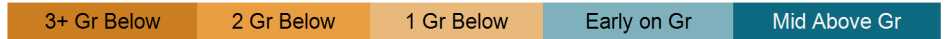
i-Ready Math Overall Relative Placement

School Data by Subgroup

Jefferson 2023-2024 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Gender	Female	1	153	36	22	29	11	3
			2	150	30	15	36	15	4
			3	156	27	17	31	18	7
		Male	1	172	30	14	34	18	3
			2	171	26	13	29	22	11
			3	169	20	9	33	24	14
	Special Populations	Low SES	1	260	36	19	28	14	3
			2	257	31	16	30	18	6
			3	253	24	16	32	20	8
		ELL	1	60	60	22	18		
			2	60	55	13	27	5	
			3	60	48	15	30	7	
		RFEP	1	65	11	14	45	26	5
			2	65	12	11	37	31	9
			3	65	6	17	25	35	17
		EL + RFEP	1	125	34	18	32	14	2
			2	125	33	12	32	18	5
			3	125	26	16	27	22	9
		Special Ed.	1	35	74	6	14	6	
			2	36	67	8	17	6	3
			3	38	63	16	11	8	3
		Spec Ed. Speech/RSP	1	28	71	4	18	7	
			2	28	68	7	14	7	4
			3	30	60	13	13	10	3
		Homeless	1	24	54	25	21		
			2	21	43	29	19	10	
			3	23	48	17	26	4	4
GATE/Excel	1	85	16	38	45	11			
	2	84	4	32	42	23			
	3	83	12	23	42	31			

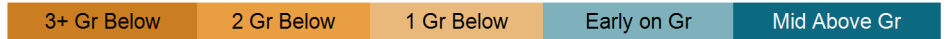


i-Ready Math Overall Relative Placement

School Data by Subgroup

Jefferson 2023-2024 Grade 7

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	All Students	All	1	318	42	17	29	9	3
			2	319	37	14	33	12	4
			3	322	30	15	31	16	7
	Teacher	Aragon, C	1	16	94	6			
			2	16	88	13			
			3	16	81	13	6		
		Chavez, J	1	152	37	18	31	11	3
			2	151	34	15	34	13	4
			3	155	25	20	30	15	9
		Wilhelmi, D	1	154	42	18	29	8	4
			2	156	35	15	33	13	4
			3	156	31	10	35	19	6
	Ethnicity	African American	1	47	57	13	28	2	
			2	51	49	14	31	2	4
			3	47	34	15	38	9	4
		Asian	1	26	15	15	35	23	12
			2	26	4	23	35	27	12
			3	28	4	14	32	29	21
		Hispanic	1	217	42	18	28	9	2
			2	215	39	13	33	12	3
			3	218	33	15	32	15	6
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		White	1	11	36	18	36	18	9
			2	11	36	18	27	9	9
			3	12	42	18	25	25	8
Other	1	16	31	19	38	6	6		
	2	15	27	20	20	27	7		
	3	16	19	19	13	38	13		
Gender	Female	1	174	41	17	29	9	5	
		2	175	38	13	33	12	5	
		3	177	32	14	33	14	8	

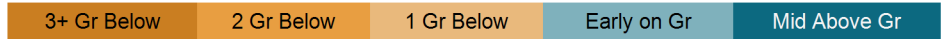
i-Ready Math Overall Relative Placement

School Data by Subgroup

Jefferson 2023-2024 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
7	Gender	Male	1	143	43	16	29	10	1	
			2	143	36	17	32	13	3	
			3	144	28	16	29	20	6	
		Nonbinary	1	1	100					
			2	1	100					
			3	1	100					
	Special Populations	Low SES	1	237	38	19	31	9	3	
			2	243	35	15	35	12	4	
			3	241	29	14	34	15	7	
		ELL	1	49	80	6	12	2		
			2	48	75	10	10	4		
			3	50	66	14	12	8		
		RFEP	1	91	20	21	45	11	3	
			2	92	20	11	50	17	2	
			3	91	10	15	43	29	3	
		EL + RFEP	1	140	41	16	34	8	2	
			2	140	39	11	36	13	1	
			3	141	30	15	32	21	2	
		Special Ed.	1	42	83	5	10	2		
			2	42	79	5	17			
			3	41	66	15	10	10		
		Spec Ed. Speech/RSP	1	25	80	4	12	4		
			2	25	72	8	20			
			3	24	58	21	8	13		
		Foster	1	4	50	25	25			
			2	4	50	25	25			
			3	3	33	33	33			
		Homeless	1	24	54	17	13	4	13	
			2	25	40	24	20	8	8	
			3	25	44	8	32	4	12	
GATE/Excel	1	81	5	6	47	30	12			
	2	79	4	5	42	35	14			
	3	80	1	8	29	39	24			

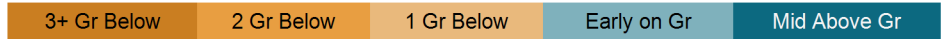
i-Ready Math Overall Relative Placement

School Data by Subgroup

Jefferson 2023-2024 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	All Students	All	1	325	48	13	26	9	3
			2	304	41	11	26	15	7
			3	323	32	10	29	17	12
	Teacher	Rodriguez, C	1	164	51	11	27	8	3
			2	162	43	14	25	10	7
			3	167	33	11	27	17	13
		Verduzco, R	1	150	45	15	26	11	4
			2	148	40	10	24	19	7
			3	151	30	10	31	17	11
	Ethnicity	African American	1	53	51	15	28	4	2
			2	49	49	12	24	8	6
			3	55	47	9	20	20	4
		Asian	1	21	29	5	29	24	14
			2	21	24	5	24	24	24
			3	21	29	14	24	33	
		Filipino	1	8	25	25	38	13	
			2	8	25	63	13		
			3	8	50		38	13	
		Hispanic	1	210	53	15	23	7	2
			2	194	44	10	28	12	5
			3	205	32	12	32	13	11
		White	1	16	31		38	13	19
			2	16	25	13	13	25	25
			3	17	29	18	24	29	
Other	1	17	29	6	41	24			
	2	16	25	25	6	44			
	3	17	12	18	35	29	6		

i-Ready Math Overall Relative Placement

School Data by Subgroup

Jefferson 2023-2024 Grade 8



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
8	Gender	Female	1	141	50	14	26	8	1	
			2	132	42	11	27	14	6	
			3	143	36	10	30	15	8	
		Male	1	181	47	12	27	10	5	
			2	170	41	11	25	15	8	
			3	177	30	10	28	18	15	
		Nonbinary	1	3	33	67				
			2	2	50	50				
			3	3	33	33	33			
	Special Populations	Low SES	1	260	51	15	24	7	3	
			2	240	44	11	25	13	7	
			3	252	33	11	29	17	10	
		ELL	1	38	87	11	3			
			2	34	82	3	12	3		
			3	39	64	13	18	5		
		RFEP	1	109	37	20	31	7	5	
			2	105	28	17	31	14	10	
			3	108	17	12	41	13	18	
		EL + RFEP	1	147	50	18	24	5	3	
			2	139	41	14	27	11	8	
			3	147	29	12	35	11	13	
		Special Ed.	1	44	84	7	9			
			2	42	81	5	10	2		
			3	44	73	7	18	2		
		Spec Ed. Speech/RSP	1	24	79	8	13			
			2	22	68	9	14	5	5	
			3	23	57	13	26	4		
		Foster	1	4	75	25				
			2	5	80	20				
			3	5	40	20	40			
Homeless		1	17	71	18	6	6			
		2	18	61	11	22	6			
		3	20	60	5	10	15	10		
GATE/Excel		1	63	3	6	40	38	13		
		2	63	3	6	33	37	21		
		3	62			27	34	39		

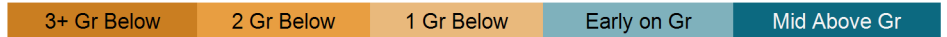
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jefferson 2023-2024 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	All Students	All	1	311	34	17	28	9	13
			2	306	32	16	25	12	14
			3	322	27	16	21	17	19
	Teacher	Corona, M	1	32	75	16	6	3	
			2	32	69	16	9	3	
			3	32	53	25	9	9	3
		McCabe, S	1	160	29	24	27	9	11
			2	158	31	19	24	13	13
			3	163	21	21	25	14	19
		OROZCO TORRES, L	1	91	38	11	30	10	11
			2	91	36	10	30	11	13
			3	94	35	14	16	14	21
		Sanchez-Barba, C	1	66	44	6	26	9	15
			2	65	35	18	20	11	15
			3	66	35	11	17	24	14
	Ethnicity	African American	1	50	34	18	30	2	16
			2	50	40	10	26	10	14
			3	51	31	20	25	10	14
		Asian	1	31	23	16	32	13	16
			2	31	23	23	29	3	23
			3	31	10	26	32	19	13
		Filipino	1	2		50			50
			2	2		50			50
			3	2				50	50
		Hispanic	1	207	36	18	27	10	9
			2	202	33	17	25	14	11
			3	213	29	15	19	19	17
		White	1	8		13	25	13	50
			2	8		13	25	25	38
			3	10		20	10	10	60
Other	1	13	38	8	23	8	23		
	2	13	31	15	23	8	23		
	3	14	36	7	14	14	29		
American Indian	3	1					100		

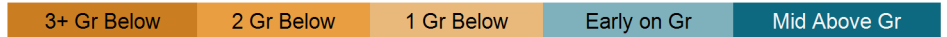
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jefferson 2023-2024 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
6	Gender	Female	1	147	31	15	32	10	12
			2	145	30	13	34	10	13
			3	155	25	16	24	17	19
		Male	1	164	36	18	24	9	13
			2	161	34	18	18	15	15
			3	167	30	17	18	17	19
	Special Populations	Low SES	1	246	36	17	28	8	11
			2	243	35	16	26	11	12
			3	252	28	16	23	17	16
		ELL	1	60	72	15	13		
			2	57	67	19	12	2	
			3	59	56	22	19	3	
		RFEP	1	61	11	18	38	16	16
			2	62	11	15	37	21	16
			3	64	5	16	22	30	28
		EL + RFEP	1	121	41	17	26	8	8
			2	119	38	17	25	12	8
			3	123	29	19	20	17	15
		Special Ed.	1	35	77	6	11	6	
			2	34	74	15	6	6	
			3	36	67	17	6	3	8
		Spec Ed. Speech/RSP	1	27	70	7	15	7	
			2	27	70	15	7	7	
			3	29	66	17	3	3	10
		Homeless	1	20	40	20	30	10	
			2	20	55	20	15	10	
			3	24	46	21	17	13	4
GATE/Excel	1	85	2	8	35	19	35		
	2	81	42	26	27	41			
	3	84	16	17	27	49			

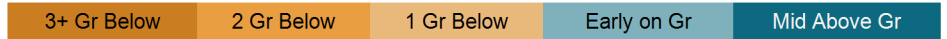
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jefferson 2023-2024 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	All Students	All	1	317	42	13	21	13	11
			2	301	38	12	23	13	14
			3	325	32	9	20	19	19
	Teacher	Corona, M	1	15	73	7	7	7	7
			2	14	71	7	7	7	7
			3	15	47	13	27	7	7
		Rivera, C	1	166	43	13	22	13	9
			2	164	41	13	21	10	15
			3	167	35	8	21	16	19
		Roth, T	1	162	43	12	20	13	12
			2	157	38	13	23	15	12
			3	163	31	10	19	21	19
	Ethnicity	African American	1	46	48	17	17	11	7
			2	43	37	12	33	5	14
			3	46	37	9	22	24	9
		Asian	1	28	21	14	29	18	18
			2	26	23	4	23	31	19
			3	27	7	11	26	22	33
		Hispanic	1	215	44	12	22	13	9
			2	208	40	14	22	11	13
			3	221	34	9	20	18	19
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		White	1	10	40	10	20	10	20
			2	9	22	11	11	33	22
			3	13	23	23	15	15	23
	Other	1	17	35	12	18	12	24	
		2	14	29		21	21	29	
		3	17	29		18	18	35	
Gender	Female	1	176	39	14	20	16	10	
		2	167	33	14	22	16	15	
		3	178	29	9	20	22	20	

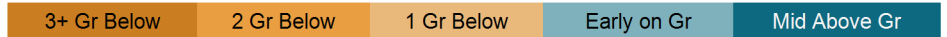
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jefferson 2023-2024 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
7	Gender	Male	1	140	45	11	23	9	11	
			2	133	43	10	25	9	14	
			3	146	36	10	21	15	19	
		Nonbinary	1	1	100					
			2	1	100					
			3	1	100					
	Special Populations	Low SES	1	239	40	15	23	12	10	
			2	228	36	15	23	14	13	
			3	244	32	9	21	18	20	
		ELL	1	49	86			12	2	
			2	46	78		11	7	4	
			3	51	67		18	10	6	
		RFEP	1	91	20	14	36	21	9	
			2	88	16	14	35	22	14	
			3	92	13	3	26	30	27	
		EL + RFEP	1	140	43	14	24	14	6	
			2	134	37	13	25	16	9	
			3	143	32	8	20	22	17	
		Special Ed.	1	41	76		12	5	5	
			2	39	64		18	8	3	
			3	42	62		17	10	5	
		Spec Ed. Speech/RSP	1	24	63		21	8	4	
			2	22	55		23	9	5	
			3	26	54		19	12	8	
		Foster	1	4	50				50	
			2	4	25		25		25	
			3	3	33				67	
		Homeless	1	24	54	8	21	13	4	
			2	23	48	9	22	9	13	
			3	23	43		22	13	22	
GATE/Excel	1	78	13	8	22	23	35			
	2	80	10	8	21	20	41			
	3	81	7	6	9	22	56			

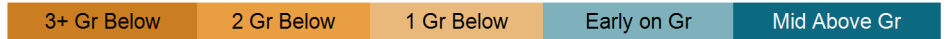
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jefferson 2023-2024 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
8	All Students	All	1	321	43	5	21	17	15		
			2	307	37	6	21	18	19		
			3	319	27	5	19	20	29		
	Teacher	Bigornia, J		1	163	46	5	21	16	12	
				2	160	42	7	19	16	16	
				3	163	32	5	19	16	28	
		Corona, M		1	23	91	4	4			
				2	22	82	9	5	5		
				3	23	57	9	26	9		
		Gaschen, J		1	155	42	6	18	17	17	
				2	154	34	5	23	18	20	
				3	156	24	4	20	23	29	
	Ethnicity	African American		1	55	42	5	33	11	9	
				2	47	51	4	19	11	15	
				3	54	33	4	15	28	20	
		Asian		1	21		19	10	19	52	
				2	21		19	10	24	48	
				3	21		14	10	14	62	
		Filipino		1	8	38	13	25	25		
				2	8	25	13	38	25		
				3	8	13	13	13	50	13	
		Hispanic		1	205	47	5	21	15	12	
				2	199	40	6	22	18	16	
				3	201	30	5	21	18	25	
		White		1	16		25	13	31	31	
				2	16		13	13	13	19	44
				3	18		11	6	17	11	56
Other		1	16	38	19	6	31	6			
		2	16	19	6	44	19	13			
		3	17	18	6	24	18	35			
Gender	Female		1	141	48	4	21	16	11		
			2	133	39	7	23	17	15		
			3	141	30	4	19	21	26		

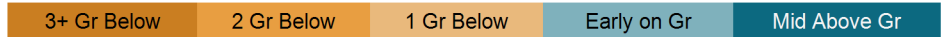
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jefferson 2023-2024 Grade 8



Legend

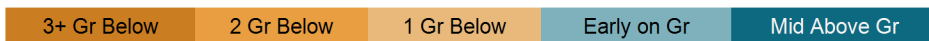


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	Gender	Male	1	177	39	6	21	16	18
			2	171	36	5	19	18	23
			3	175	25	6	19	19	31
		Nonbinary	1	3	33	33	33		
			2	3	33			67	
			3	3	33			67	
	Special Populations	Low SES	1	255	45	4	22	15	13
			2	241	38	6	22	16	18
			3	248	29	5	19	21	26
		ELL	1	36	94				33
			2	36	83	6	8	3	
			3	39	74	8	10	8	
		RFEP	1	109	33	5	27	19	17
			2	106	25	6	26	22	22
			3	106	14	5	23	22	37
		EL + RFEP	1	145	48	4	20	15	12
			2	142	39	6	22	17	16
			3	145	30	6	19	18	27
		Special Ed.	1	40	83	10	5	3	
			2	44	75	7	5	9	5
			3	44	68	5	11	7	9
		Spec Ed. Speech/RSP	1	20	75	15	10		
			2	23	65	9	9	13	4
			3	23	57	4	17	9	13
	Foster	1	5	60	40				
		2	5	80	20				
		3	5	40	60				
	Homeless	1	19	63	16	11	11		
		2	17	35	12	12	35	6	
		3	19	37	5	11	26	21	
GATE/Excel	1	63		33	14	32	48		
	2	62		22	21	23	53		
	3	64		26	17		75		

i-Ready Math Overall Relative Placement School Data by Subgroup Jefferson 2023-2024



Legend



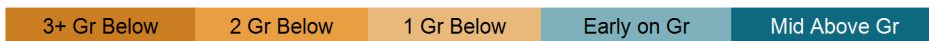
Category		Diagnostic Window	# Students	Percent by Category				
All Students	980	3	980	29	13	31	18	10
Grade	Gr. 06	3	328	23	13	32	21	11
	Gr. 07	3	328	30	15	32	16	7
	Gr. 08	3	324	32	10	29	17	12
Ethnicity	African American	3	156	37	13	30	15	4
	Asian	3	80	13	10	26	28	24
	Hispanic	3	643	30	13	33	16	8
	White	3	40	28		25	25	23
	Other	3	48	19	19	19	31	13
Gender	Female	3	480	31	14	32	15	8
	Male	3	496	26	11	30	21	12
Special Populations	Low SES	3	755	29	13	32	17	8
	ELL	3	151	58	14	22	7	
	RFEP	3	264	12	14	38	24	13
	EL + RFEP	3	415	28	14	32	18	8
	Special Ed.	3	124	68	12	13	6	
	Spec Ed. Speech/RSP	3	78	59	15	15	9	1
	Homeless	3	69	51	10	23	7	9
	GATE/Excel	3	227		4	26	38	31

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Jefferson 2023-2024



Legend



Category		Diagnostic Window	# Students	Percent by Category					
All Students	982	3	982	30	10	20	18	22	
Grade	Gr. 06	3	326	28	17	21	17	18	
	Gr. 07	3	331	33	9	20	19	19	
	Gr. 08	3	325	28	5	19	19	28	
Ethnicity	African American	3	155	35	11	20	20	14	
	Asian	3	80	11	14	24	19	33	
	Hispanic	3	646	32	10	20	18	20	
	White	3	41	17	12	15	10	46	
	Other	3	48	27	4	19	17	33	
Gender	Female	3	482	29	10	21	20	21	
	Male	3	496	30	11	19	17	23	
Special Populations	Low SES	3	756	30	10	21	18	20	
	ELL	3	152	65	16	13	5		
	RFEP	3	265	12	7	24	26	31	
	EL + RFEP	3	417	31	11	20	19	20	
	Special Ed.	3	125	66	12	9	5	8	
	Spec Ed. Speech/RSP	3	79	59	14	10	6	10	
	Homeless	3	68	44	9	16	16	15	
	GATE/Excel	3	229			3	5	11	23

The percentages may not equal 100% due to rounding.



ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Jefferson

Site Level Overall Performance Level Summary



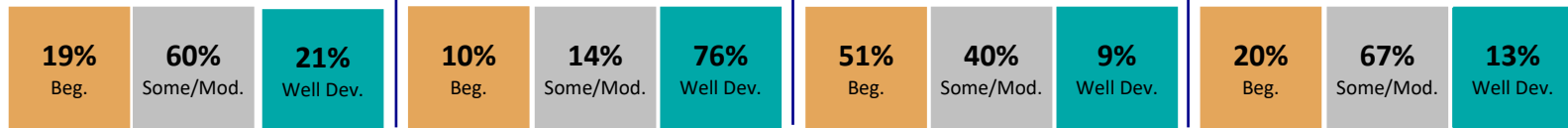
Site Level Domain Performance Level Summary

Listening

Speaking

Reading

Writing



Grade Level Performance Summary (Overall and by Domain)

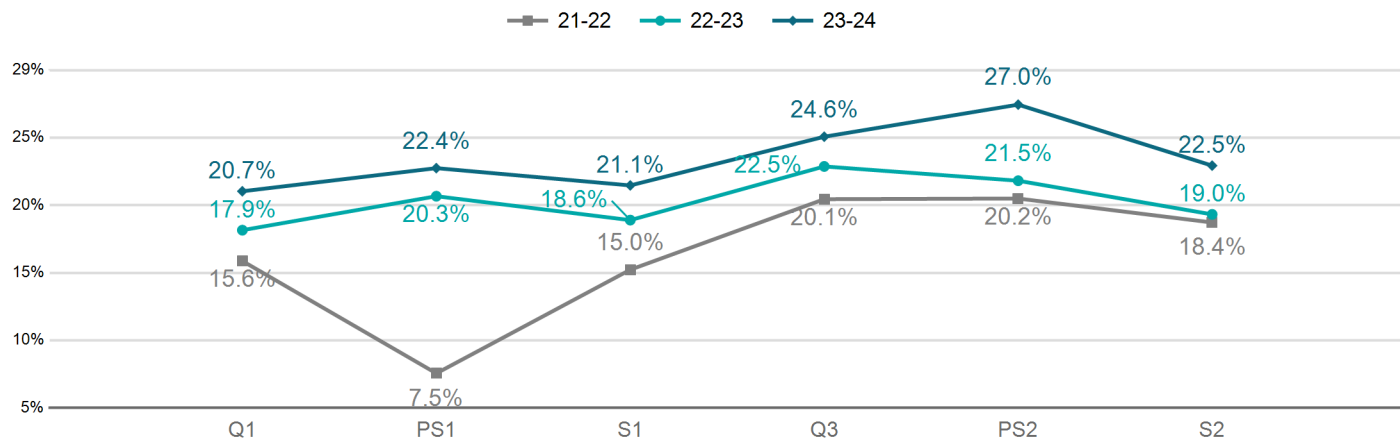
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
06	13%	27%	36%	24%	17%	49%	33%	7%	18%	74%	30%	60%	10%	23%	64%	12%
07	15%	31%	34%	21%	18%	68%	15%	13%	10%	76%	72%	18%	10%	16%	68%	16%
08	17%	25%	35%	23%	23%	67%	10%	12%	12%	77%	58%	37%	6%	21%	69%	10%

Jefferson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: All Students



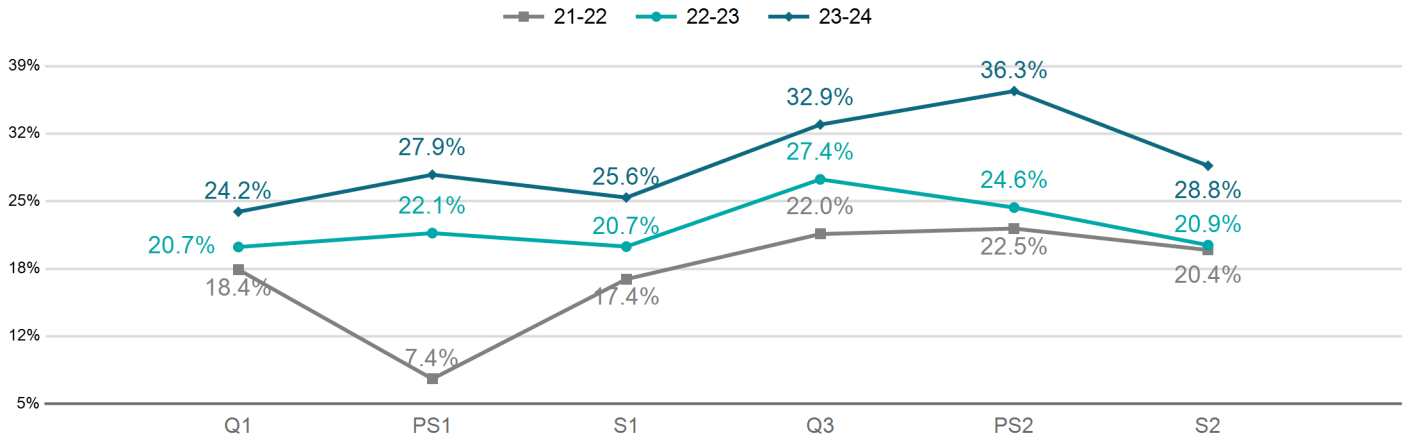
Graphs for subgroups on following pages.

Jefferson D/F Rate - 3 year Comparison

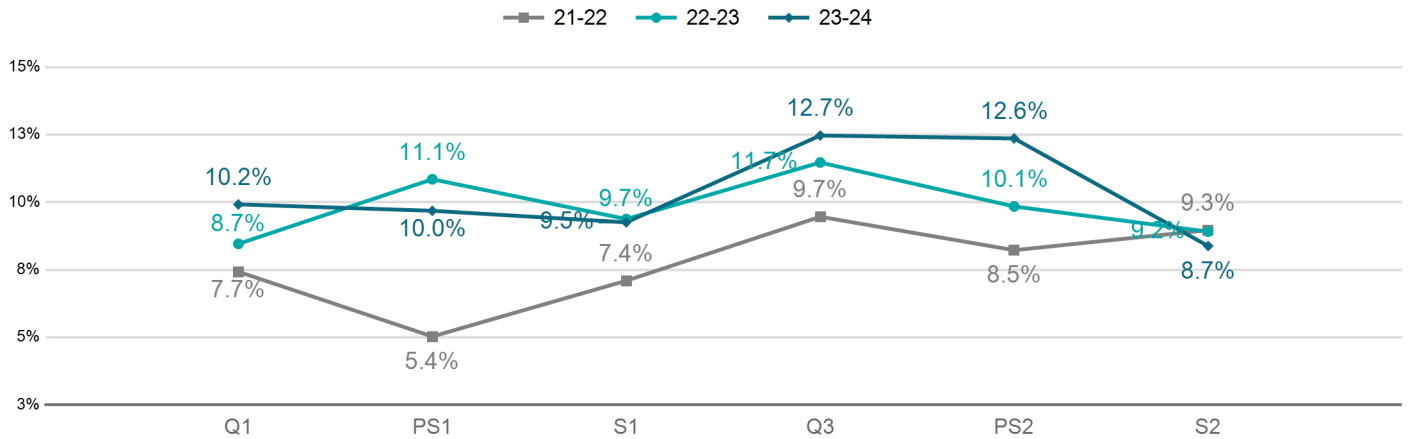
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

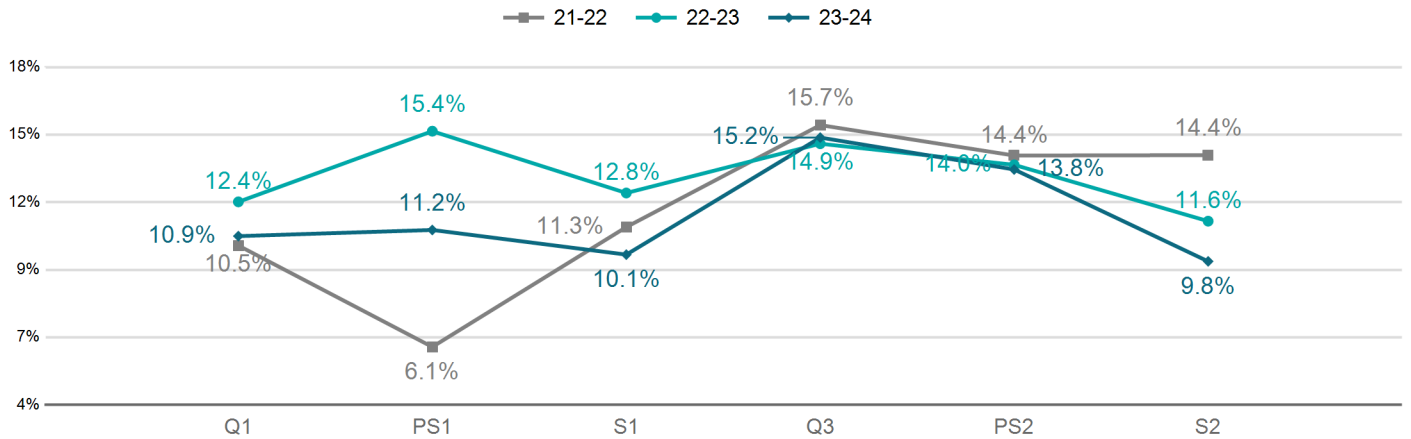
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: Asian



Category: Ethnicity - Subgroup: Cambodian

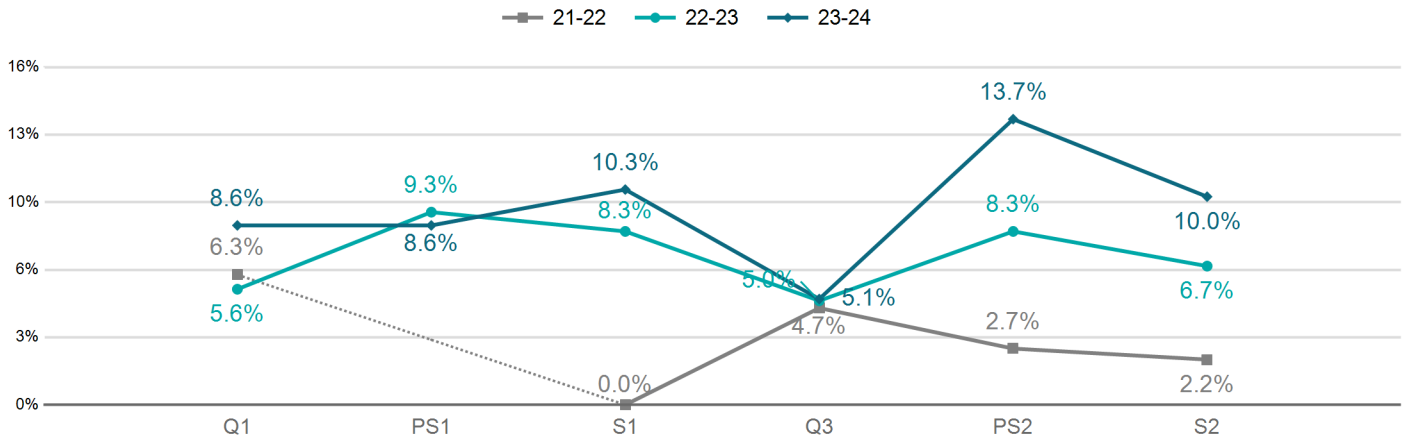


Jefferson D/F Rate - 3 year Comparison

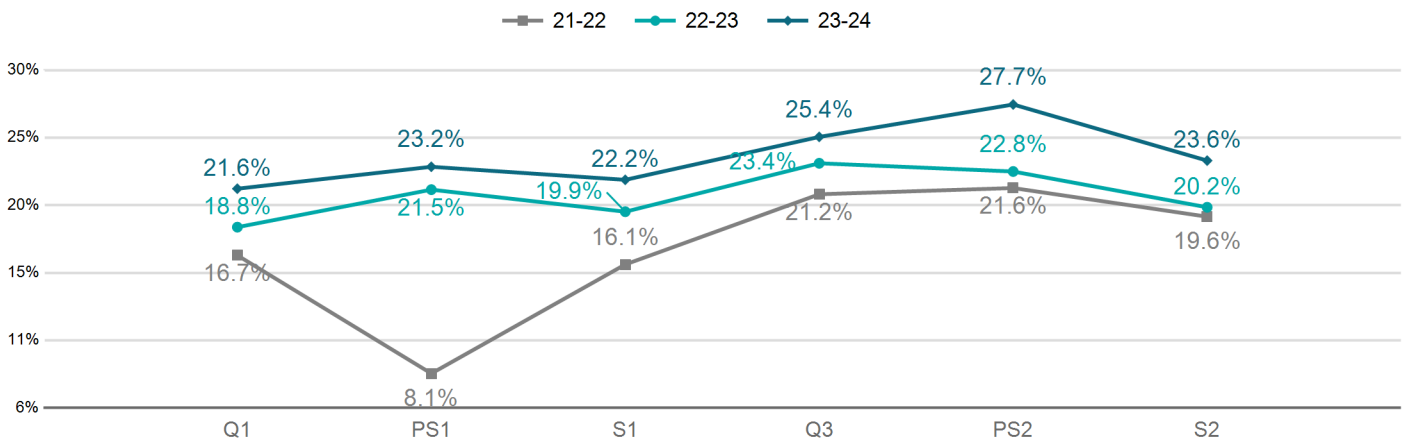
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial
Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino



Category: Ethnicity - Subgroup: Hispanic

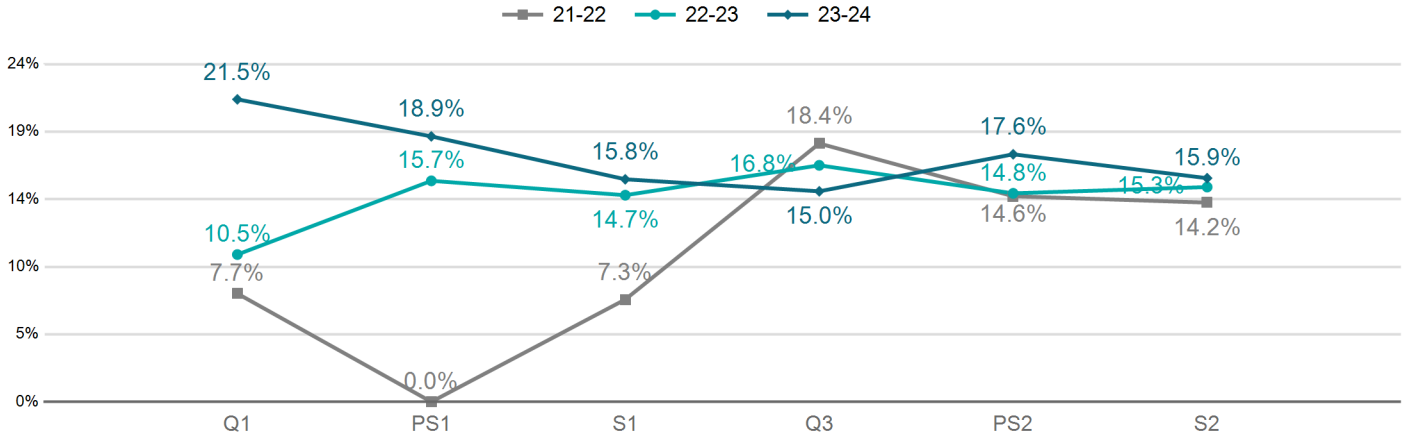


Category: Ethnicity - Subgroup: White

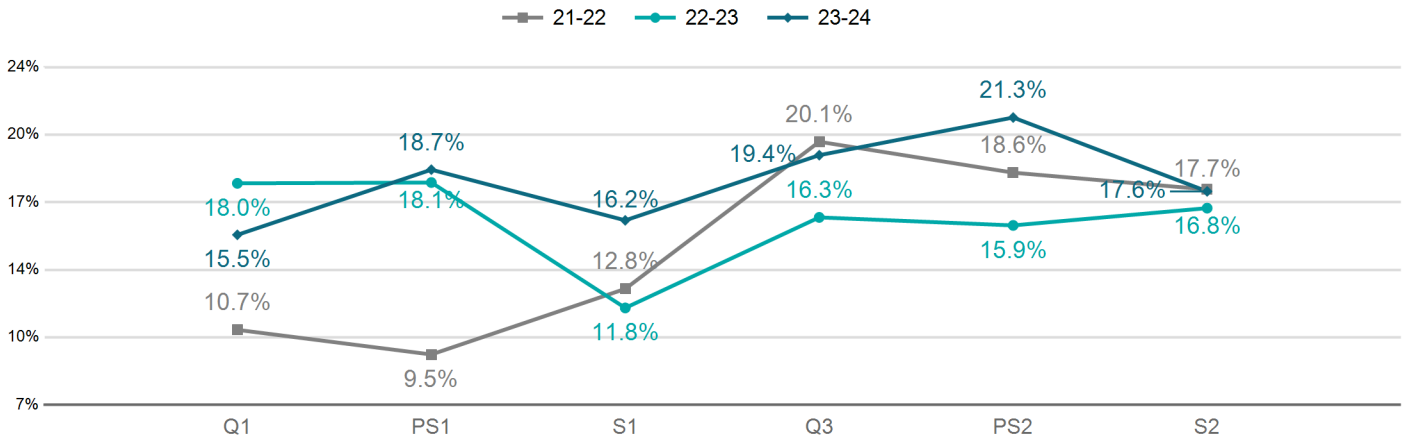
Jefferson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: Other

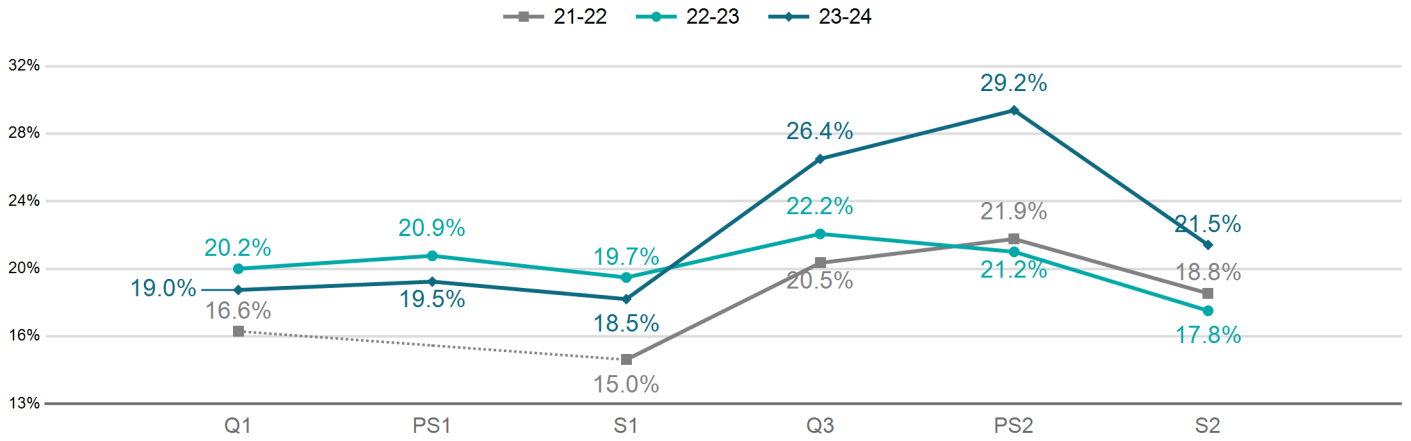


Jefferson D/F Rate - 3 year Comparison

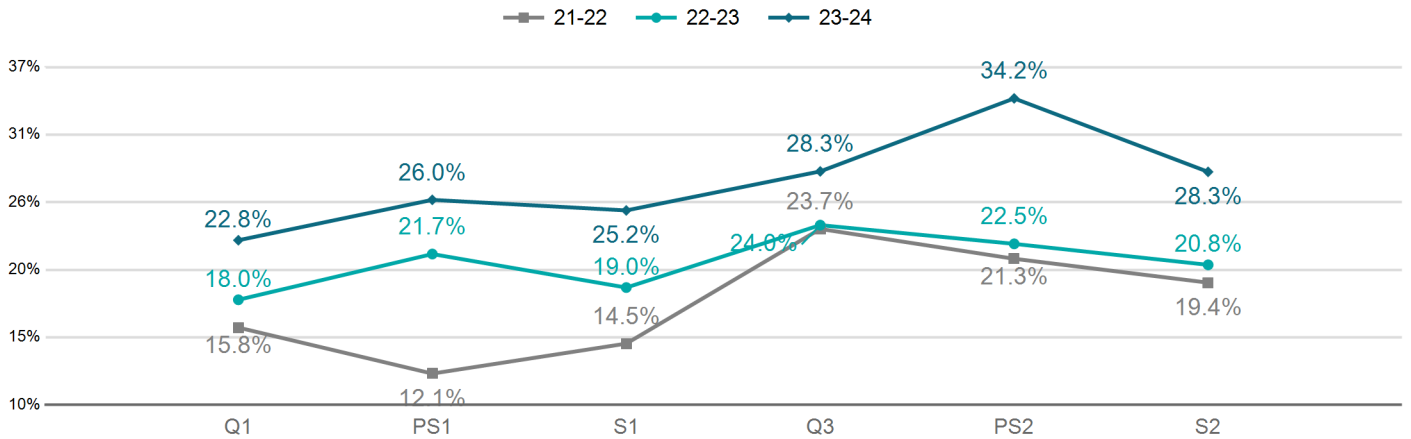
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

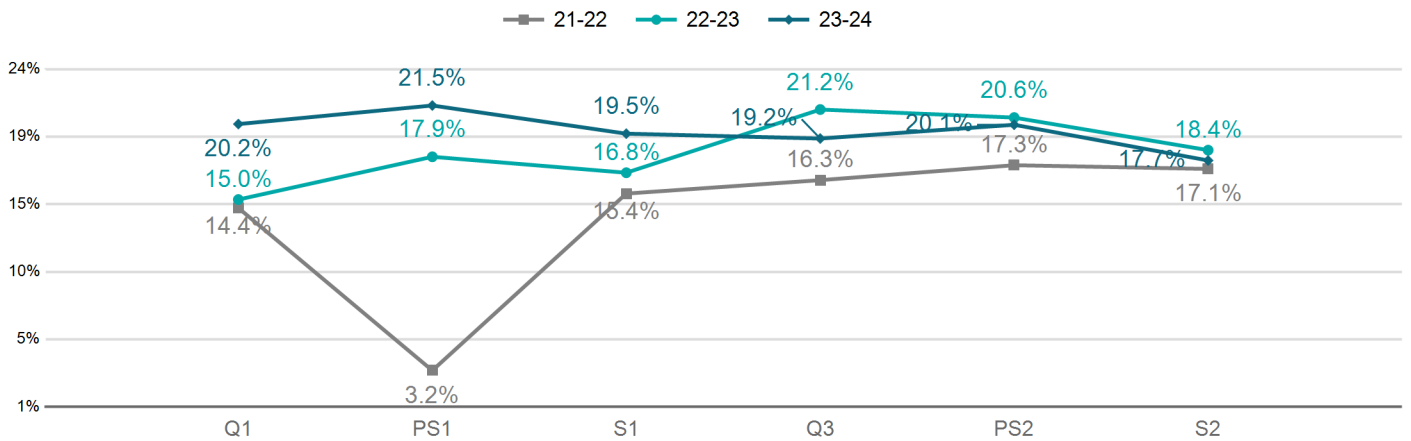
Category: Grade - Subgroup: Gr. 06



Category: Grade - Subgroup: Gr. 07



Category: Grade - Subgroup: Gr. 08

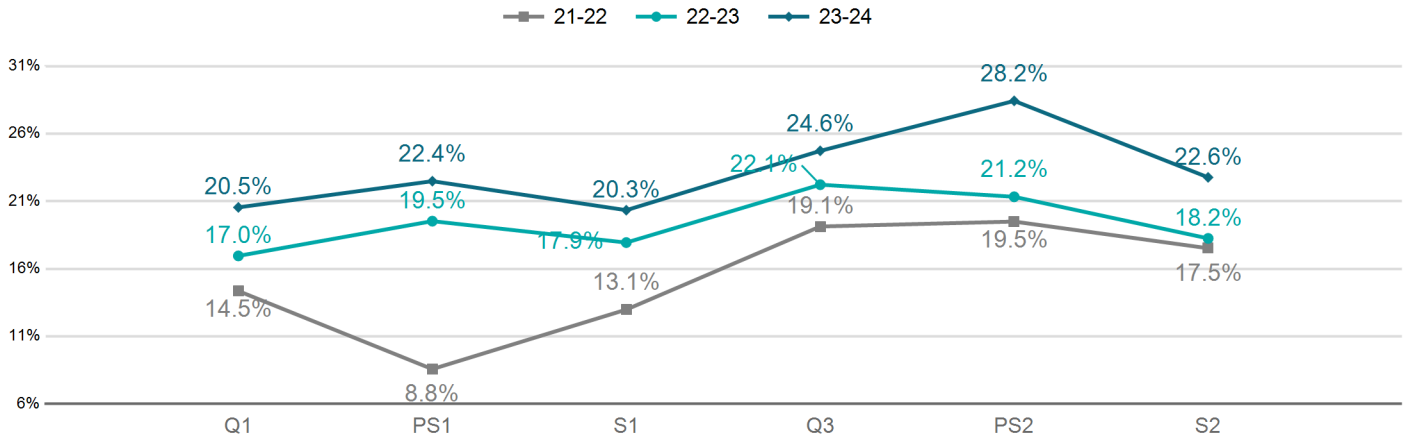


Jefferson D/F Rate - 3 year Comparison

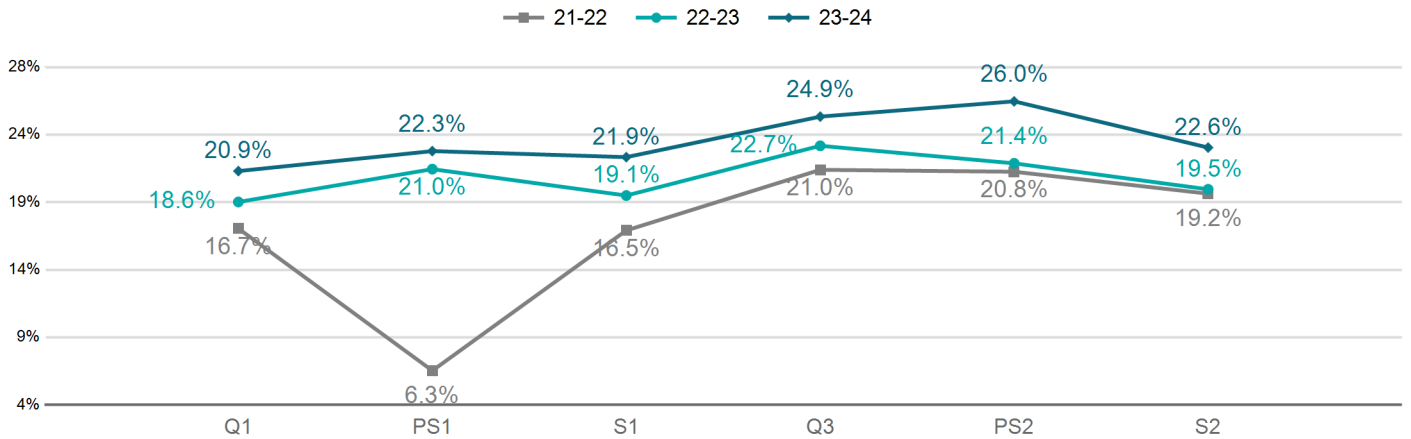
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

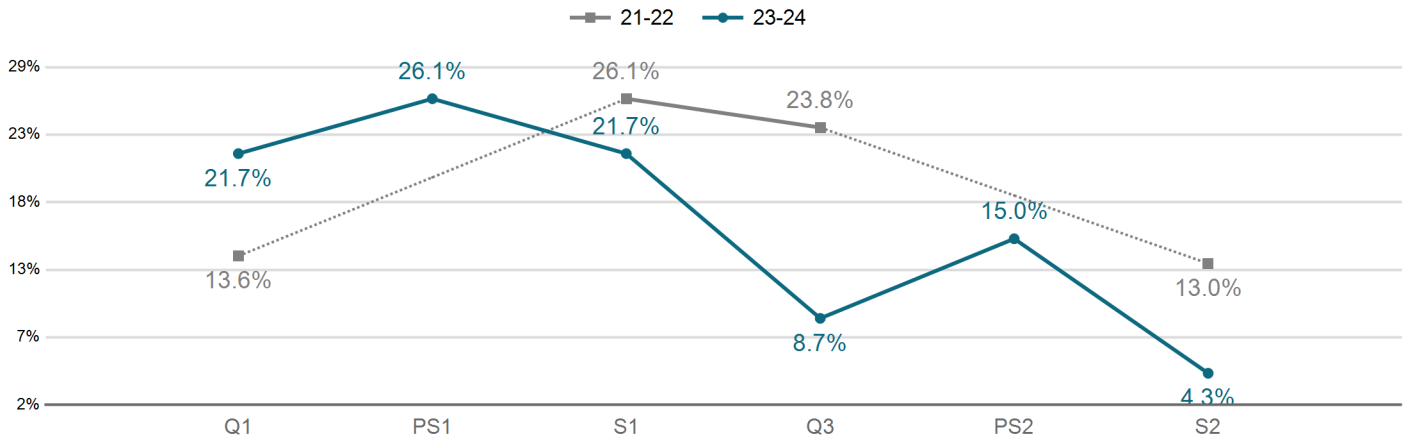
Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male



Category: Gender - Subgroup: Nonbinary

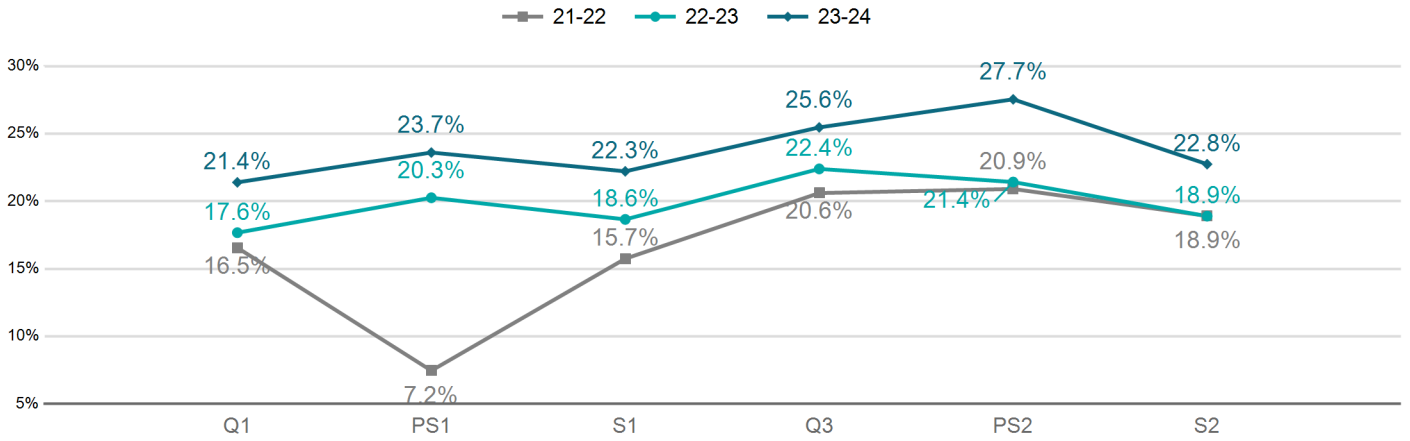


Jefferson D/F Rate - 3 year Comparison

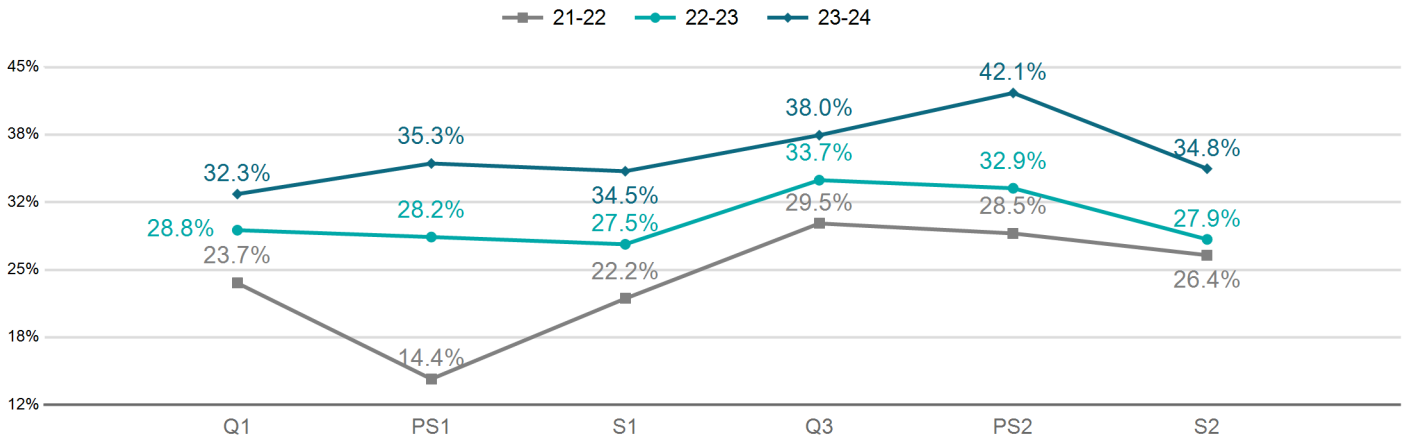
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

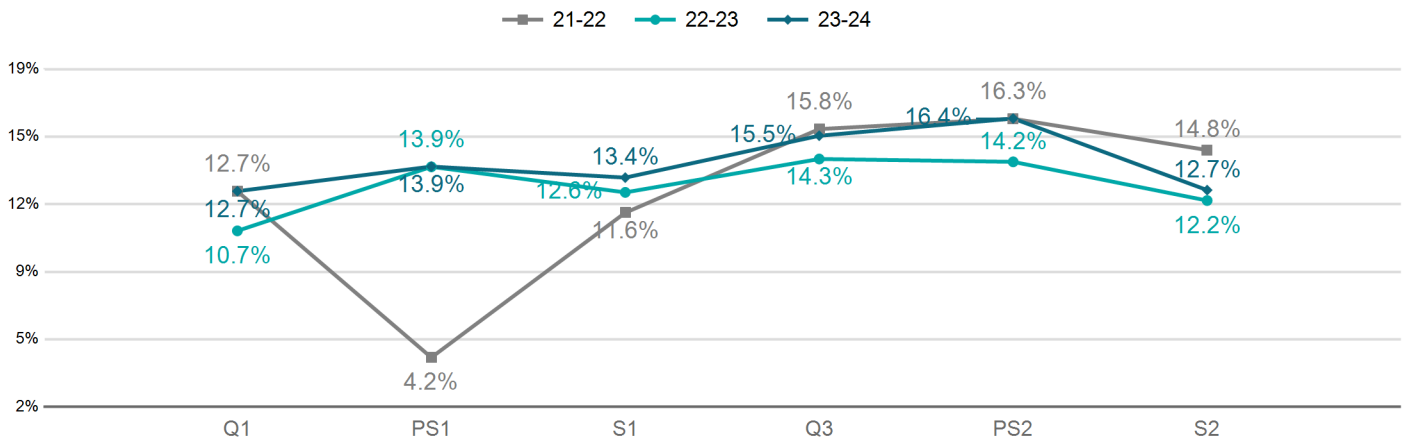
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP

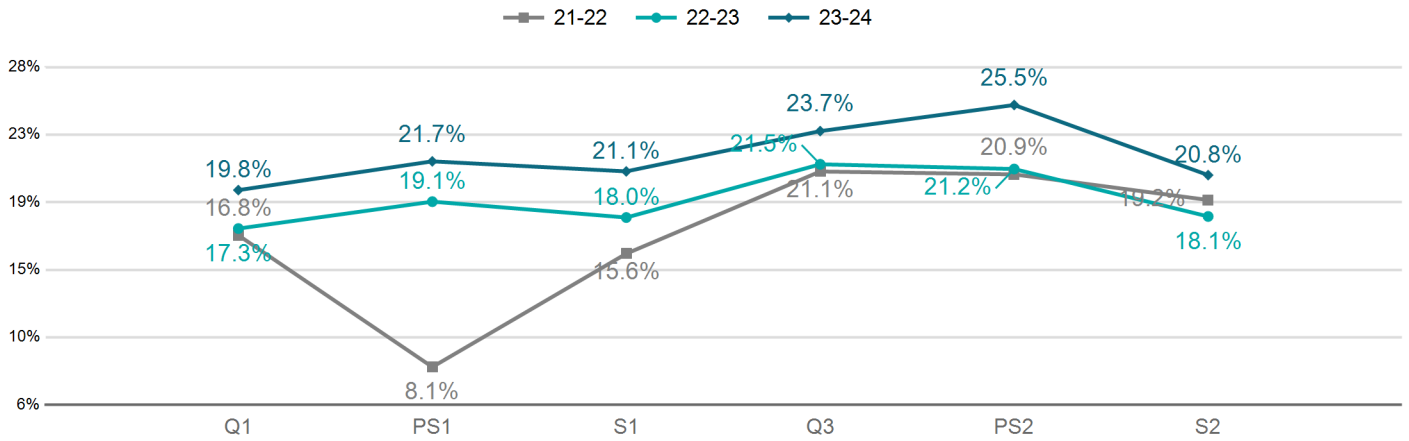


Jefferson D/F Rate - 3 year Comparison

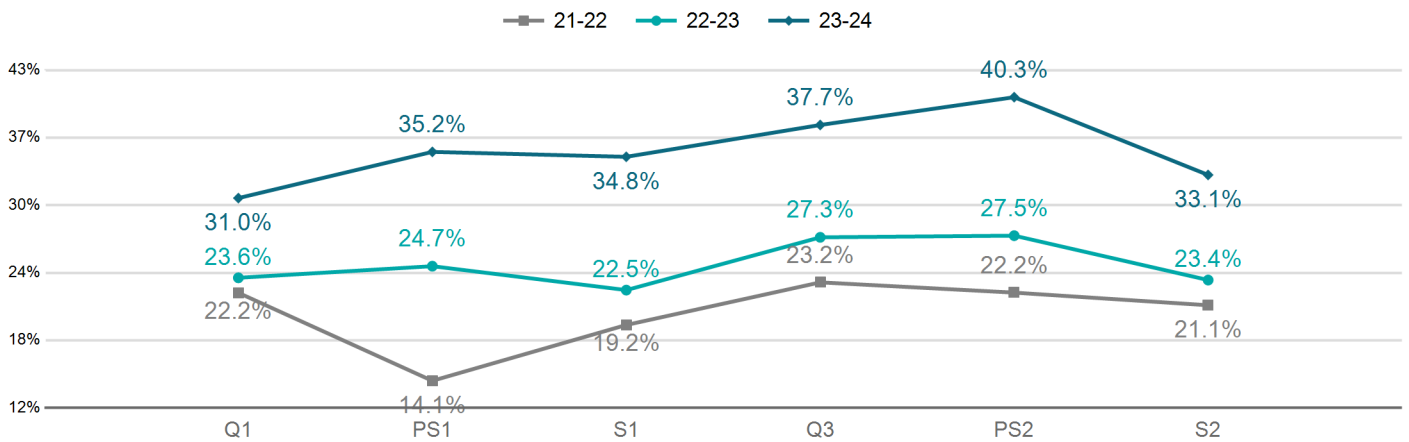
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

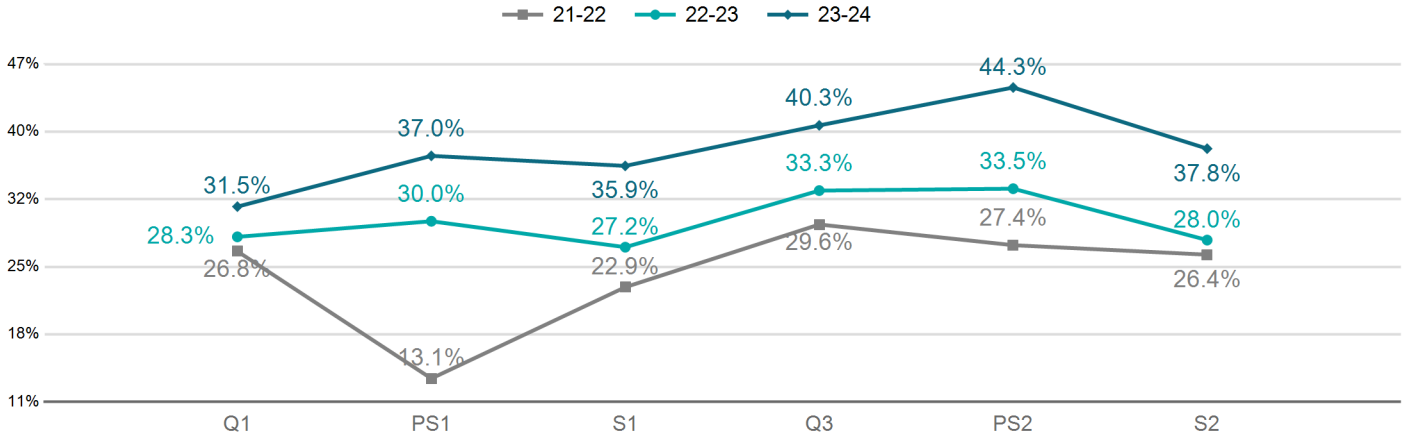


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

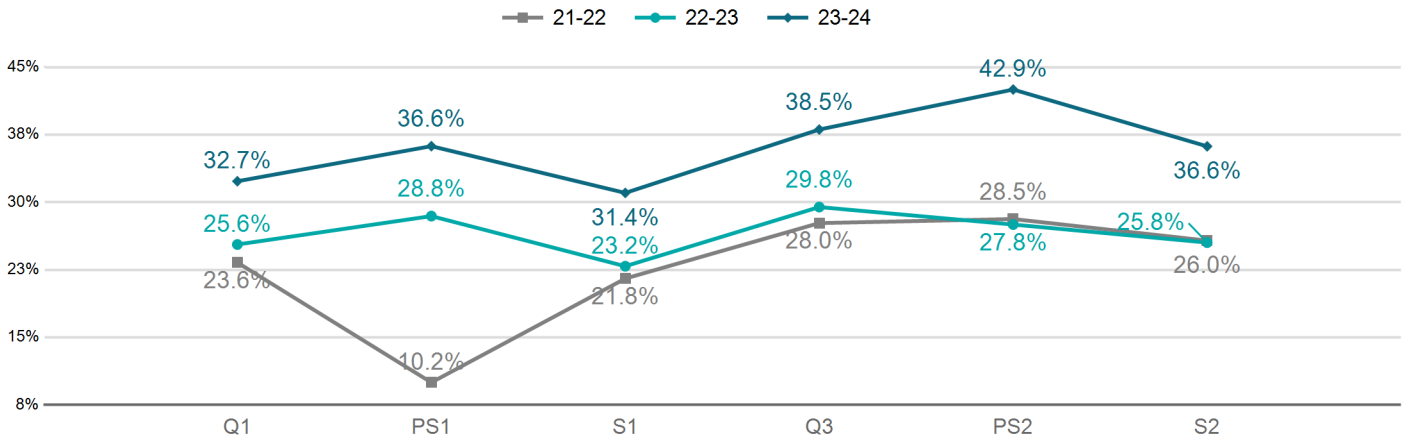
Jefferson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

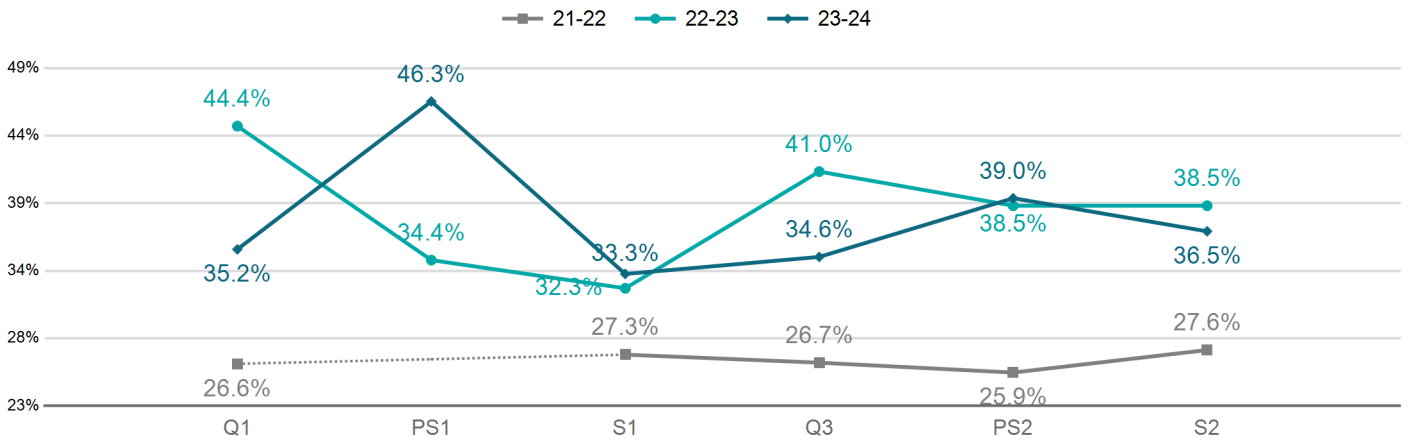
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

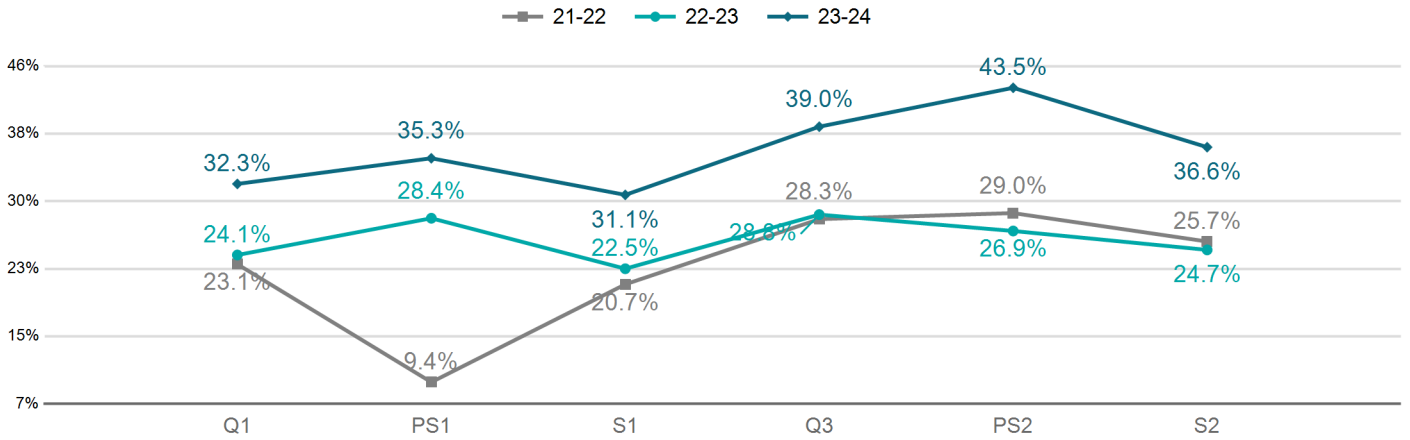


Category: Special Populations - Subgroup: Homeless

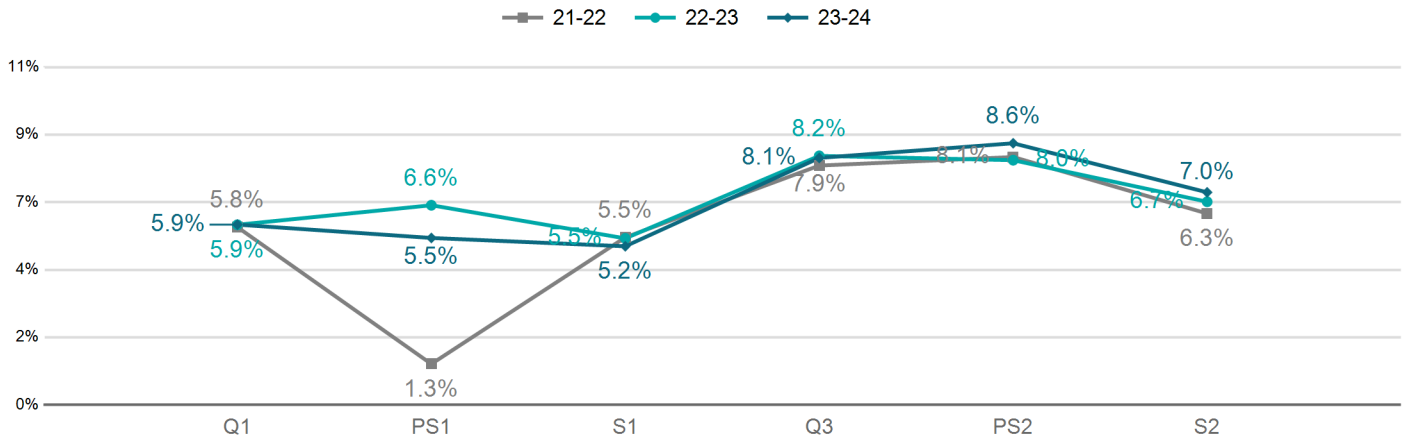
Jefferson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: GATE/Excel



Legend
F
D
C
B
A

Grade Distribution - Jefferson 2023-2024 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
All Students	5,877	5,877	10	12	21	24	32	22.5%	77.5%
Grade	Gr. 06	1,936	10	12	22	25	31	21.5%	78.5%
	Gr. 07	1,994	12	17	24	25	23	28.3%	71.7%
	Gr. 08	1,947	10	8	18	21	44	17.7%	82.3%
Ethnicity	African American	913	14	15	24	23	24	28.8%	71.2%
	American Indian	6	50		33	17		50.0%	50.0%
	Asian	473	4	4	17	22	52	8.7%	91.3%
	Cambodian	377	6	4	15	19	55	9.8%	90.2%
	Filipino	60	5	5	7	22	62	10.0%	90.0%
	Hispanic	3,883	11	13	22	25	30	23.6%	76.4%
	Pacific Islander	6	17	50	33			66.7%	33.3%
	White	258	6	10	17	19	47	15.9%	84.1%
	Other	278	7	10	16	21	45	17.6%	82.4%
	Gender	Female	2,875	10	13	21	24	32	22.6%
Male		2,979	11	12	21	24	33	22.6%	77.4%
Nonbinary		23		4	26	39	30	4.3%	95.7%
Special Populations	Low SES	4,489	11	12	22	24	31	22.8%	77.2%
	ELL	926	17	18	28	23	14	34.8%	65.2%
	RFEP	1,595	5	8	19	26	43	12.7%	87.3%
	EL + RFEP	2,521	9	12	22	25	32	20.8%	79.2%
	Special Ed.	749	16	17	29	23	15	33.1%	66.9%
	Spec Ed. Speech/RSP	474	19	19	27	20	15	37.8%	62.2%
	Homeless/Foster	451	22	15	19	21	23	36.6%	63.4%
	Foster	52	25	12	13	23	27	36.5%	63.5%
	Homeless	399	21	16	20	21	23	36.6%	63.4%
	GATE/Excel	1,375		3	11	22	60	7.0%	93.0%

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Jefferson 2023-2024 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
All Students	4,479	4,479	13	14	21	23	29	26.9%	73.1%
Grade	Gr. 06	1,519	14	15	23	23	25	29.2%	70.8%
	Gr. 07	1,206	16	18	23	24	19	34.2%	65.8%
	Gr. 08	1,754	11	10	18	22	40	20.1%	79.9%
Ethnicity	African American	700	19	17	21	22	21	36.3%	63.7%
	American Indian	5	60		20	20		60.0%	40.0%
	Asian	365	7	6	16	19	52	12.6%	87.4%
	Cambodian	283	9	5	17	15	54	13.8%	86.2%
	Filipino	51	6	8	6	16	65	13.7%	86.3%
	Hispanic	2,939	13	14	22	24	26	27.7%	72.3%
	Pacific Islander	4	50		25	25		50.0%	50.0%
	White	199	8	10	17	20	46	17.6%	82.4%
	Other	216	11	11	17	22	40	21.3%	78.7%
Gender	Female	2,149	14	14	21	23	27	28.2%	71.8%
	Male	2,310	13	13	20	22	31	25.9%	74.1%
	Nonbinary	20	15		25	35	25	15.0%	85.0%
Special Populations	Low SES	3,458	14	14	22	23	28	27.7%	72.3%
	ELL	672	23	19	28	19	11	42.1%	57.9%
	RFEP	1,229	5	11	18	25	40	16.4%	83.6%
	EL + RFEP	1,901	11	14	22	23	30	25.5%	74.5%
	Special Ed.	588	23	17	26	21	13	40.3%	59.7%
	Spec Ed. Speech/RSP	361	27	18	25	17	13	44.3%	55.7%
	Homeless/Foster	354	27	16	18	20	19	42.9%	57.1%
	Foster	41	34	5	15	29	17	39.0%	61.0%
	Homeless	313	26	18	19	19	19	43.5%	56.5%
GATE/Excel	1,024	35	11		23	57	8.6%	91.4%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Jefferson

2023-2024 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
All Students	5,835	5,835	12	13	20	24	32	24.6%	75.4%
Grade	Gr. 06	1,927	13	13	20	25	29	26.4%	73.6%
	Gr. 07	1,963	13	15	22	24	26	28.3%	71.7%
	Gr. 08	1,945	10	9	17	23	40	19.2%	80.8%
Ethnicity	African American	911	17	16	21	23	23	32.9%	67.1%
	Asian	472	5	7	14	23	50	12.7%	87.3%
	Cambodian	376	7	8	14	21	50	15.2%	84.8%
	Filipino	59	3	25	20		69	5.1%	94.9%
	Hispanic	3,875	13	13	21	25	29	25.4%	74.6%
	Pacific Islander	6	50		17	33		50.0%	50.0%
	White	234	6	9	18	22	45	15.0%	85.0%
	Other	278	7	13	19	22	40	19.4%	80.6%
Gender	Female	2,847	12	13	20	24	31	24.6%	75.4%
	Male	2,965	12	13	19	24	32	24.9%	75.1%
	Nonbinary	23		9	26	26	39	8.7%	91.3%
Special Populations	Low SES	4,526	13	13	20	24	30	25.6%	74.4%
	ELL	918	20	18	24	23	14	38.0%	62.0%
	RFEP	1,589	5	10	16	25	43	15.5%	84.5%
	EL + RFEP	2,507	11	13	19	24	33	23.7%	76.3%
	Special Ed.	742	20	18	23	23	16	37.7%	62.3%
	Spec Ed. Speech/RSP	467	20	20	24	22	14	40.3%	59.7%
	Homeless/Foster	455	22	17	18	21	23	38.5%	61.5%
	Foster	52	23	12	13	27	25	34.6%	65.4%
	Homeless	403	21	18	18	20	23	39.0%	61.0%
GATE/Excel	1,356		35	12	21	59	8.1%	91.9%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Jefferson

2023-2024 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate	A/B/C Rate
All Students	5,902	5,902	8	13	22	26	31	21.1%	78.9%
Grade	Gr. 06	1,922	6	13	23	28	31	18.5%	81.5%
	Gr. 07	2,012	8	17	24	25	26	25.2%	74.8%
	Gr. 08	1,968	9	11	18	25	37	19.5%	80.5%
Ethnicity	African American	929	8	17	25	25	24	25.6%	74.4%
	Asian	472	3	7	13	25	52	9.5%	90.5%
	Cambodian	376	3	7	14	22	53	10.1%	89.9%
	Filipino	58	7	3	5	19	66	10.3%	89.7%
	Hispanic	3,925	9	14	22	27	29	22.2%	77.8%
	Pacific Islander	6	17	17	50	17	33.3%	66.7%	
	White	234	5	11	21	22	41	15.8%	84.2%
	Other	278	3	13	17	23	44	16.2%	83.8%
Gender	Female	2,855	7	13	23	26	31	20.3%	79.7%
	Male	3,024	8	14	20	26	32	21.9%	78.1%
	Nonbinary	23	22	9	30	39	21.7%	78.3%	
Special Populations	Low SES	4,602	8	14	22	26	30	22.3%	77.7%
	ELL	918	13	21	27	24	14	34.5%	65.5%
	RFEP	1,602	5	9	18	27	41	13.4%	86.6%
	EL + RFEP	2,520	8	13	22	26	31	21.1%	78.9%
	Special Ed.	733	12	23	25	25	14	34.8%	65.2%
	Spec Ed. Speech/RSP	465	14	22	26	24	13	35.9%	64.1%
	Homeless/Foster	459	13	18	28	21	20	31.4%	68.6%
	Foster	60	17	17	30	25	12	33.3%	66.7%
	Homeless	399	13	19	28	20	21	31.1%	68.9%
GATE/Excel	1,363	1	4	12	24	59	5.2%	94.8%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Jefferson

2023-2024 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate	A/B/C Rate
All Students	5,911	5,911	9	13	20	25	33	22.4%	77.6%
Grade	Gr. 06	1,927	8	11	20	27	34	19.5%	80.5%
	Gr. 07	2,012	9	17	22	25	27	26.0%	74.0%
	Gr. 08	1,972	10	11	18	24	37	21.5%	78.5%
Ethnicity	African American	928	10	18	21	26	25	27.9%	72.1%
	Asian	472	4	6	12	24	54	10.0%	90.0%
	Cambodian	376	4	7	13	23	53	11.2%	88.8%
	Filipino	58	5	3	10	21	60	8.6%	91.4%
	Hispanic	3,941	10	13	21	26	30	23.2%	76.8%
	Pacific Islander	6	17	17	17	33	17	33.3%	66.7%
	White	228	6	13	19	18	44	18.9%	81.1%
	Other	278	4	14	15	24	42	18.7%	81.3%
Gender	Female	2,861	9	13	20	25	33	22.4%	77.6%
	Male	3,027	10	13	20	25	33	22.3%	77.7%
	Nonbinary	23	4	22	13	22	39	26.1%	73.9%
Special Populations	Low SES	4,618	10	14	20	25	31	23.7%	76.3%
	ELL	924	17	18	25	22	18	35.3%	64.7%
	RFEP	1,602	5	9	18	27	42	13.9%	86.1%
	EL + RFEP	2,526	9	12	20	25	33	21.7%	78.3%
	Special Ed.	732	14	21	24	26	15	35.2%	64.8%
	Spec Ed. Speech/RSP	465	15	22	23	25	14	37.0%	63.0%
	Homeless/Foster	459	16	20	19	25	20	36.6%	63.4%
	Foster	54	20	26	11	28	15	46.3%	53.7%
	Homeless	405	16	20	20	24	21	35.3%	64.7%
GATE/Excel	1,368	1	4	11	25	58	5.5%	94.5%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Jefferson

2023-2024 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate	A/B/C Rate
All Students	5,907	5,907	9	12	18	25	36	20.7%	79.3%
Grade	Gr. 06	1,922	7	12	19	26	36	19.0%	81.0%
	Gr. 07	2,012	10	13	20	25	32	22.8%	77.2%
	Gr. 08	1,973	9	11	16	23	41	20.2%	79.8%
Ethnicity	African American	930	10	15	22	25	29	24.2%	75.8%
	Asian	471	4	6	13	21	56	10.2%	89.8%
	Cambodian	376	5	6	12	21	56	10.9%	89.1%
	Filipino	58	5	3	3	24	64	8.6%	91.4%
	Hispanic	3,936	9	12	19	25	34	21.6%	78.4%
	Pacific Islander	6	17	17	17	33	17	33.3%	66.7%
	White	228	6	15	11	20	47	21.5%	78.5%
	Other	278	4	12	14	20	50	15.5%	84.5%
Gender	Female	2,856	8	12	19	24	36	20.5%	79.5%
	Male	3,028	9	12	18	25	36	20.9%	79.1%
	Nonbinary	23	22	22	17	39	21.7%	78.3%	
Special Populations	Low SES	4,617	9	12	19	25	35	21.4%	78.6%
	ELL	919	15	17	25	22	20	32.3%	67.7%
	RFEP	1,602	5	8	15	27	45	12.7%	87.3%
	EL + RFEP	2,521	8	11	19	25	36	19.8%	80.2%
	Special Ed.	733	14	17	25	25	19	31.0%	69.0%
	Spec Ed. Speech/RSP	466	15	17	24	26	18	31.5%	68.5%
	Homeless/Foster	459	15	17	22	22	23	32.7%	67.3%
	Foster	54	19	17	24	24	17	35.2%	64.8%
	Homeless	405	15	18	22	21	24	32.3%	67.7%
GATE/Excel	1,368	1	5	10	24	60	5.9%	94.1%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2023-2024 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
All Middle	78,115	78,115	8	9	17	23	38	16.8%
Bancroft	4,866	4,866	12	9	16	23	40	21.0%
Franklin	5,976	5,976	8	10	22	26	30	18.3%
Hamilton	4,665	4,665	10	12	20	26	29	21.2%
Hoover	2,992	2,992	2	6	20	30	41	7.5%
Hughes	7,592	7,592	7	10	16	22	43	17.0%
Jefferson	5,877	5,877	10	12	21	24	32	22.5%
Keller	3,693	3,693	5	6	12	24	52	11.1%
Lindbergh	3,245	3,245	6	9	21	26	30	15.7%
Lindsey	4,202	4,202	9	14	20	23	31	23.2%
Marshall	6,648	6,648	7	7	16	24	43	13.8%
Nelson	4,862	4,862	10	12	19	23	33	21.5%
Rogers	4,708	4,708	7	5	12	18	58	12.4%
Stanford	8,041	8,041	8	7	12	19	40	14.6%
Stephens	5,428	5,428	3	6	18	22	43	9.6%
Washington	5,286	5,286	8	12	18	24	31	20.0%
All K8	15,056	15,056	7	8	14	19	44	15.5%
Cubberley	2,932	2,932	3	7	12	20	51	10.1%
Muir	2,553	2,553	10	7	14	19	29	17.2%
Newcomb	2,145	2,145	1	2	6	15	71	2.9%
Powell	2,144	2,144	7	16	18	22	34	22.2%
Robinson	2,100	2,100	16	11	21	19	29	27.2%
Tincher	2,285	2,285	8	6	11	16	52	14.0%
All High	132,954	132,954	10	8	16	21	44	18.9%
Avalon	1,210	1,210	9	6	14	21	49	15.4%
		890	7	12	16	25	37	19.3%
Browning	2,535	2,535	14	10	22	23	27	23.9%
Cabrillo	11,427	11,427	16	10	18	20	35	25.8%
CAMS	4,852	4,852	1	5	14	14	80	1.7%
EPHS	1	1	100					100.0%
Jordan	14,665	14,665	13	12	21	22	31	25.2%
Lakewood	16,286	16,286	11	11	19	22	38	21.7%
McBride	4,897	4,897	3	4	13	22	57	6.7%
Millikan	22,374	22,374	5	7	14	22	52	12.0%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2023-2024 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,115	83.2%
Bancroft	4,866	79.0%
Franklin	5,976	81.7%
Hamilton	4,665	78.8%
Hoover	2,992	92.5%
Hughes	7,592	83.0%
Jefferson	5,877	77.5%
Keller	3,693	88.9%
Lindbergh	3,245	84.3%
Lindsey	4,202	76.8%
Marshall	6,648	86.2%
Nelson	4,862	78.5%
Rogers	4,708	87.6%
Stanford	8,041	85.4%
Stephens	5,428	90.4%
Washington	5,286	80.0%
All K8	15,056	84.5%
Cubberley	2,932	89.9%
Muir	2,553	82.8%
Newcomb	2,145	97.1%
Powell	2,144	77.8%
Robinson	2,100	72.8%
Tincher	2,285	86.0%
All High	132,954	81.1%
Avalon	1,210	84.6%
		80.7%
Browning	2,535	76.1%
Cabrillo	11,427	74.2%
CAMS	4,852	98.3%
EPHS	1	0.0%
Jordan	14,665	74.8%
Lakewood	16,286	78.3%
McBride	4,897	93.3%
Millikan	22,374	88.0%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 12/20/2024



Grade Distribution - All 2023-2024 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
PAAL	637	637	17	20	23	21	13	37.2%
Polytechnic	25,019	25,019	10	8	16	21	45	17.6%
Reid	263	263	38		32	17	5	38.4%
Renaissance	2,703	2,703	8	9	17	24	42	16.5%
Sato	3,369	3,369	2	311		22	63	4.7%
Wilson	22,894	22,894	16	9	16	19	40	25.0%
District	226,129	226,129	9	9	16	21	42	17.9%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2023-2024 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
PAAL	637	62.8%
Polytechnic	25,019	82.4%
Reid	263	61.6%
Renaissance	2,703	83.5%
Sato	3,369	95.3%
Wilson	22,894	75.0%
District	226,129	82.1%



Grade Distribution - All 2023-2024 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
All Middle	75,280	75,280	10	10	17	23	35	19.5%
Bancroft	4,067	4,067	14	10	16	22	37	24.3%
Franklin	5,964	5,964	10	11	22	26	27	21.1%
Hamilton	4,666	4,666	11	14	20	26	26	25.2%
Hoover	3,001	3,001	3	11	22	27	34	14.9%
Hughes	7,586	7,586	10	10	16	22	39	19.9%
Jefferson	4,479	4,479	13	14	21	23	29	26.9%
Keller	3,687	3,687	6	6	14	25	48	12.8%
Lindbergh	3,237	3,237	8	10	22	27	26	18.3%
Lindsey	3,701	3,701	13	15	19	23	27	28.1%
Marshall	6,643	6,643	8	8	14	26	40	16.1%
Nelson	4,719	4,719	11	11	18	24	31	22.6%
Rogers	4,696	4,696	8	6	13	20	52	14.9%
Stanford	8,026	8,026	8	7	13	20	38	15.5%
Stephens	5,438	5,438	5	7	19	23	40	11.9%
Washington	5,266	5,266	12	11	17	23	28	23.2%
All K8	15,040	15,040	9	9	14	20	41	18.3%
Cubberley	2,929	2,929	5	7	12	22	47	11.9%
Muir	2,544	2,544	11	9	12	18	29	20.8%
Newcomb	2,152	2,152	2	37	17	66	5.0%	
Powell	2,131	2,131	8	15	21	23	30	23.1%
Robinson	2,102	2,102	20	13	20	20	24	32.9%
Tincher	2,285	2,285	10	6	10	17	50	16.2%
All High	129,549	129,549	15	10	16	21	38	24.5%
Avalon	1,205	1,205	11	7	15	22	45	17.4%
		890	11	13	13	25	35	24.2%
Browning	2,263	2,263	19	12	21	21	23	30.6%
Cabrillo	10,073	10,073	22	12	17	20	28	33.8%
CAMS	4,646	4,646	2	26	18	71	4.2%	
Jordan	14,509	14,509	19	14	18	21	27	32.7%
Lakewood	16,191	16,191	16	12	18	21	33	28.0%
McBride	4,729	4,729	5	6	15	23	49	11.5%
Millikan	22,152	22,152	8	8	15	23	46	16.1%
PAAL	519	519	37	10	17	11	17	46.4%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2023-2024 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	75,280	80.5%
Bancroft	4,067	75.7%
Franklin	5,964	78.9%
Hamilton	4,666	74.8%
Hoover	3,001	85.1%
Hughes	7,586	80.1%
Jefferson	4,479	73.1%
Keller	3,687	87.2%
Lindbergh	3,237	81.7%
Lindsey	3,701	71.9%
Marshall	6,643	83.9%
Nelson	4,719	77.4%
Rogers	4,696	85.1%
Stanford	8,026	84.5%
Stephens	5,438	88.1%
Washington	5,266	76.8%
All K8	15,040	81.7%
Cubberley	2,929	88.1%
Muir	2,544	79.2%
Newcomb	2,152	95.0%
Powell	2,131	76.9%
Robinson	2,102	67.1%
Tincher	2,285	83.8%
All High	129,549	75.5%
Avalon	1,205	82.6%
		75.8%
Browning	2,263	69.4%
Cabrillo	10,073	66.2%
CAMS	4,646	95.8%
Jordan	14,509	67.3%
Lakewood	16,191	72.0%
McBride	4,729	88.5%
Millikan	22,152	83.9%
PAAL	519	53.6%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 12/20/2024



Grade Distribution - All 2023-2024 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category					D/F Rate
Polytechnic	24,872	24,872	14	10	16	21	39	23.6%
Reid	397	397	37		32	26	3	36.8%
Renaissance	2,554	2,554	9	10	18	24	40	18.6%
Sato	3,295	3,295	24	12		24	57	6.9%
Wilson	22,397	22,397	21	10	16	19	35	30.7%
District	219,869	219,869	12	10	16	22	37	22.3%



Grade Distribution - All 2023-2024 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,872	76.4%
Reid	397	63.2%
Renaissance	2,554	81.4%
Sato	3,295	93.1%
Wilson	22,397	69.3%
District	219,869	77.7%



Grade Distribution - All 2023-2024 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
All Middle	78,145	78,145	10	10	16	23	37	19.9%
Bancroft	4,654	4,654	14	10	16	21	40	23.9%
Franklin	5,997	5,997	10	11	20	26	29	20.3%
Hamilton	4,679	4,679	12	14	20	24	26	26.0%
Hoover	2,995	2,995	4	10	19	27	38	14.3%
Hughes	7,601	7,601	10	10	16	22	40	19.9%
Jefferson	5,835	5,835	12	13	20	24	32	24.6%
Keller	3,697	3,697	6	6	12	25	51	12.2%
Lindbergh	3,229	3,229	8	11	19	26	29	18.9%
Lindsey	4,198	4,198	15	15	17	22	28	29.7%
Marshall	6,657	6,657	9	8	14	24	41	16.8%
Nelson	4,874	4,874	11	12	18	22	33	22.6%
Rogers	4,674	4,674	8	6	12	20	53	14.6%
Stanford	8,019	8,019	8	7	12	19	40	14.9%
Stephens	5,417	5,417	6	9	17	20	41	14.7%
Washington	5,269	5,269	13	10	17	22	30	23.3%
All K8	14,969	14,969	10	9	12	19	42	18.6%
Cubberley	2,934	2,934	5	7	11	20	51	11.8%
Muir	2,568	2,568	11	8	12	18	30	18.9%
Newcomb	2,138	2,138	3	3	6	16	66	5.8%
Powell	1,971	1,971	12	16	18	23	26	27.4%
Robinson	2,098	2,098	20	13	17	21	27	32.2%
Tincher	2,284	2,284	9	6	10	17	51	15.5%
All High	132,216	132,216	15	10	15	20	39	25.0%
Avalon	1,217	1,217	13	8	14	19	44	20.9%
		890	10	14	17	23	33	24.7%
Browning	2,274	2,274	18	10	21	19	32	27.9%
Cabrillo	11,406	11,406	24	11	16	18	30	35.4%
CAMS	4,627	4,627	2	2	27	17	72	4.8%
Jordan	14,572	14,572	19	12	18	21	28	31.3%
Lakewood	16,327	16,327	16	12	16	21	35	28.1%
McBride	4,773	4,773	7	6	12	23	50	13.0%
Millikan	22,162	22,162	8	8	14	22	48	15.9%
PAAL	668	668	14	15	24	21	15	28.1%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2023-2024 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,145	80.1%
Bancroft	4,654	76.1%
Franklin	5,997	79.7%
Hamilton	4,679	74.0%
Hoover	2,995	85.7%
Hughes	7,601	80.1%
Jefferson	5,835	75.4%
Keller	3,697	87.8%
Lindbergh	3,229	81.1%
Lindsey	4,198	70.3%
Marshall	6,657	83.2%
Nelson	4,874	77.4%
Rogers	4,674	85.4%
Stanford	8,019	85.1%
Stephens	5,417	85.3%
Washington	5,269	76.7%
All K8	14,969	81.4%
Cubberley	2,934	88.2%
Muir	2,568	81.1%
Newcomb	2,138	94.2%
Powell	1,971	72.6%
Robinson	2,098	67.8%
Tincher	2,284	84.5%
All High	132,216	75.0%
Avalon	1,217	79.1%
		75.3%
Browning	2,274	72.1%
Cabrillo	11,406	64.6%
CAMS	4,627	95.2%
Jordan	14,572	68.7%
Lakewood	16,327	71.9%
McBride	4,773	87.0%
Millikan	22,162	84.1%
PAAL	668	71.9%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 12/20/2024



Grade Distribution - All 2023-2024 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
Polytechnic	25,038	25,038	15	10	15	20	40	24.4%
Reid	176	176			39	49	11	0.6%
Renaissance	2,613	2,613	11	9	17	23	40	20.3%
Sato	3,296	3,296	3	5	11	24	56	8.2%
Wilson	22,535	22,535	22	10	15	19	36	31.2%
District	225,330	225,330	13	10	15	21	38	22.8%



Grade Distribution - All

2023-2024 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	25,038	75.6%
Reid	176	99.4%
Renaissance	2,613	79.7%
Sato	3,296	91.8%
Wilson	22,535	68.8%
District	225,330	77.2%



Grade Distribution - All 2023-2024 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
All Middle	78,583	78,583	6	9	17	24	40	14.9%
Bancroft	4,811	4,811	9	8	16	23	44	16.9%
Franklin	5,987	5,987	5	8	19	29	35	12.6%
Hamilton	4,664	4,664	8	10	23	27	29	17.9%
Hoover	2,964	2,964	2	7	17	28	44	8.6%
Hughes	7,512	7,512	6	9	17	23	43	14.7%
Jefferson	5,902	5,902	8	13	22	26	31	21.1%
Keller	3,698	3,698	4	5	11	22	58	8.9%
Lindbergh	3,204	3,204	5	9	21	28	31	13.9%
Lindsey	4,215	4,215	10	13	21	23	29	23.4%
Marshall	6,680	6,680	5	5	13	24	48	10.5%
Nelson	4,767	4,767	8	11	20	26	30	19.2%
Rogers	4,601	4,601	5	5	11	19	59	10.1%
Stanford	8,013	8,013	6	6	11	19	43	11.8%
Stephens	5,379	5,379	3	7	16	21	46	10.2%
Washington	5,327	5,327	7	11	19	26	31	18.6%
All K8	15,141	15,141	6	8	13	19	45	13.5%
Cubberley	2,946	2,946	3	5	10	21	53	8.2%
Muir	2,664	2,664	8	8	12	19	29	15.4%
Newcomb	2,124	2,124		24	12		76	3.0%
Powell	1,949	1,949	5	16	21	23	30	21.1%
Robinson	2,093	2,093	10	12	19	22	31	22.4%
Tincher	2,290	2,290	4	5	9	17	58	9.1%
All High	136,898	136,898	10	9	16	21	44	18.2%
Avalon	1,275	1,275	7	8	17	21	46	15.2%
		885	9	10	16	26	36	19.1%
Browning	2,351	2,351	11	11	22	23	31	22.0%
Cabrillo	11,613	11,613	16	9	19	20	35	25.3%
CAMS	4,962	4,962		15	14		79	1.6%
Jordan	15,145	15,145	13	13	19	23	31	26.0%
Lakewood	16,773	16,773	10	11	19	23	37	20.4%
McBride	4,860	4,860	3	4	15	22	53	7.4%
Millikan	22,678	22,678	4	5	14	22	54	9.3%
PAAL	601	601	16	21	22	15	18	37.4%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2023-2024 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,583	85.1%
Bancroft	4,811	83.1%
Franklin	5,987	87.4%
Hamilton	4,664	82.1%
Hoover	2,964	91.4%
Hughes	7,512	85.3%
Jefferson	5,902	78.9%
Keller	3,698	91.1%
Lindbergh	3,204	86.1%
Lindsey	4,215	76.6%
Marshall	6,680	89.5%
Nelson	4,767	80.8%
Rogers	4,601	89.9%
Stanford	8,013	88.2%
Stephens	5,379	89.8%
Washington	5,327	81.4%
All K8	15,141	86.5%
Cubberley	2,946	91.8%
Muir	2,664	84.6%
Newcomb	2,124	97.0%
Powell	1,949	78.9%
Robinson	2,093	77.6%
Tincher	2,290	90.9%
All High	136,898	81.8%
Avalon	1,275	84.8%
		80.9%
Browning	2,351	78.0%
Cabrillo	11,613	74.7%
CAMS	4,962	98.4%
Jordan	15,145	74.0%
Lakewood	16,773	79.6%
McBride	4,860	92.6%
Millikan	22,678	90.7%
PAAL	601	62.6%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 12/20/2024



Grade Distribution - All 2023-2024 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category				D/F Rate	
Polytechnic	25,689	25,689	8	8	16	22	45	15.7%
Reid	95	95	2	23		54	16	2.1%
Renaissance	2,729	2,729	7	9	17	22	44	16.2%
Sato	3,459	3,459	1	310		25	61	4.3%
Wilson	23,440	23,440	14	10	16	19	40	23.9%
District	230,626	230,626	8	9	16	22	42	16.7%



Grade Distribution - All 2023-2024 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	25,689	84.3%
Reid	95	97.9%
Renaissance	2,729	83.8%
Sato	3,459	95.7%
Wilson	23,440	76.1%
District	230,626	83.3%



Grade Distribution - All 2023-2024 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
All Middle	78,011	78,011	8	9	16	24	38	16.8%
Bancroft	4,306	4,306	12	10	15	23	41	21.4%
Franklin	5,917	5,917	6	10	18	30	33	16.0%
Hamilton	4,682	4,682	9	12	22	26	28	21.6%
Hoover	2,966	2,966	4	10	18	25	41	13.3%
Hughes	7,516	7,516	7	9	17	24	41	16.4%
Jefferson	5,911	5,911	9	13	20	25	33	22.4%
Keller	3,698	3,698	4	5	10	24	56	9.0%
Lindbergh	3,180	3,180	5	10	21	33	24	15.7%
Lindsey	4,233	4,233	11	14	19	25	28	25.1%
Marshall	6,636	6,636	6	6	12	26	46	11.7%
Nelson	4,748	4,748	8	11	20	26	30	19.4%
Rogers	4,607	4,607	5	6	11	20	58	10.5%
Stanford	8,012	8,012	7	7	11	19	41	13.2%
Stephens	5,362	5,362	4	7	17	22	44	11.1%
Washington	5,285	5,285	12	9	16	26	31	21.7%
All K8	15,114	15,114	7	8	12	20	44	15.4%
Cubberley	2,939	2,939	4	6	10	23	50	10.1%
Muir	2,673	2,673	10	8	13	19	30	18.5%
Newcomb	2,129	2,129	1	2	4	13	75	3.7%
Powell	1,929	1,929	8	14	19	24	31	22.2%
Robinson	2,082	2,082	13	13	19	21	28	26.2%
Tincher	2,283	2,283	5	5	9	17	57	9.8%
All High	134,648	134,648	13	10	15	21	40	22.8%
Avalon	1,245	1,245	11	10	16	25	38	20.9%
		874	12	9	17	21	38	21.1%
Browning	2,123	2,123	15	12	21	21	29	27.5%
Cabrillo	11,539	11,539	20	11	16	20	32	30.7%
CAMS	4,655	4,655	2	6	16	16	75	3.1%
Jordan	14,967	14,967	19	14	19	21	27	33.0%
Lakewood	16,539	16,539	14	12	18	22	34	25.6%
McBride	4,749	4,749	5	7	15	23	49	11.9%
Millikan	22,348	22,348	6	7	14	23	51	12.7%
PAAL	556	556	29	14	25	15	15	42.8%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2023-2024 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,011	83.2%
Bancroft	4,306	78.6%
Franklin	5,917	84.0%
Hamilton	4,682	78.4%
Hoover	2,966	86.7%
Hughes	7,516	83.6%
Jefferson	5,911	77.6%
Keller	3,698	91.0%
Lindbergh	3,180	84.3%
Lindsey	4,233	74.9%
Marshall	6,636	88.3%
Nelson	4,748	80.6%
Rogers	4,607	89.5%
Stanford	8,012	86.8%
Stephens	5,362	88.9%
Washington	5,285	78.3%
All K8	15,114	84.6%
Cubberley	2,939	89.9%
Muir	2,673	81.5%
Newcomb	2,129	96.3%
Powell	1,929	77.8%
Robinson	2,082	73.8%
Tincher	2,283	90.2%
All High	134,648	77.2%
Avalon	1,245	79.1%
		78.9%
Browning	2,123	72.5%
Cabrillo	11,539	69.3%
CAMS	4,655	96.9%
Jordan	14,967	67.0%
Lakewood	16,539	74.4%
McBride	4,749	88.1%
Millikan	22,348	87.3%
PAAL	556	57.2%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 12/20/2024



Grade Distribution - All 2023-2024 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category					D/F Rate	
Polytechnic	25,527	25,527	11	9	15	22	43	20.1%	
Reid	148	148		1	25		55	18	1.4%
Renaissance	2,657	2,657	10	10	15	21	44	19.5%	
Sato	3,322	3,322		2	3	12	27	55	5.3%
Wilson	22,861	22,861	18	10	15	19	38	28.1%	
District	227,773	227,773	11	9	16	22	40	20.2%	



Grade Distribution - All 2023-2024 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	25,527	79.9%
Reid	148	98.6%
Renaissance	2,657	80.5%
Sato	3,322	94.7%
Wilson	22,861	71.9%
District	227,773	79.8%



Grade Distribution - All 2023-2024 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
All Middle	78,605	78,605	7	8	14	23	43	15.3%
Bancroft	4,814	4,814	9	8	11	22	50	16.5%
Franklin	6,044	6,044	6	8	17	27	38	13.3%
Hamilton	4,699	4,699	9	11	19	25	34	19.9%
Hoover	2,980	2,980	5	9	16	27	41	14.1%
Hughes	7,517	7,517	8	9	15	22	45	16.1%
Jefferson	5,907	5,907	9	12	18	25	36	20.7%
Keller	3,730	3,730	4	5	9	21	60	9.0%
Lindbergh	3,132	3,132	5	8	19	30	32	12.9%
Lindsey	4,202	4,202	12	13	18	23	32	25.3%
Marshall	6,625	6,625	5	6	12	22	51	11.0%
Nelson	4,741	4,741	8	10	18	24	35	18.3%
Rogers	4,601	4,601	4	5	10	17	64	9.1%
Stanford	8,003	8,003	6	6	10	19	45	11.8%
Stephens	5,325	5,325	3	6	15	21	47	8.7%
Washington	5,250	5,250	12	8	14	25	35	20.1%
All K8	15,112	15,112	7	7	12	18	47	14.7%
Cubberley	2,924	2,924	3	4	10	21	55	6.7%
Muir	2,678	2,678	11	8	12	18	28	18.9%
Newcomb	2,124	2,124	2	2	4	12	76	3.2%
Powell	1,928	1,928	8	15	17	21	35	23.0%
Robinson	2,084	2,084	12	13	20	20	30	25.1%
Tincher	2,281	2,281	5	4	7	15	62	8.9%
All High	135,356	135,356	13	9	14	20	44	21.1%
Avalon	1,230	1,230	11	8	16	21	44	18.7%
		851	10	11	15	22	40	21.0%
Browning	2,218	2,218	17	12	16	21	32	29.3%
Cabrillo	11,536	11,536	19	10	15	20	35	29.3%
CAMS	4,657	4,657	2	4	5	13	79	2.6%
Jordan	15,065	15,065	18	11	17	21	31	29.8%
Lakewood	16,577	16,577	12	10	16	22	38	22.7%
McBride	4,730	4,730	5	6	12	23	52	10.9%
Millikan	22,413	22,413	6	6	12	21	56	11.5%
PAAL	662	662	12	16	23	19	23	28.1%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2023-2024 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,605	84.7%
Bancroft	4,814	83.5%
Franklin	6,044	86.7%
Hamilton	4,699	80.1%
Hoover	2,980	85.9%
Hughes	7,517	83.9%
Jefferson	5,907	79.3%
Keller	3,730	91.0%
Lindbergh	3,132	87.1%
Lindsey	4,202	74.7%
Marshall	6,625	89.0%
Nelson	4,741	81.7%
Rogers	4,601	90.9%
Stanford	8,003	88.2%
Stephens	5,325	91.3%
Washington	5,250	79.9%
All K8	15,112	85.3%
Cubberley	2,924	93.3%
Muir	2,678	81.1%
Newcomb	2,124	96.8%
Powell	1,928	77.0%
Robinson	2,084	74.9%
Tincher	2,281	91.1%
All High	135,356	78.9%
Avalon	1,230	81.3%
		79.0%
Browning	2,218	70.7%
Cabrillo	11,536	70.7%
CAMS	4,657	97.4%
Jordan	15,065	70.2%
Lakewood	16,577	77.3%
McBride	4,730	89.1%
Millikan	22,413	88.5%
PAAL	662	71.9%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 12/20/2024



Grade Distribution - All 2023-2024 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category				D/F Rate	
Polytechnic	25,519	25,519	11	8	14	21	46	19.0%
Reid	33	33				58	42	0.0%
Renaissance	2,637	2,637	9	9	13	20	49	17.6%
Sato	3,322	3,322	2	3	8	24	62	5.3%
Wilson	22,823	22,823	17	9	14	19	41	25.8%
District	229,073	229,073	10	8	14	21	44	18.7%



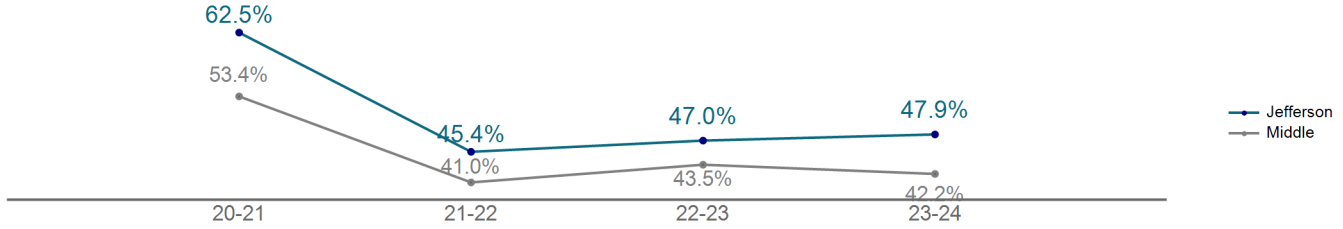
Grade Distribution - All 2023-2024 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

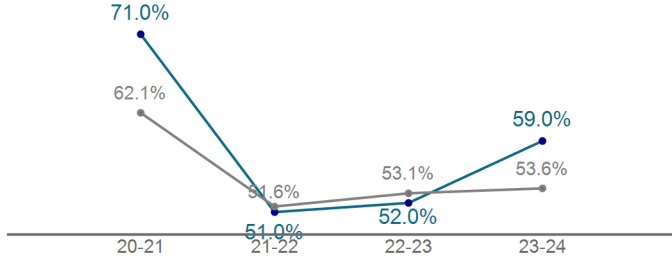
Category		A/B/C Rate
Polytechnic	25,519	81.0%
Reid	33	100.0%
Renaissance	2,637	82.4%
Sato	3,322	94.7%
Wilson	22,823	74.2%
District	229,073	81.3%

Semester 2 Students with One or More D/F

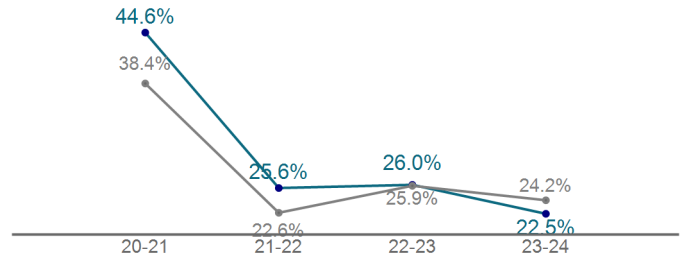
**Jefferson
All Students
N = 992**



**African American
N = 156**



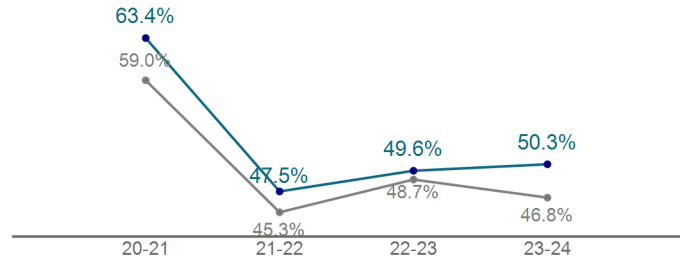
**Asian
N = 80**



Filipino

Subgroup with fewer than 20 total grades.

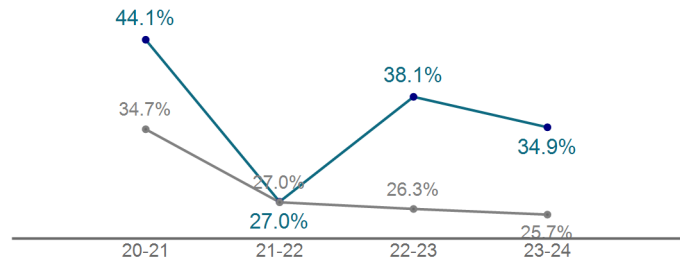
**Hispanic
N = 654**



Pacific Islander

Subgroup with fewer than 20 total grades.

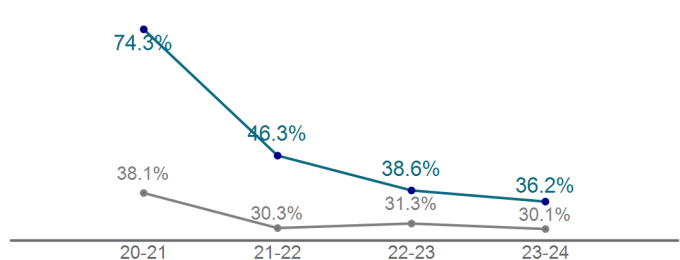
**White
N = 43**



Native American

Subgroup with fewer than 20 total grades.

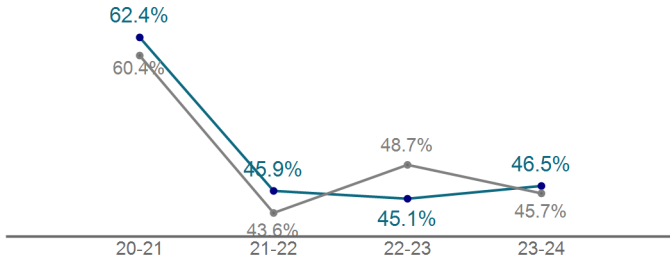
**Other
N = 47**



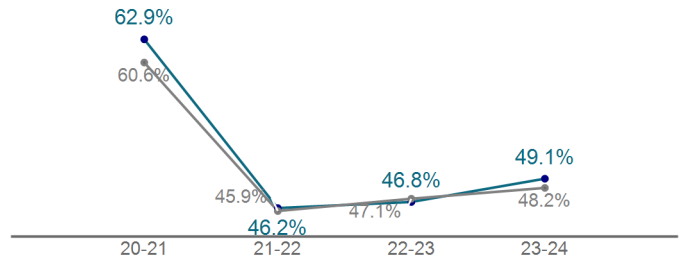
N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 students are not included.

Semester 2 Students with One or More D/F

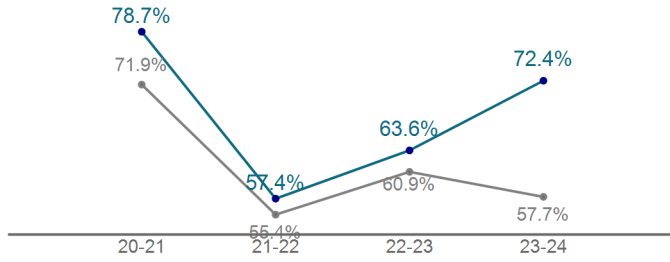
EL + RFEP
N = 424



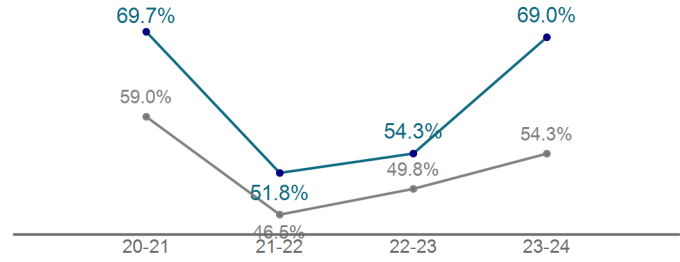
Low SES
N = 758



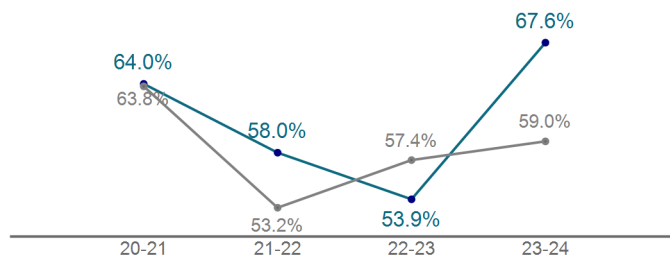
English Learner
N = 156



Special Education
N = 126



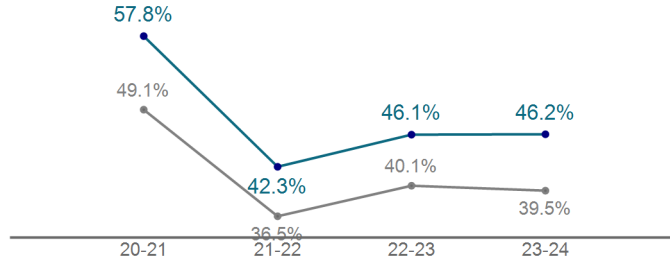
Homeless
N = 68



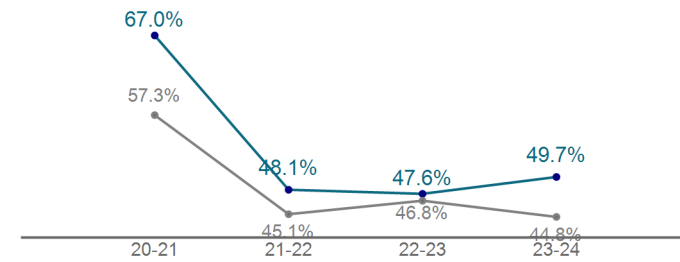
Foster Youth

Subgroup with fewer than 20 total grades.

Female
N = 485



Male
N = 503



N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 students are not included.

Grade Distribution - Jefferson 2023-2024 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Percent by Category	1 or more D or F
All Students	992	15 14 8 11 52	47.9%
Grade	Gr. 06	13 15 9 12 50	49.5%
	Gr. 07	18 16 11 11 44	55.8%
	Gr. 08	15 10 4 9 62	38.1%
Ethnicity	African American	20 20 11 8 41	59.0%
	American Indian	100	100.0%
	Asian	6 9 35 78	22.5%
	Cambodian	9 6 35 77	23.4%
	Filipino	10 10 80	20.0%
	Hispanic	16 14 9 12 50	50.3%
	Pacific Islander	100	100.0%
	White	7 12 5 12 65	34.9%
	Other	15 4 9 9 64	36.2%
Gender	Female	15 13 9 9 54	46.2%
	Male	16 14 8 12 50	49.7%
	Nonbinary	25 75	25.0%
Special Populations	Low SES	16 14 7 11 51	49.1%
	ELL	24 22 12 14 28	72.4%
	RFEP	6 7 7 11 69	31.3%
	EL + RFEP	13 13 9 12 54	46.5%
	Special Ed.	23 24 8 14 31	69.0%
	Spec Ed. Speech/RSP	28 21 9 14 29	71.3%
	Homeless/Foster	31 19 4 10 35	64.9%
	Foster	44 56	44.4%
	Homeless	29 22 4 12 32	67.6%
GATE/Excel	3 5 3 8 81	19.5%	

The percentages may not equal 100% due to rounding.

Grade Distribution - Jefferson 2023-2024 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category					1 or more D or F
All Students	985	985	16	16	7	12	49	51.2%
Grade	Gr. 06	326	18	17	9	11	45	54.6%
	Gr. 07	333	15	20	8	16	41	59.2%
	Gr. 08	326	15	10	5	10	60	39.6%
Ethnicity	African American	154	22	22	10	8	38	62.3%
	American Indian	1	100					100.0%
	Asian	80	6	10	1	14	69	31.3%
	Cambodian	64	9	9	11	70	29.7%	
	Filipino	10	10	10	80	20.0%		
	Hispanic	651	16	16	8	14	47	53.0%
	Pacific Islander	1	100					100.0%
	White	41	10	7	7	15	61	39.0%
	Other	47	13	15	2	9	62	38.3%
Gender	Female	481	16	14	7	13	50	50.3%
	Male	500	16	17	7	12	48	52.0%
	Nonbinary	4	25	25	50	50.0%		
Special Populations	Low SES	758	16	16	7	13	47	53.0%
	ELL	155	26	24	10	12	27	72.9%
	RFEP	267	6	8	8	15	63	36.7%
	EL + RFEP	422	14	14	9	14	50	50.0%
	Special Ed.	126	32	22	6	13	28	72.2%
	Spec Ed. Speech/RSP	80	35	20	5	10	30	70.0%
	Homeless/Foster	77	30	21	6	9	34	66.2%
	Foster	9	44	11	44	55.6%		
	Homeless	68	28	22	7	10	32	67.6%
GATE/Excel	229	3	6	3	10	79	21.4%	

The percentages may not equal 100% due to rounding.

Grade Distribution - Jefferson 2023-2024 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Percent by Category	1 or more D or F
All Students	990	21 14 7 12 45	54.5%
Grade	Gr. 06	24 17 8 11 40	60.0%
	Gr. 07	22 17 9 13 39	61.3%
	Gr. 08	18 8 4 12 58	42.2%
Ethnicity	African American	31 18 9 8 35	65.0%
	Asian	6 10 8 11 65	35.0%
	Cambodian	8 13 5 9 66	34.4%
	Filipino	10 90	10.0%
	Hispanic	23 14 6 14 43	57.0%
	Pacific Islander	100	100.0%
	White	10 10 8 8 64	35.9%
	Other	9 15 9 11 57	42.6%
Gender	Female	21 13 7 13 46	53.9%
	Male	22 15 7 12 45	55.2%
	Nonbinary	50 50	50.0%
Special Populations	Low SES	22 14 8 12 44	56.3%
	ELL	36 18 11 13 22	78.3%
	RFEP	8 12 7 13 60	39.7%
	EL + RFEP	19 14 8 13 46	54.0%
	Special Ed.	36 21 9 12 23	77.0%
	Spec Ed. Speech/RSP	39 18 8 11 25	75.0%
	Homeless/Foster	32 20 9 8 32	68.4%
	Foster	33 22 44	55.6%
	Homeless	31 20 10 9 30	70.0%
GATE/Excel	5 6 3 7 78	21.9%	

The percentages may not equal 100% due to rounding.

Grade Distribution - Jefferson 2023-2024 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category					1 or more D or F	
All Students	1,006	1,006	11	14	11	13	51	49.2%	
Grade	Gr. 06	331	6	15	13	15	52	48.3%	
	Gr. 07	341	12	17	14	13	44	56.0%	
	Gr. 08	334	14	10	7	12	57	43.1%	
Ethnicity	African American	163	11	20	13	16	39	60.7%	
	Asian	80	1	13	4	8	75	25.0%	
	Cambodian	64	3	13	2	8	75	25.0%	
	Filipino	10	10	10	10	70	30.0%		
	Hispanic	665	12	13	11	14	50	50.4%	
	Pacific Islander	1	100					100.0%	
	White	40	8	10	18	10	55	45.0%	
	Other	47	4	9	15	13	60	40.4%	
Gender	Female	488	10	13	11	13	53	47.1%	
	Male	514	11	15	11	14	49	51.2%	
	Nonbinary	4			50		50	50.0%	
Special Populations	Low SES	785	12	14	12	14	49	51.5%	
	ELL	156	19	22	20	12	27	73.1%	
	RFEP	269	6	9	8	12	65	34.9%	
	EL + RFEP	425	10	14	12	12	51	48.9%	
	Special Ed.	126	17	21	19	21	22	77.8%	
	Spec Ed. Speech/RSP	80	18	24	15	18	26	73.8%	
	Homeless/Foster	80	18	16	18	13	36	63.8%	
	Foster	10	20	20	20	40	60.0%		
	Homeless	70	17	16	17	14	36	64.3%	
GATE/Excel	231				4	5	8	82	17.7%

The percentages may not equal 100% due to rounding.

Grade Distribution - Jefferson 2023-2024 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Percent by Category	1 or more D or F
All Students	1,008	1,008	53.7%
Grade	Gr. 06	331	52.3%
	Gr. 07	341	61.6%
	Gr. 08	336	47.0%
Ethnicity	African American	163	65.6%
	Asian	80	28.8%
	Cambodian	64	31.3%
	Filipino	10	20.0%
	Hispanic	668	55.2%
	Pacific Islander	1	100.0%
	White	39	48.7%
	Other	47	42.6%
Gender	Female	489	52.6%
	Male	515	54.6%
	Nonbinary	4	75.0%
Special Populations	Low SES	789	56.5%
	ELL	156	78.8%
	RFEP	270	37.8%
	EL + RFEP	426	52.8%
	Special Ed.	126	76.2%
	Spec Ed. Speech/RSP	80	75.0%
	Homeless/Foster	80	71.3%
	Foster	9	66.7%
	Homeless	71	71.8%
GATE/Excel	232	21.1%	

Grade Distribution - Jefferson 2023-2024 Q1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category					1 or more D or F
All Students	1,007	1,007	12	17	10	14	47	52.9%
Grade	Gr. 06	330	8	20	9	15	47	53.3%
	Gr. 07	341	14	20	11	12	43	57.2%
	Gr. 08	336	13	11	11	13	52	48.2%
Ethnicity	African American	163	13	21	14	11	40	59.5%
	Asian	80	5	13	4	13	66	33.8%
	Cambodian	64	6	13	17	64	35.9%	
	Filipino	10	10	10	80	20.0%		
	Hispanic	667	14	16	10	15	45	54.9%
	Pacific Islander	1	100	100.0%				
	White	39	8	23	8	13	49	51.3%
	Other	47	2	15	9	17	57	42.6%
Gender	Female	488	12	15	10	15	47	53.1%
	Male	515	12	19	10	12	47	52.8%
	Nonbinary	4	50	50	50.0%			
Special Populations	Low SES	789	13	18	10	14	45	54.9%
	ELL	155	24	26	14	15	20	80.0%
	RFEP	270	6	11	6	12	64	36.3%
	EL + RFEP	425	13	17	9	13	48	52.2%
	Special Ed.	126	22	25	10	17	25	74.6%
	Spec Ed. Speech/RSP	80	23	24	9	16	29	71.3%
	Homeless/Foster	80	24	18	20	11	28	72.5%
	Foster	9	22	22	22	33	66.7%	
	Homeless	71	24	17	20	13	27	73.2%
GATE/Excel	232	6	6	9	78	21.6%		

Grade Distribution - All 2023-2024 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F	
All Middle	12,271	12,271	12	11	7	11	58	42.2%	
Bancroft	824	824	19	11	5	11	54	45.8%	
Franklin	1,020	1,020	13	11	9	11	56	43.5%	
Hamilton	795	795	13	13	10	11	52	47.9%	
Hoover	504	504		1	8	5	12	74	26.0%
Hughes	1,253	1,253	11	11	8	9	60	39.9%	
Jefferson	992	992	15	14	8	11	52	47.9%	
Keller	472	472		8	10	4	8	69	30.9%
Lindbergh	410	410	12	12	12	16	48	51.7%	
Lindsey	705	705	14	11	12	15	48	52.5%	
Marshall	949	949	12	15	5	10	58	41.6%	
Nelson	822	822	14	13	7	14	52	48.2%	
Rogers	786	786		11	9	2	6	72	28.1%
Stanford	1,159	1,159	13	11	5	11	60	40.5%	
Stephens	695	695		6	5	8	12	69	30.5%
Washington	885	885	11	12	11	17	49	50.7%	
All K8	2,006	2,006	14	10	9	10	58	42.1%	
Cubberley	387	387		5	5	12	7	71	28.9%
Muir	306	306	20	9	8	11	51	48.7%	
Newcomb	311	311				2	35	90	10.3%
Powell	303	303	11	16	21	17	35	65.3%	
Robinson	304	304	27	18	7	11	37	63.2%	
Tincher	279	279		18	8	4	7	63	36.6%
All High	19,572	19,572	16	11	6	10	58	42.2%	
Avalon	154	154	17	8	2	14	60	40.3%	
		116	16	9	16	12	48	51.7%	
Browning	323	323	24	17	5	11	42	58.2%	
Cabrillo	1,658	1,658	25	13	7	10	46	53.9%	
CAMS	666	666				2	3	93	7.1%
EPHS	1	1	100					100.0%	
Jordan	2,104	2,104	21	15	9	12	44	56.2%	
Lakewood	2,462	2,462	15	13	8	13	50	50.5%	
McBride	713	713		4	6	3	8	79	20.9%
Millikan	3,328	3,328	8	8	6	8	70	30.3%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2023-2024 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F
PAAL	146	146	21	17	19	10	33	67.1%
Polytechnic	3,767	3,767	15	10	5	9	61	38.9%
Reid	84	84	31			27	42	58.3%
Renaissance	385	385	15	8	7	11	60	40.3%
Sato	497	497			342	8	83	17.1%
Wilson	3,368	3,368	23	14	5	8	50	50.2%
District	33,850	33,850	14	11	7	10	58	42.2%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2023-2024 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,270	12,270	15	14	7	13	51	48.8%
Bancroft	823	823	21	14	5	13	47	52.9%
Franklin	1,019	1,019	16	14	7	13	50	50.3%
Hamilton	800	800	18	15	11	12	45	55.4%
Hoover	506	506	4	12	12	17	55	45.1%
Hughes	1,252	1,252	16	12	7	10	54	45.5%
Jefferson	985	985	16	16	7	12	49	51.2%
Keller	471	471	13	10	4	9	63	36.5%
Lindbergh	409	409	16	16	11	17	40	59.7%
Lindsey	712	712	19	17	9	17	38	61.5%
Marshall	948	948	14	16	6	11	52	47.9%
Nelson	826	826	17	15	6	13	49	50.7%
Rogers	784	784	14	9	3	10	64	36.1%
Stanford	1,157	1,157	15	13	4	13	56	44.3%
Stephens	696	696	9	7	9	13	63	37.2%
Washington	882	882	17	21	6	14	41	58.5%
All K8	2,004	2,004	18	13	8	10	51	49.0%
Cubberley	386	386	10	8	8	8	67	32.9%
Muir	305	305	24	10	10	14	41	59.0%
Newcomb	312	312	4	4	3	6	82	17.6%
Powell	301	301	15	20	16	16	34	66.1%
Robinson	305	305	36	18	8	8	30	70.2%
Tincher	279	279	22	14	2	8	54	46.2%
All High	19,563	19,563	22	14	6	11	46	53.5%
Avalon	154	154	19	14	3	12	52	48.1%
	116	116	23	18	10	15	34	66.4%
Browning	299	299	33	19	8	11	30	69.9%
Cabrillo	1,656	1,656	32	18	6	10	34	66.1%
CAMS	665	665	3	6	2	8	82	18.3%
Jordan	2,117	2,117	31	18	7	12	32	68.0%
Lakewood	2,474	2,474	24	16	8	11	40	60.3%
McBride	710	710	9	8	5	11	67	32.5%
Millikan	3,329	3,329	13	11	5	12	59	40.7%
PAAL	146	146	40	25	5	6	25	75.3%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2023-2024 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category						> 1 D or F	
Polytechnic	3,770	3,770	21	14	6	11	47		52.5%	
Reid	96	96	39		27		34		65.6%	
Renaissance	385	385	15	12	7	13	54		46.5%	
Sato	497	497	3		7	4	11	76		24.3%
Wilson	3,361	3,361	30	17	5	9	39		61.3%	
District	33,837	33,837	20	14	6	11	48		51.5%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2023-2024 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,306	12,306	17	15	7	12	50	50.5%
Bancroft	818	818	23	13	6	11	48	51.8%
Franklin	1,028	1,028	16	14	7	14	49	50.6%
Hamilton	804	804	18	17	11	12	41	58.8%
Hoover	508	508	4	16	9	17	54	46.1%
Hughes	1,259	1,259	16	13	8	8	54	45.6%
Jefferson	990	990	21	14	7	12	45	54.5%
Keller	472	472	13	10	5	10	62	38.1%
Lindbergh	410	410	16	15	14	18	37	63.2%
Lindsey	716	716	24	16	11	14	35	65.2%
Marshall	955	955	16	17	5	12	49	50.7%
Nelson	829	829	17	13	6	15	48	51.7%
Rogers	782	782	14	11	4	8	64	36.4%
Stanford	1,159	1,159	14	14	4	12	56	44.0%
Stephens	694	694	12	12	9	12	56	43.9%
Washington	882	882	20	22	4	14	40	60.1%
All K8	2,017	2,017	18	17	7	10	48	52.1%
Cubberley	388	388	9	10	6	9	65	34.8%
Muir	311	311	24	16	6	10	43	56.6%
Newcomb	311	311	4	8	3	6	80	20.3%
Powell	305	305	19	31	13	14	23	76.7%
Robinson	307	307	35	23	5	11	26	73.9%
Tincher	279	279	20	16	3	10	51	49.5%
All High	19,720	19,720	24	15	5	11	44	55.8%
Avalon	155	155	22	17	5	14	43	57.4%
	116	116	23	11	16	16	34	66.4%
Browning	308	308	30	21	6	8	35	65.3%
Cabrillo	1,694	1,694	40	16	5	9	31	69.5%
CAMS	665	665	3	8	2	8	79	21.1%
Jordan	2,128	2,128	32	18	7	11	31	68.6%
Lakewood	2,506	2,506	27	17	8	12	37	63.1%
McBride	714	714	12	11	4	9	63	36.6%
Millikan	3,333	3,333	14	13	4	11	58	41.9%
PAAL	146	146	17	20	10	27	27	73.3%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2023-2024 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,799	3,799	23	15	6	11	45	55.5%	
Reid	86	86				1	99	1.2%	
Renaissance	386	386	21	13	6	11	48	51.6%	
Sato	497	497		4	8	5	12	71	29.2%
Wilson	3,389	3,389	33	17	4	10	37	63.4%	
District	34,043	34,043	21	15	6	11	46	53.7%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2023-2024 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,345	12,345	10	12	7	12	60	40.5%
Bancroft	819	819	15	10	5	10	61	39.3%
Franklin	1,033	1,033	7	11	5	14	63	37.5%
Hamilton	807	807	11	14	8	12	54	45.7%
Hoover	506	506	2	5	7	17	69	31.2%
Hughes	1,251	1,251	9	10	7	10	63	36.5%
Jefferson	1,006	1,006	11	14	11	13	51	49.2%
Keller	473	473	7	10	5	8	69	30.9%
Lindbergh	414	414	10	14	12	18	47	53.4%
Lindsey	717	717	18	14	11	14	44	56.2%
Marshall	965	965	9	14	3	11	63	37.1%
Nelson	825	825	11	15	9	13	52	48.0%
Rogers	775	775	9	7	3	9	72	27.6%
Stanford	1,162	1,162	11	11	4	10	64	35.9%
Stephens	694	694	6	8	7	11	67	32.9%
Washington	898	898	10	14	9	14	53	47.1%
All K8	2,026	2,026	11	11	8	11	59	40.7%
Cubberley	393	393	7	5	8	7	74	26.2%
Muir	312	312	17	10	8	12	53	46.8%
Newcomb	309	309	2	2	3	4	89	10.7%
Powell	306	306	9	21	16	18	37	63.4%
Robinson	307	307	18	22	6	17	37	63.2%
Tincher	282	282	12	6	5	9	67	32.6%
All High	19,956	19,956	15	11	6	10	57	42.8%
Avalon	155	155	12	13	7	12	56	43.9%
	155	117	17	16	6	15	46	53.8%
Browning	318	318	19	15	7	13	46	54.1%
Cabrillo	1,701	1,701	26	14	5	10	45	55.4%
CAMS	667	667	3	2	1	21	93	7.0%
Jordan	2,172	2,172	23	15	9	12	41	59.3%
Lakewood	2,545	2,545	16	13	8	13	50	49.6%
McBride	710	710	5	6	4	8	76	23.7%
Millikan	3,352	3,352	6	8	4	9	72	27.6%
PAAL	165	165	26	13	13	18	30	70.3%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2023-2024 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F
Polytechnic	3,861	3,861	13	10	6	10	61	38.8%
Reid	69	69				1	99	1.4%
Renaissance	393	393	13	12	8	14	52	47.6%
Sato	499	499				243	83	17.0%
Wilson	3,418	3,418	23	13	5	10	48	52.0%
District	34,328	34,328	13	11	6	11	58	41.8%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2023-2024 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F	
All Middle	12,333	12,333	12	14	7	13	54	46.3%	
Bancroft	822	822	18	14	5	11	52	47.9%	
Franklin	1,020	1,020	10	14	8	15	54	46.1%	
Hamilton	811	811	14	16	9	14	48	52.4%	
Hoover	509	509	4	13	9	18	56	44.0%	
Hughes	1,252	1,252	13	11	7	12	57	42.6%	
Jefferson	1,008	1,008	14	15	9	15	46	53.7%	
Keller	473	473	8	10	6	8	68	32.1%	
Lindbergh	413	413	11	16	13	16	44	56.4%	
Lindsey	718	718	20	14	11	17	39	61.4%	
Marshall	960	960	9	18	4	11	58	42.3%	
Nelson	822	822	12	17	7	15	50	50.1%	
Rogers	777	777	8	9	4	11	68	32.3%	
Stanford	1,162	1,162	12	11	4	13	59	40.7%	
Stephens	693	693	8	8	8	13	63	36.7%	
Washington	893	893	19	21	4	12	43	56.8%	
All K8	2,021	2,021	15	13	7	12	53	46.6%	
Cubberley	392	392	7	9	8	7	69	31.4%	
Muir	314	314	23	15	4	14	43	57.3%	
Newcomb	310	310	3	2	5	3	87	12.6%	
Powell	304	304	16	22	12	16	33	66.8%	
Robinson	303	303	24	22	8	17	29	71.3%	
Tincher	282	282	13	9	5	12	62	38.3%	
All High	20,053	20,053	21	14	6	11	48	51.6%	
Avalon	154	154	21	21	4	16	37	63.0%	
		116	27	10	11	15	37	62.9%	
Browning	300	300	26	16	7	12	38	61.7%	
Cabrillo	1,715	1,715	33	16	5	9	37	63.4%	
CAMS	667	667				42	7	87	13.5%
Jordan	2,187	2,187	33	18	8	11	30	69.8%	
Lakewood	2,554	2,554	23	16	7	13	42	58.3%	
McBride	716	716	10	10	4	10	65	34.9%	
Millikan	3,363	3,363	9	11	5	11	63	36.6%	
PAAL	167	167	37	24	5	11	23	77.2%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2023-2024 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,888	3,888	18	14	6	12	51	49.2%	
Reid	84	84				2	98	2.4%	
Renaissance	397	397	17	17	7	14	45	55.2%	
Sato	501	501			3	52	11	79	20.8%
Wilson	3,444	3,444	29	16	5	9	41	58.9%	
District	34,407	34,407	17	14	6	12	51	49.4%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2023-2024 Q1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F	
All Middle	12,327	12,327	11	15	6	13	55	44.7%	
Bancroft	823	823	14	15	3	10	58	41.6%	
Franklin	1,025	1,025	8	14	5	15	58	42.3%	
Hamilton	815	815	14	15	9	15	48	52.1%	
Hoover	511	511	6	13	7	19	55	45.0%	
Hughes	1,252	1,252	13	12	6	12	58	42.4%	
Jefferson	1,007	1,007	12	17	10	14	47	52.9%	
Keller	477	477	9	11	5	12	63	36.7%	
Lindbergh	406	406	9	17	8	17	49	51.5%	
Lindsey	716	716	20	18	9	15	37	62.6%	
Marshall	958	958	9	18	3	12	59	41.4%	
Nelson	823	823	12	17	7	13	51	48.7%	
Rogers	777	777	7	10	3	10	71	29.3%	
Stanford	1,159	1,159	11	12	4	11	62	37.8%	
Stephens	690	690	6	7	7	12	68	32.3%	
Washington	888	888	18	22	3	13	44	56.2%	
All K8	2,019	2,019	15	13	6	11	55	44.8%	
Cubberley	390	390	6	7	3	9	75	25.4%	
Muir	314	314	26	21	3	12	38	62.1%	
Newcomb	309	309				33	25	87	13.3%
Powell	302	302	16	21	14	17	33	66.9%	
Robinson	309	309	26	18	8	13	35	65.4%	
Tincher	282	282	12	10	5	8	65	34.8%	
All High	20,145	20,145	20	15	5	11	49	51.1%	
Avalon	152	152	20	17	7	12	44	55.9%	
		113	20	16	9	14	41	59.3%	
Browning	308	308	30	19	7	11	33	66.9%	
Cabrillo	1,727	1,727	32	18	4	9	37	62.9%	
CAMS	667	667				14	16	88	12.3%
Jordan	2,212	2,212	31	20	6	11	32	67.5%	
Lakewood	2,587	2,587	21	17	6	13	42	57.6%	
McBride	714	714	9	11	4	9	66	34.5%	
Millikan	3,370	3,370	9	12	4	11	64	36.0%	
PAAL	170	170	20	13	14	19	34	65.9%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2023-2024 Q1

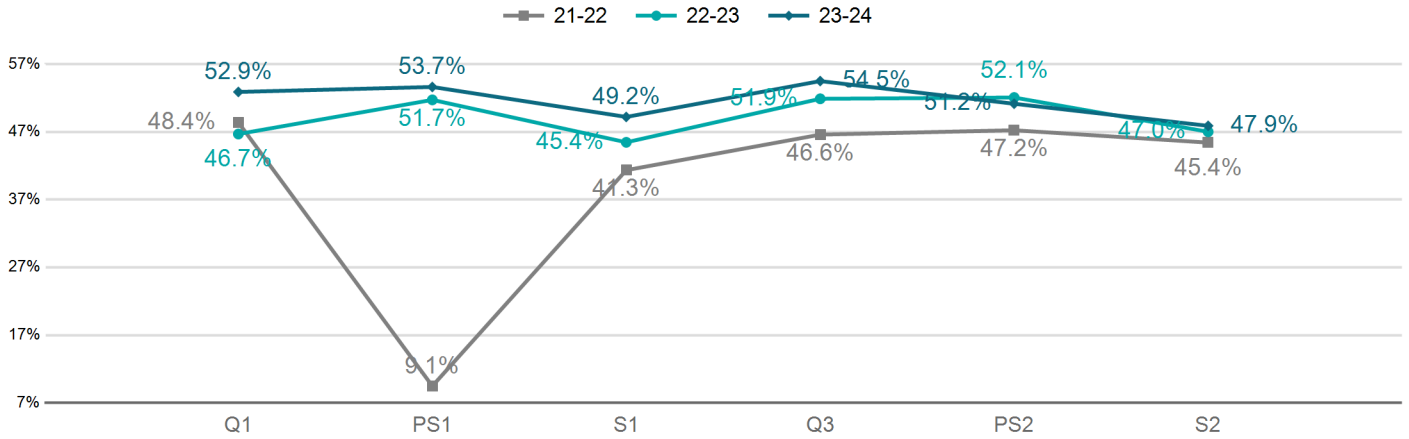
Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F		
Polytechnic	3,906	3,906	17	17	5	12	50	50.1%		
Reid	25	25					100	0.0%		
Renaissance	391	391	18	15	5	14	48	52.4%		
Sato	501	501			2	7	2	10	79	21.2%
Wilson	3,440	3,440	28	16	4	10	42	58.3%		
District	34,491	34,491	17	15	5	12	52	48.4%		

The percentages may not equal 100% due to rounding.

Percent of Students with 1+ D or F - 3 year Comparison Jefferson

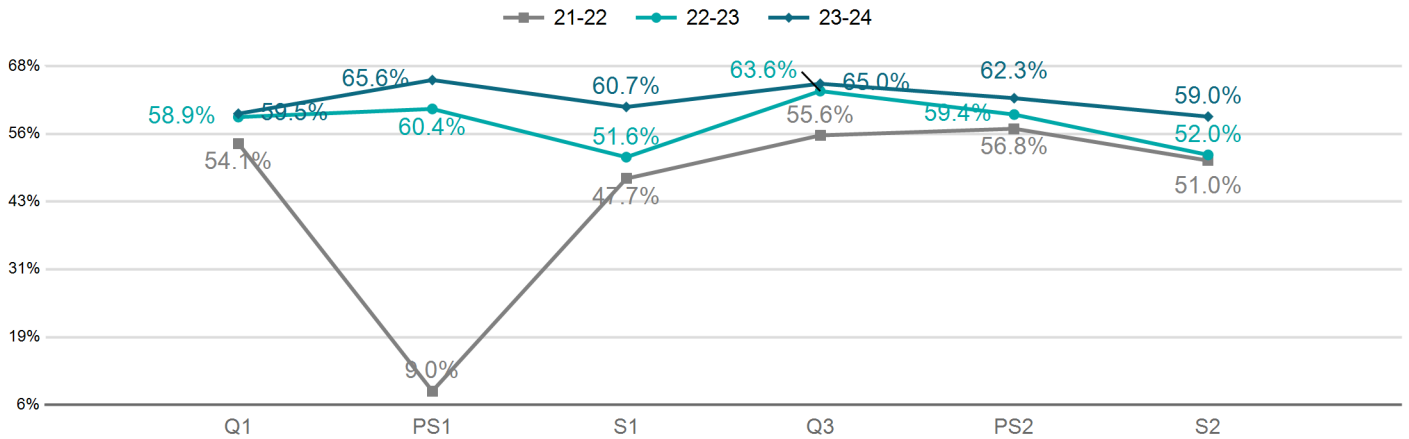
Category: All Students



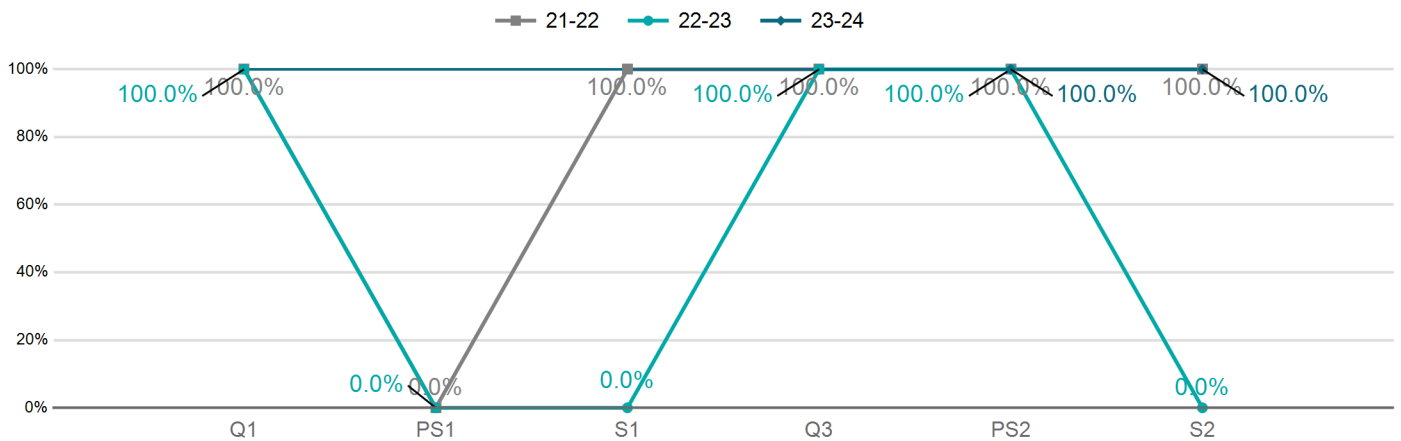
Graphs for subgroups on following pages.

Percent of Students with 1+ D or F - 3 year Comparison Jefferson

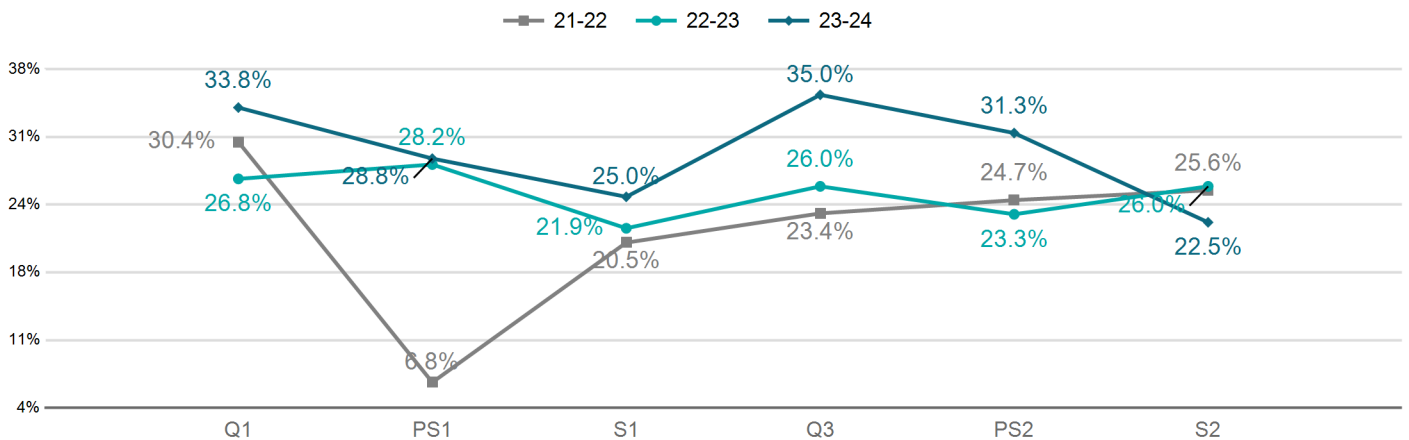
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: American Indian

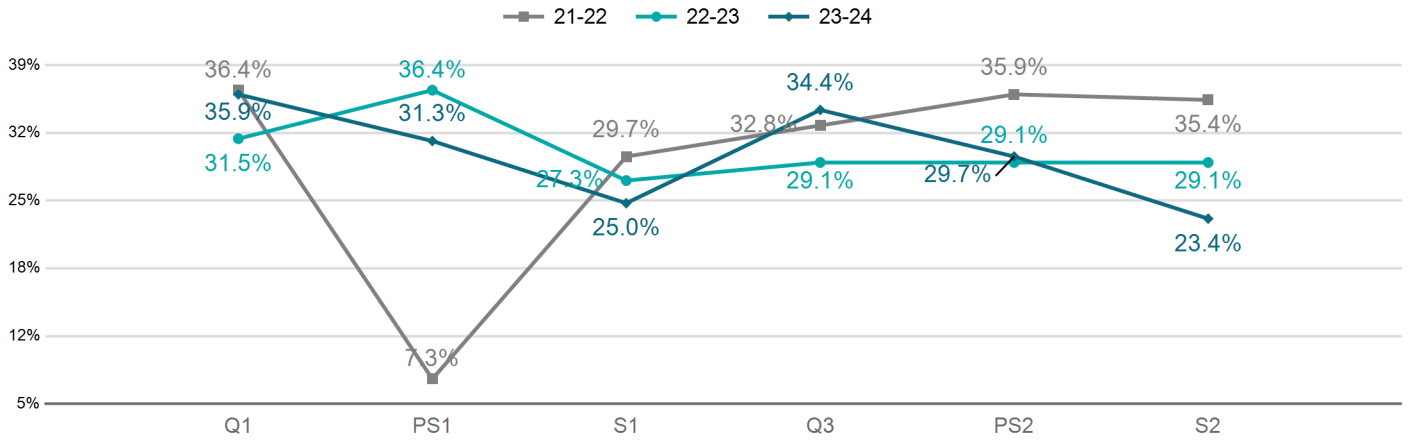


Category: Ethnicity - Subgroup: Asian



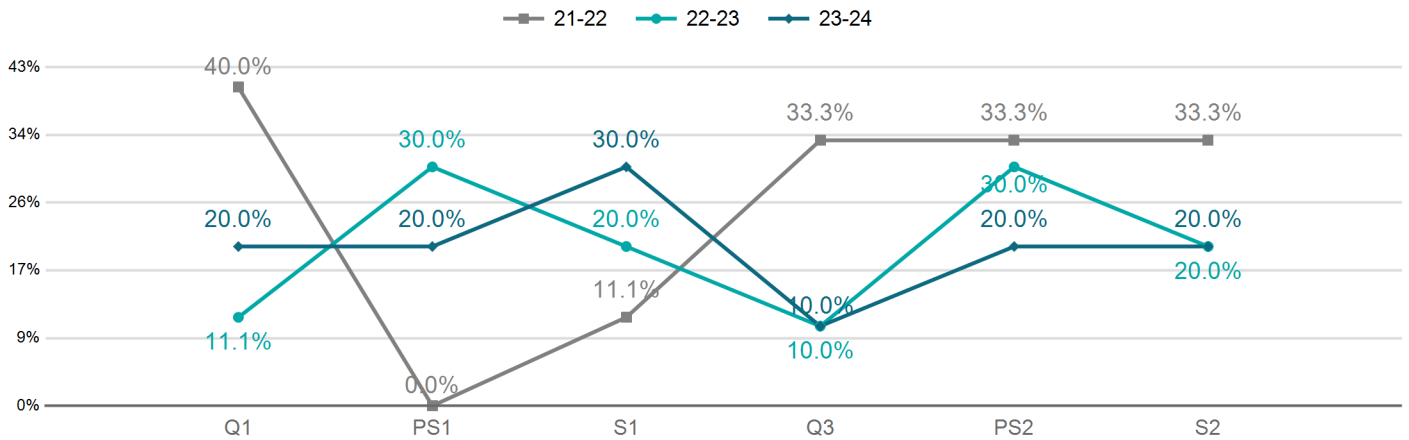
Percent of Students with 1+ D or F - 3 year Comparison Jefferson

Category: Ethnicity - Subgroup: Cambodian

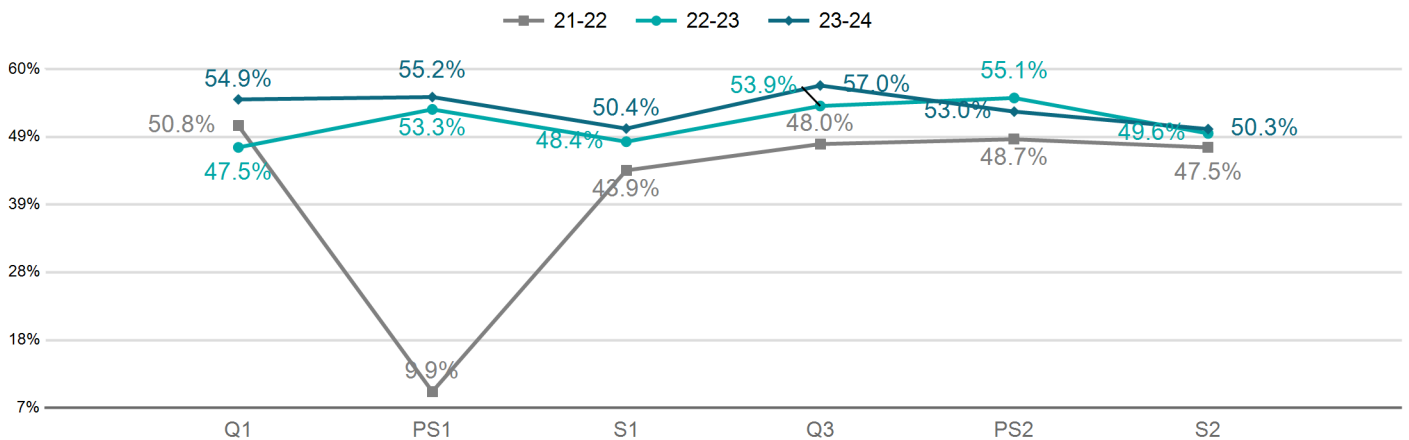


Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino

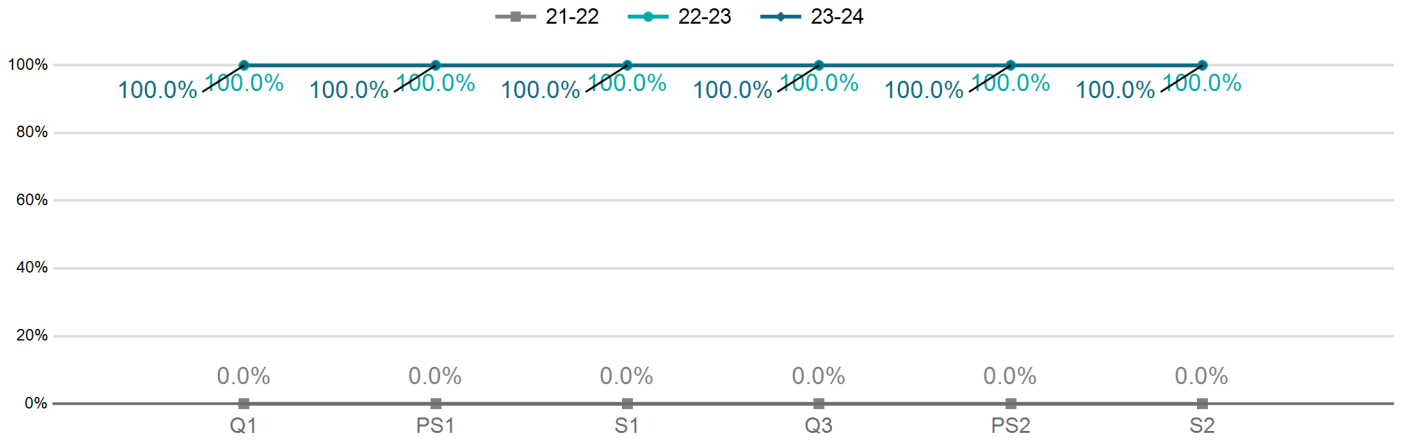


Category: Ethnicity - Subgroup: Hispanic

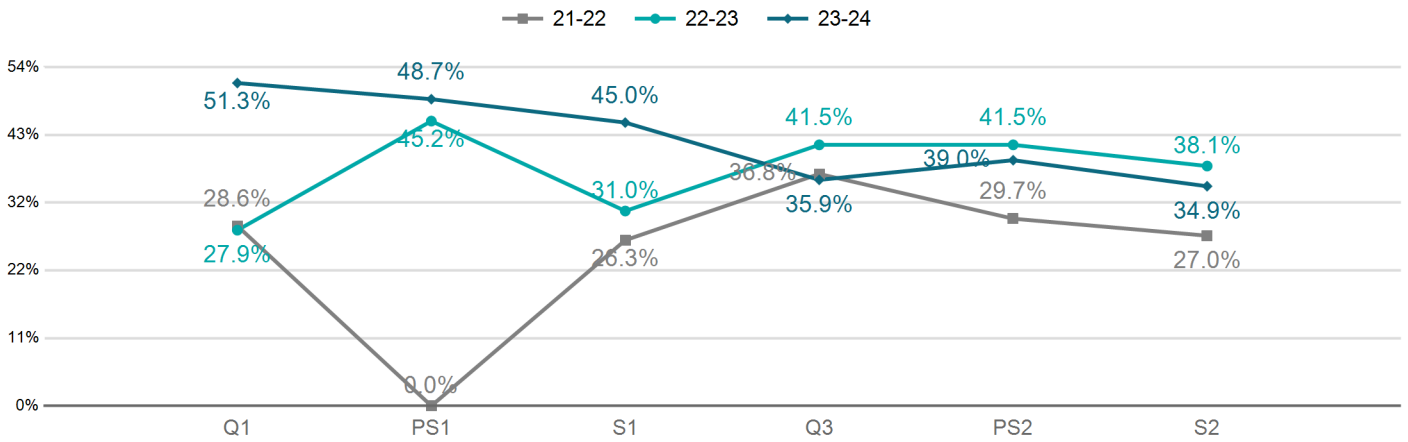


Percent of Students with 1+ D or F - 3 year Comparison Jefferson

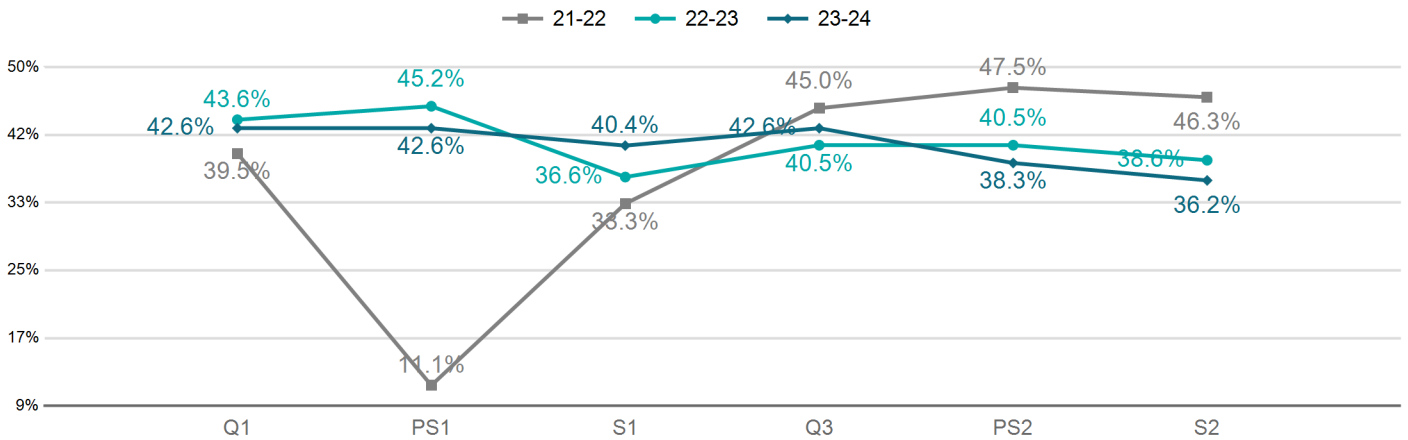
Category: Ethnicity - Subgroup: Pacific Islander



Category: Ethnicity - Subgroup: White

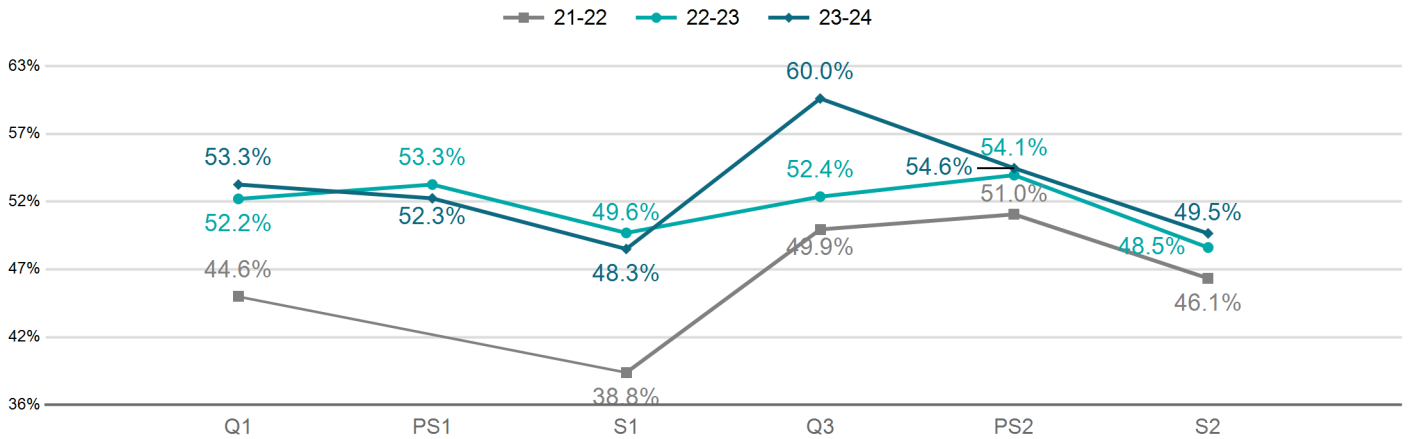


Category: Ethnicity - Subgroup: Other

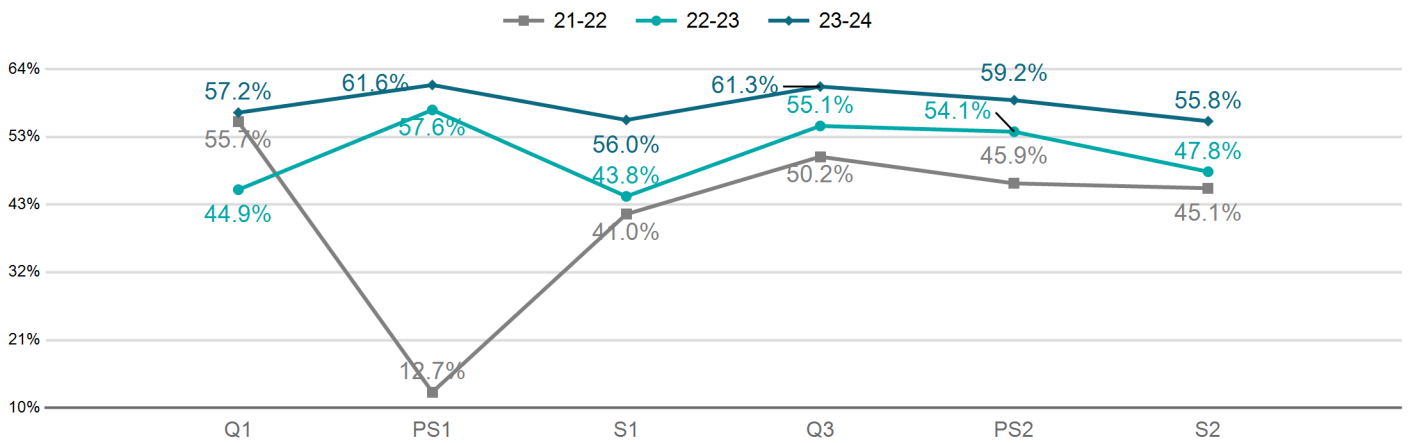


Percent of Students with 1+ D or F - 3 year Comparison Jefferson

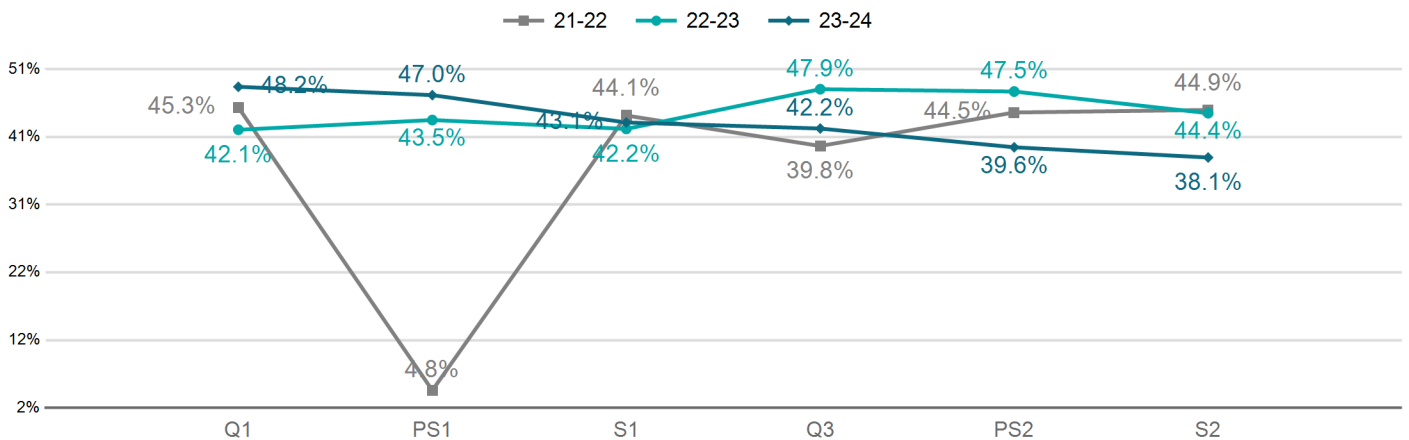
Category: Grade - Subgroup: Gr. 06



Category: Grade - Subgroup: Gr. 07

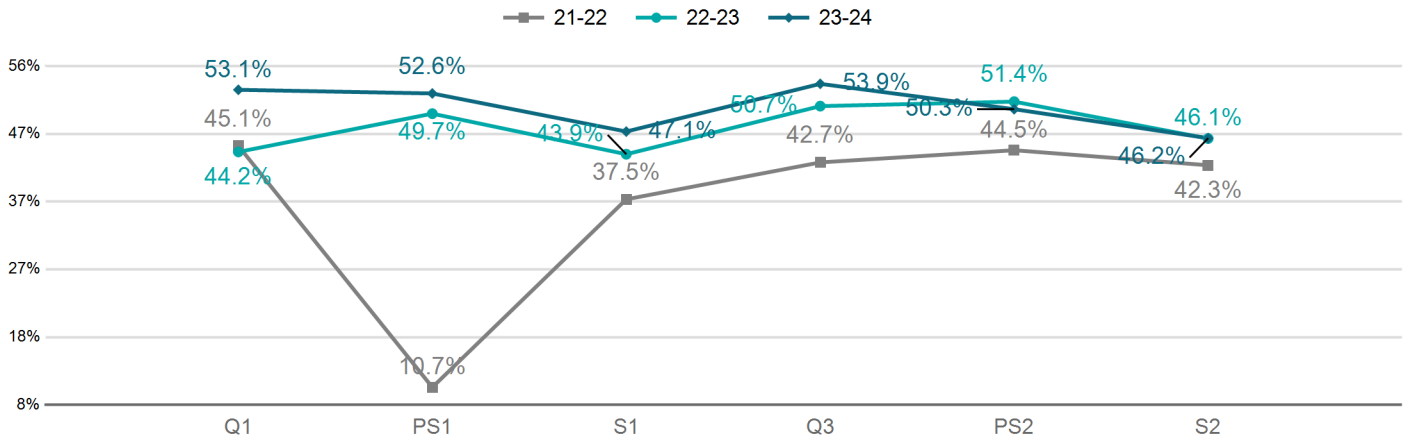


Category: Grade - Subgroup: Gr. 08

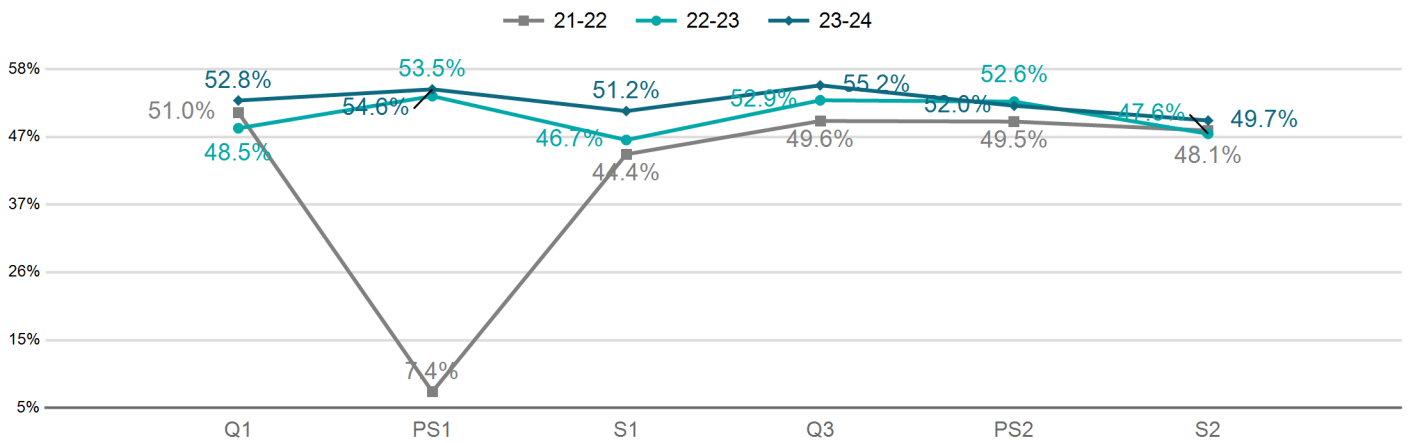


Percent of Students with 1+ D or F - 3 year Comparison Jefferson

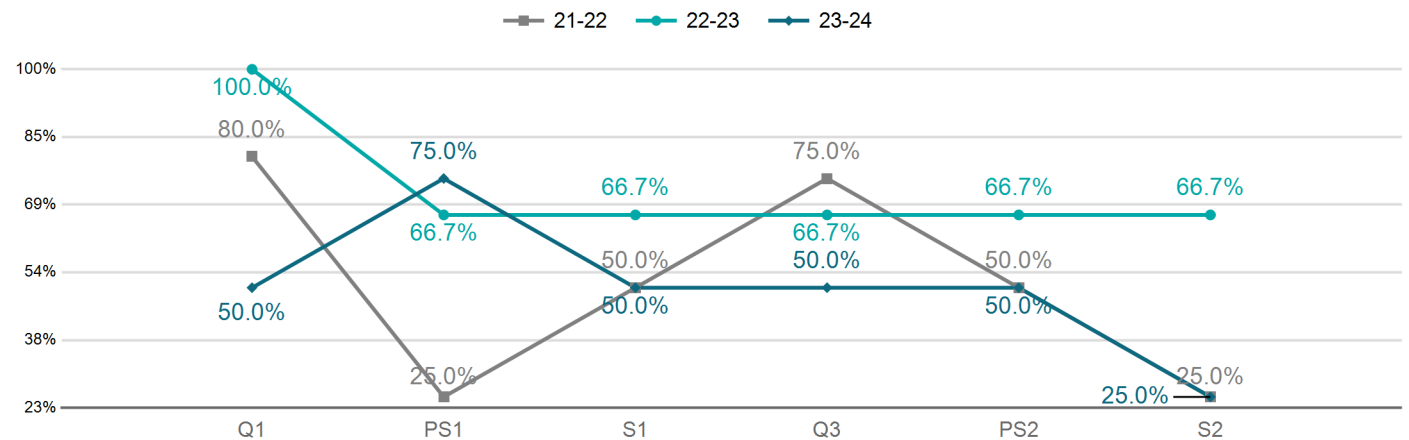
Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male

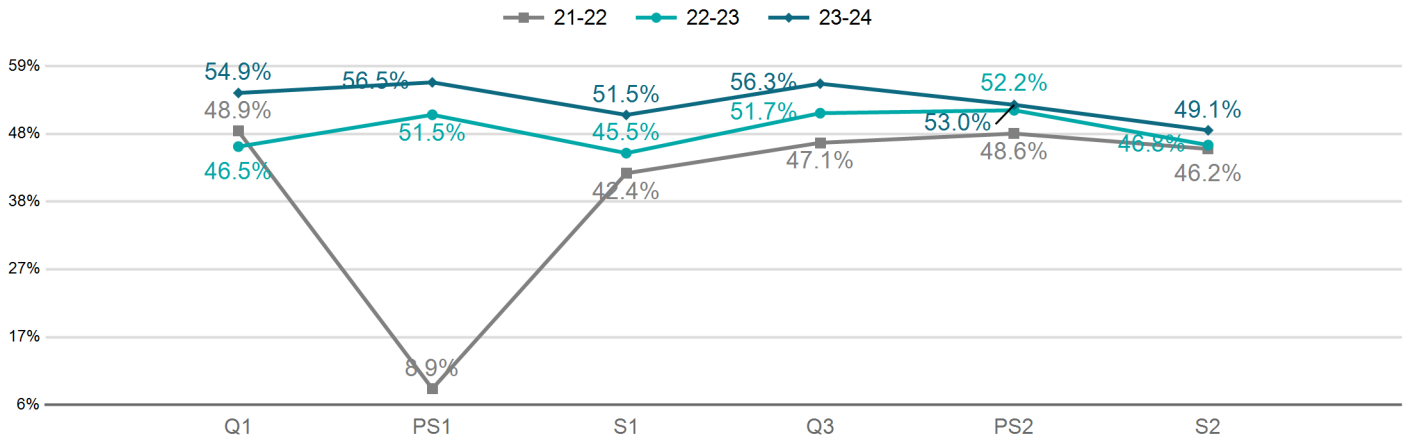


Category: Gender - Subgroup: Nonbinary

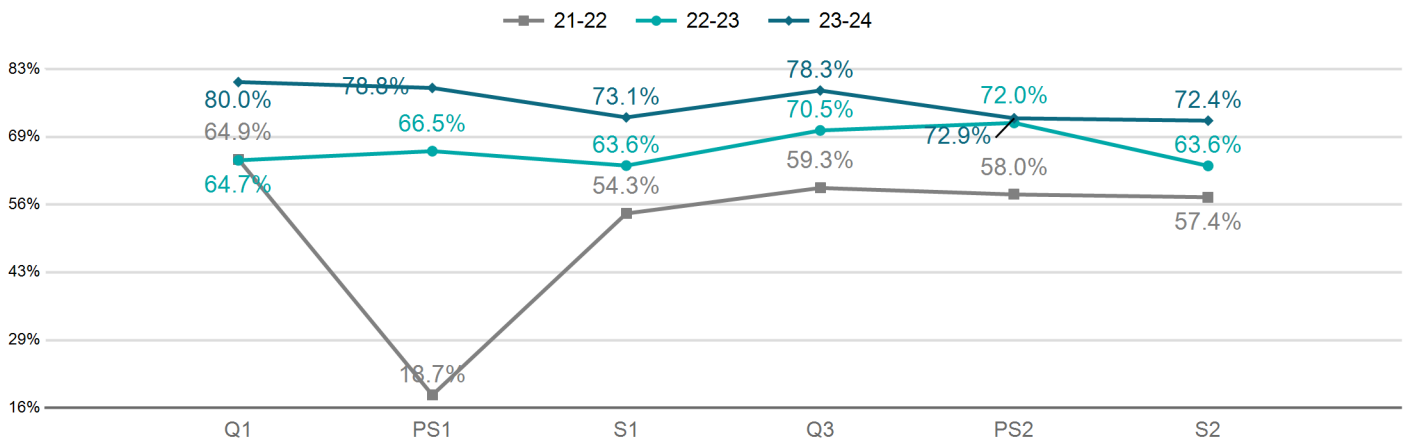


Percent of Students with 1+ D or F - 3 year Comparison Jefferson

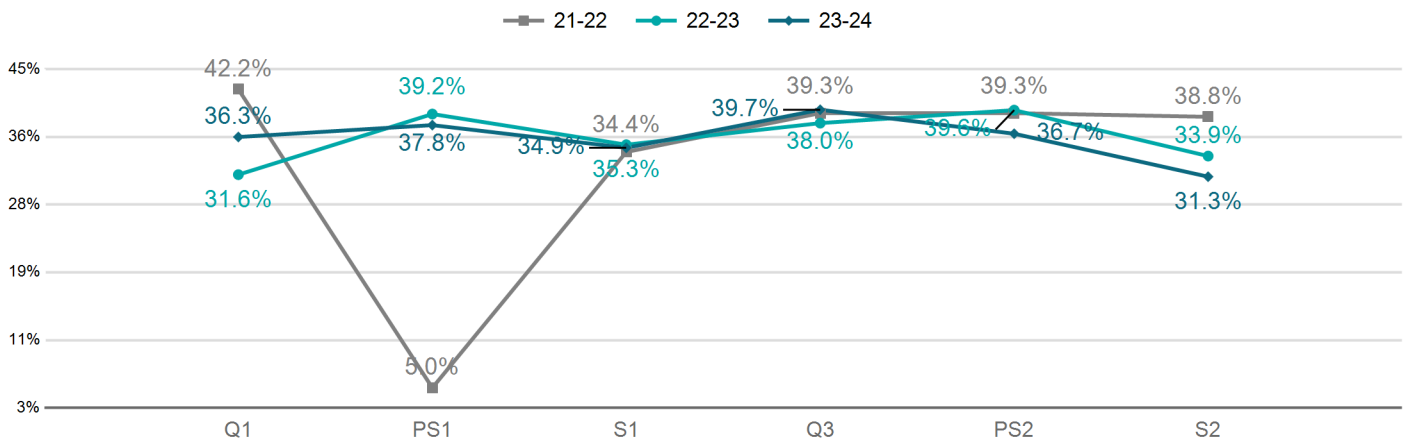
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL

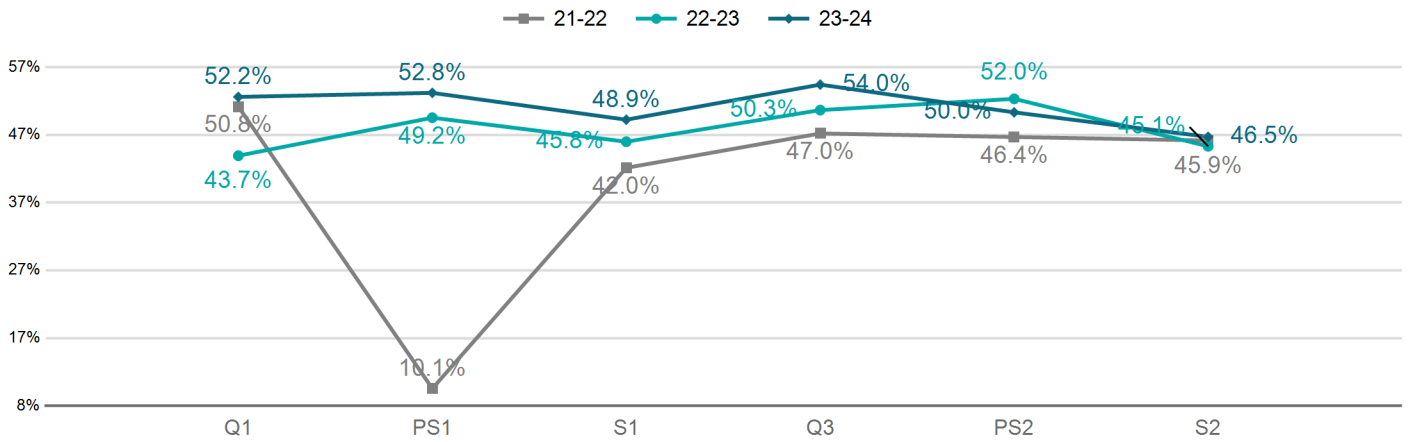


Category: Special Populations - Subgroup: RFEP

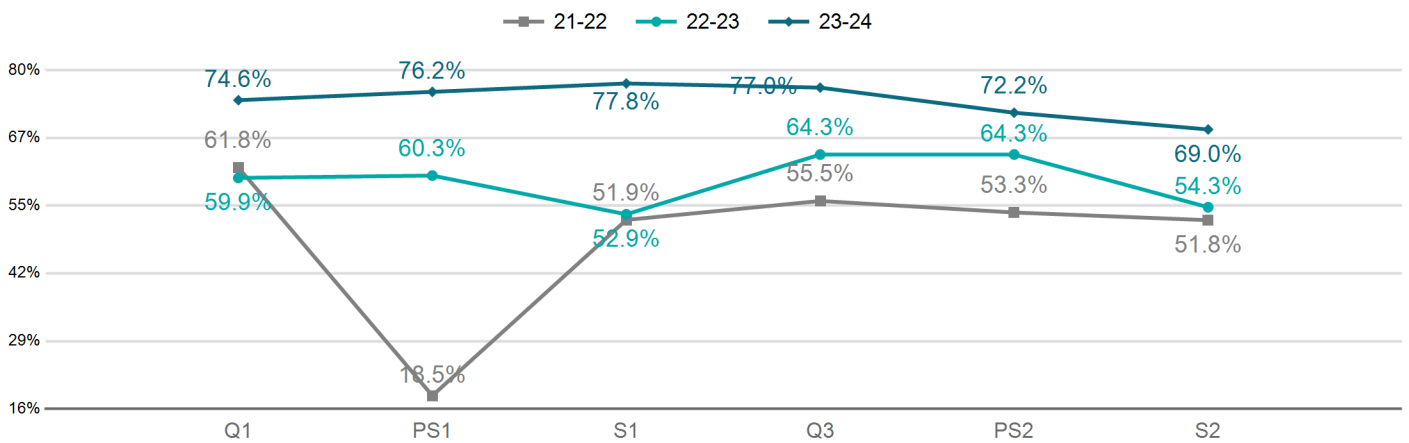


Percent of Students with 1+ D or F - 3 year Comparison Jefferson

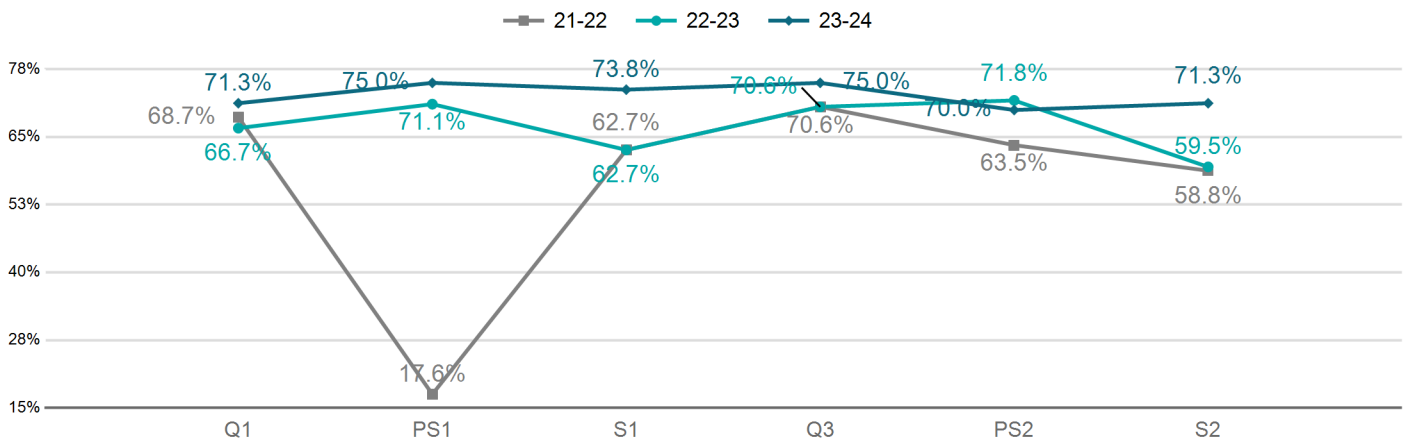
Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

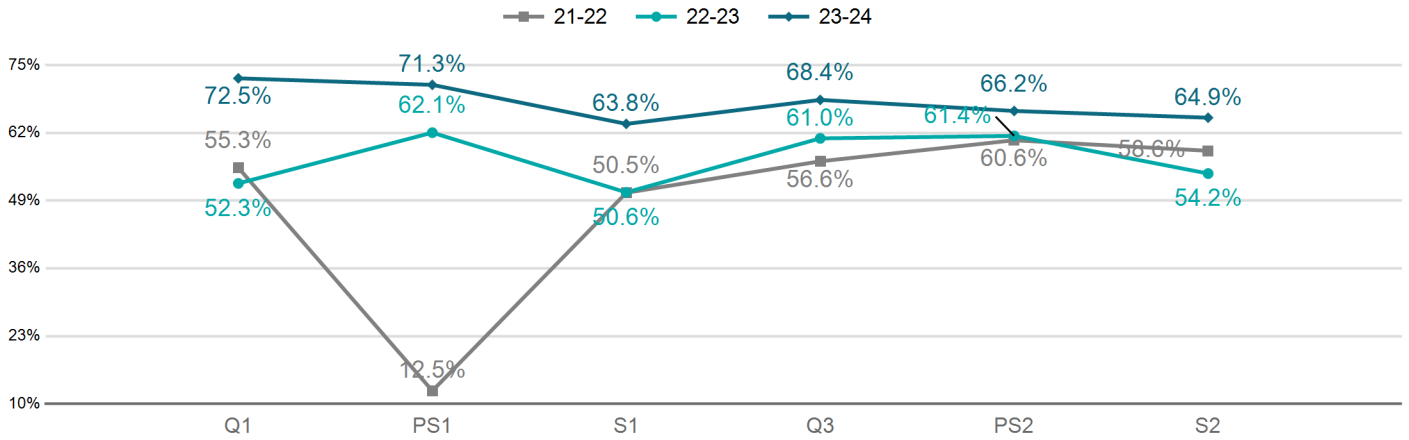


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

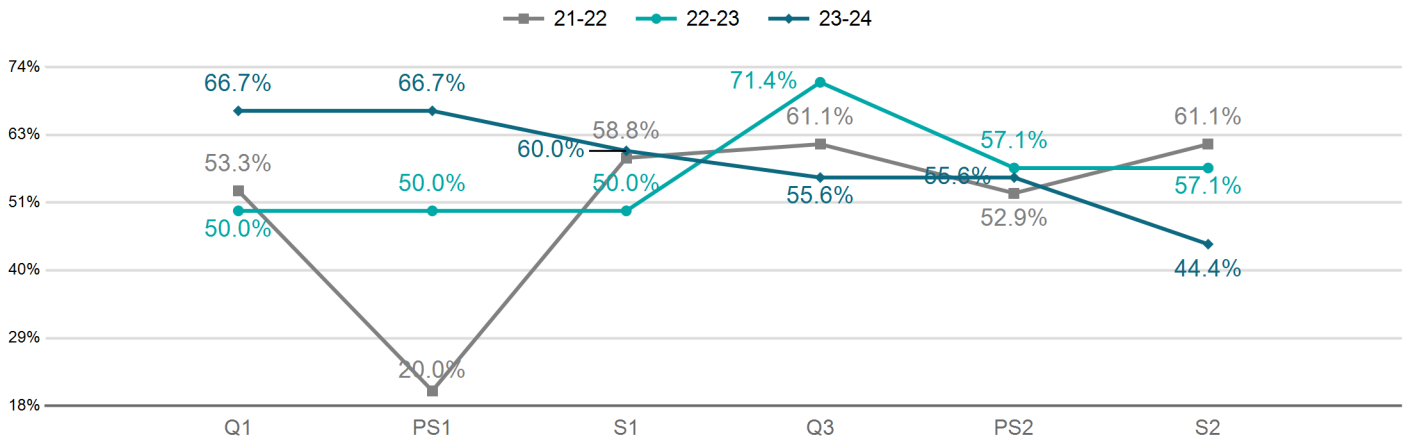


Percent of Students with 1+ D or F - 3 year Comparison Jefferson

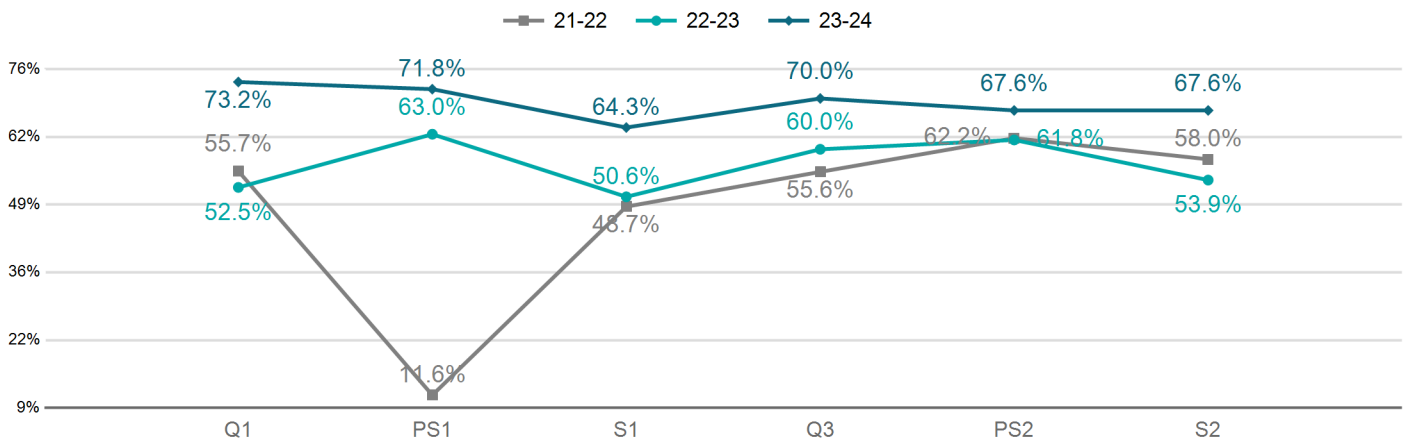
Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

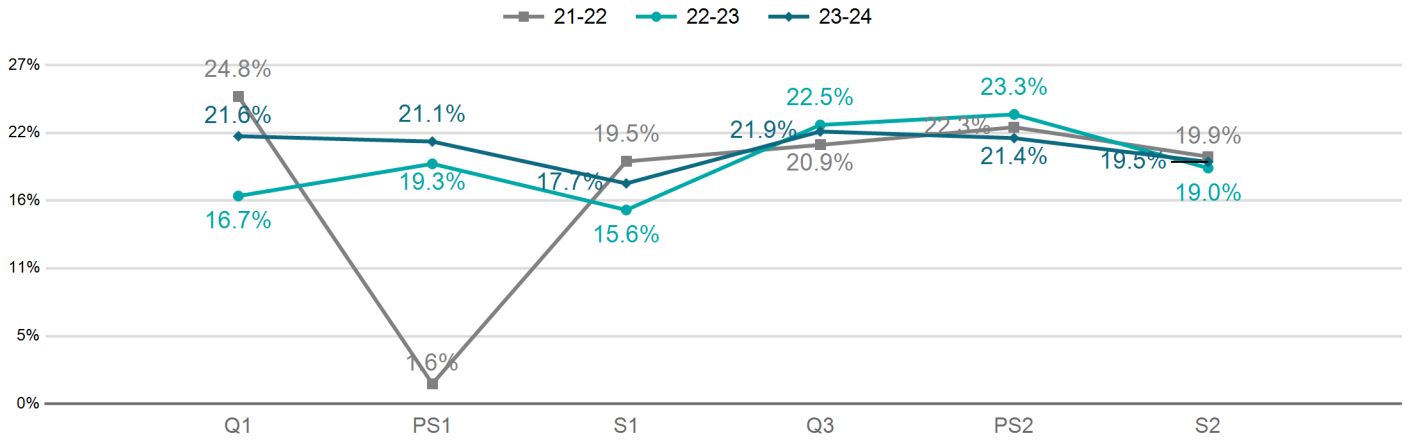


Category: Special Populations - Subgroup: Homeless



Percent of Students with 1+ D or F - 3 year Comparison Jefferson

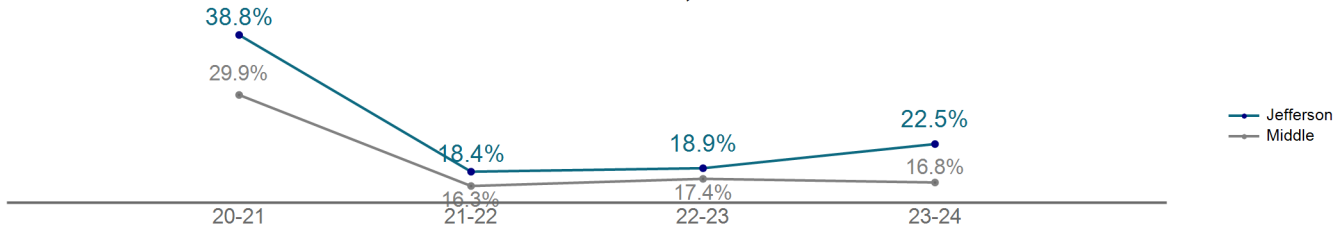
Category: Special Populations - Subgroup: GATE/Excel



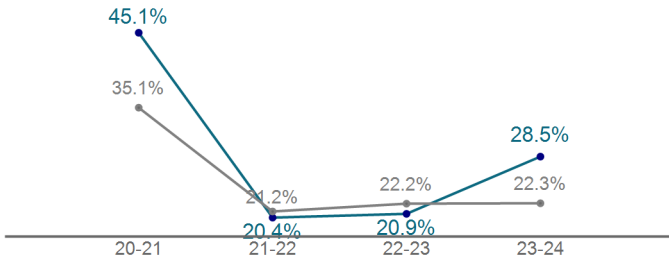
Semester 2 - D/F Rate

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

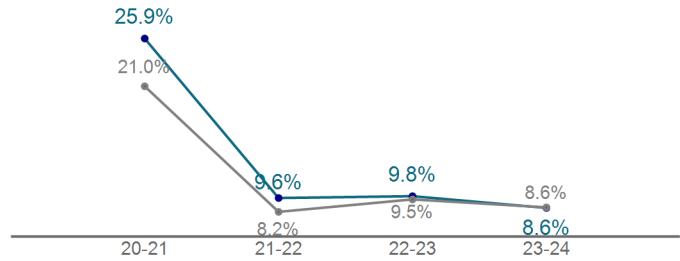
**Jefferson
All Students
N = 5,877**



**African American
N = 894**



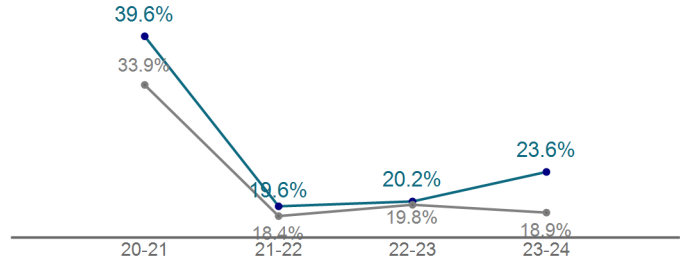
**Asian
N = 408**



Filipino

Subgroup with fewer than 20 total grades.

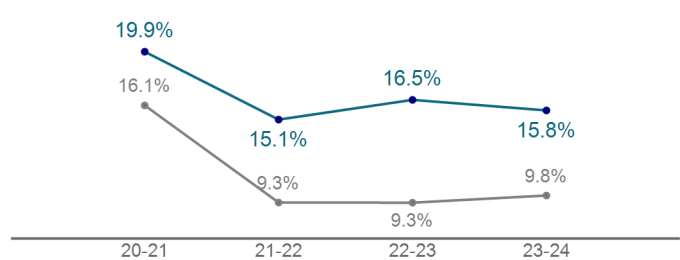
**Hispanic
N = 3,883**



Pacific Islander

Subgroup with fewer than 20 total grades.

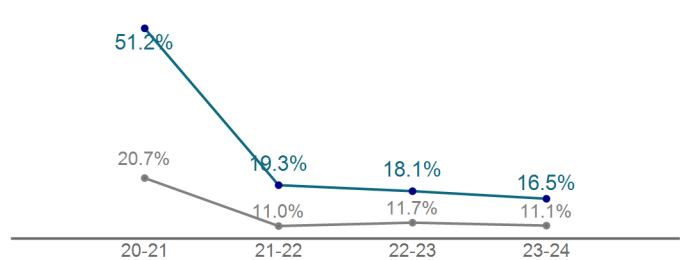
**White
N = 222**



Native American

Subgroup with fewer than 20 total grades.

**Other
N = 236**



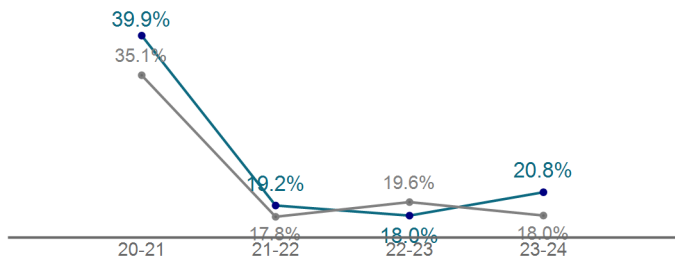
N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.

Dashed line represents data for current year still in progress.

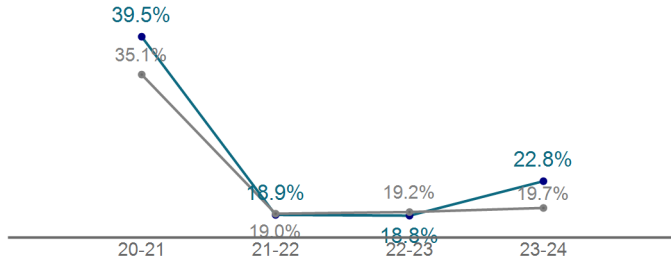
Subgroups with fewer than 20 total grades are not included.

Semester 2 - D/F Rate

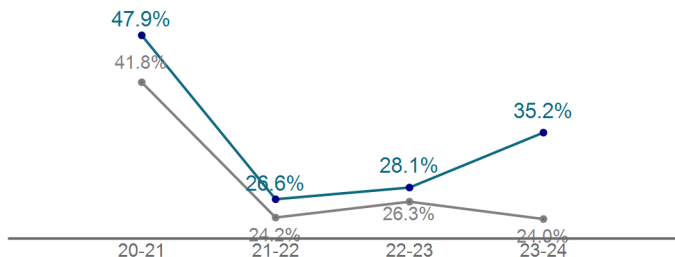
EL + RFEP
N = 2,521



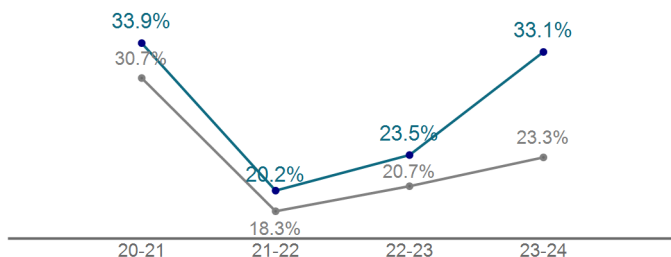
Low SES
N = 4,489



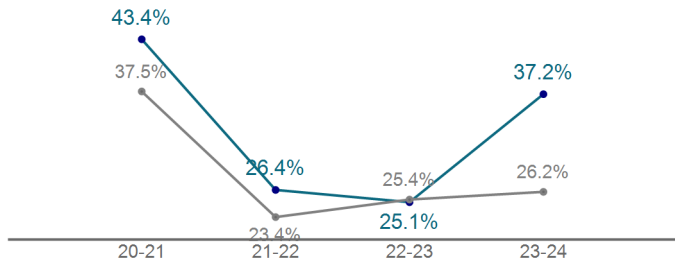
English Learner
N = 905



Special Education
N = 726



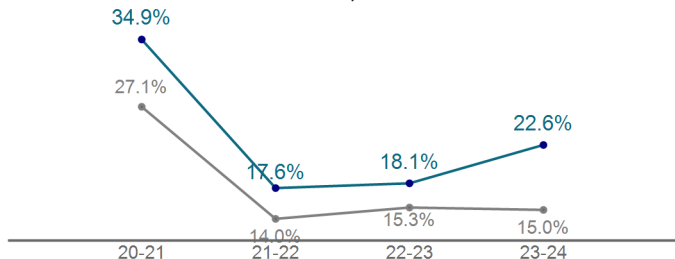
Homeless
N = 344



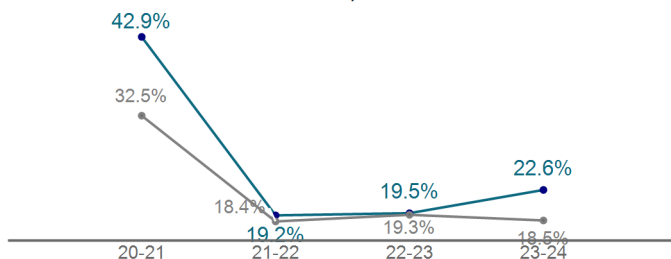
Foster Youth

Subgroup with fewer than 20 total grades.

Female
N = 2,857



Male
N = 2,979

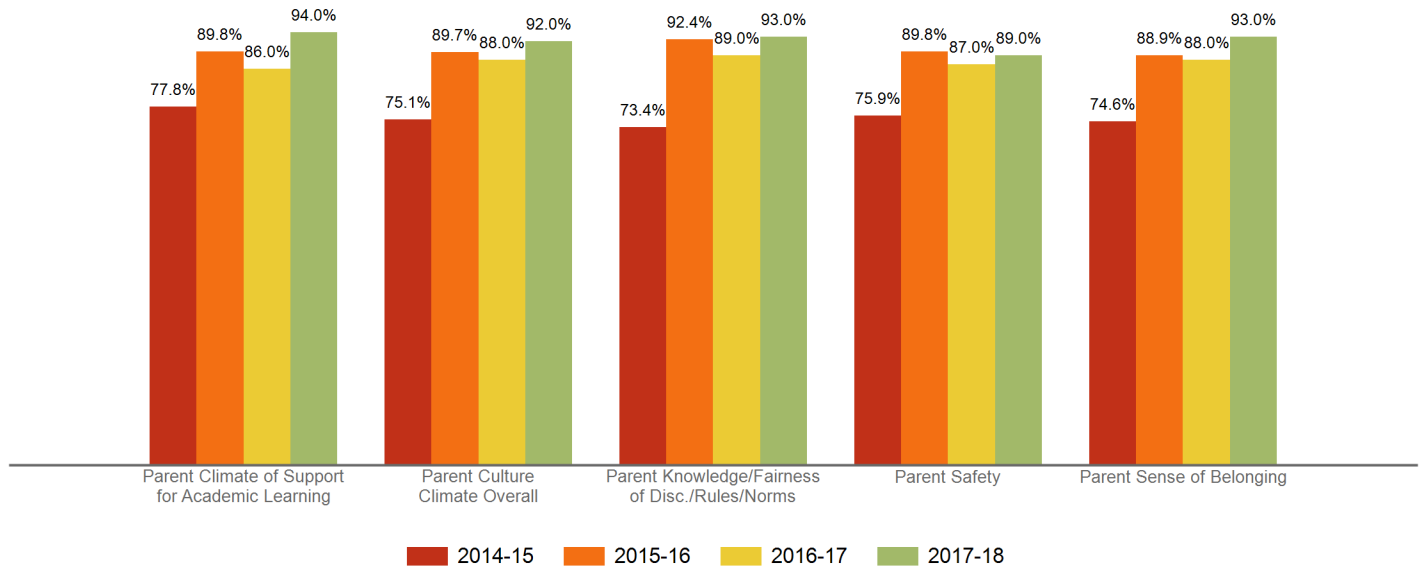


N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

Culture-Climate Survey (Parent)

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>Jefferson will increase PULSE survey outcomes for all areas for all subgroups, increasing from 78% to 80 % in Agency, from 68% to 75% in Belonging, and increasing from 78% to 80% in Identity. Jefferson will decrease suspensions for all subgroups with a goal of 7% for all students and a goal of 10% for Black students and 7% for students with IEPs. Jefferson will decrease chronic absenteeism for all subgroups with a goal of 20% for all students and a goal of 30% for both Black students and students with IEPs.</p> <p>Action Plan: Teachers will build relationships with students to encourage sense of belonging</p> <p>Progress monitoring: 1. Weekly Wellness Wednesday lessons in PE and Electives 2. School-wide lessons monthly in PE 3. Increase clubs and activities led by leadership students and staff 4. MMM Wellness Update.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	<p>An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success. Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration. Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. Monitoring student behavior in an alternate class environment. Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. Mentor students who need extra support with behavior and academics. Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curricular activities.</p>		Campus Staff Assistant

Culture-Climate Survey (Parent)

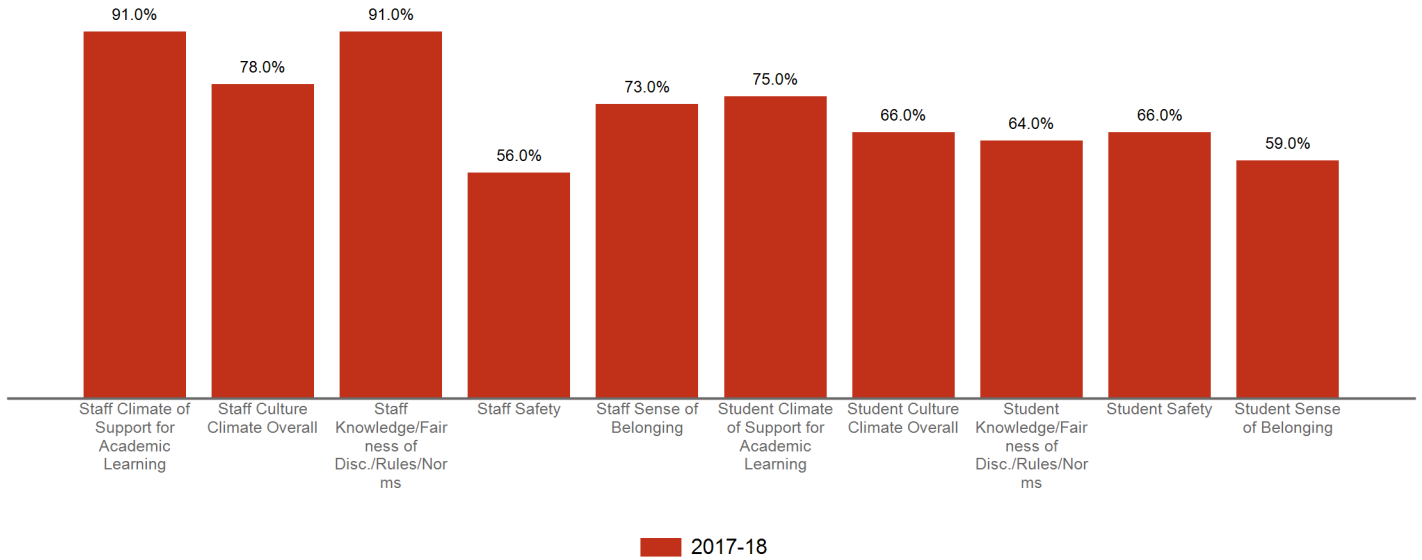
School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	On-going WEB training for staff and students. Funding for materials and supplies to support the program and any field trips that get scheduled. Funding to support sub coverage for WEB lead teachers to attend training and plan release days.		Materials, Substitute teacher full day
5	Additional Bilingual Spanish IOA-Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollment, technology, transportation, and CANVAS.		Intermediate Office Assistant
Total			

Culture-Climate Survey (Student-Staff)

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>Jefferson will increase PULSE survey outcomes for all areas for all subgroups, increasing from 78% to 80 % in Agency, from 68% to 75% in Belonging, and increasing from 78% to 80% in Identity. Jefferson will decrease suspensions for all subgroups with a goal of 7% for all students and a goal of 10% for Black students and 7% for students with IEPs. Jefferson will decrease chronic absenteeism for all subgroups with a goal of 20% for all students and a goal of 30% for both Black students and students with IEPs.</p> <p>Action Plan: Teachers will build relationships with students to encourage sense of belonging</p> <p>Progress monitoring: 1. Weekly Wellness Wednesday lessons in PE and Electives 2. School-wide lessons monthly in PE 3. Increase clubs and activities led by leadership students and staff 4. MMM Wellness Update.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Materials and supplies, determined by the individual departments as needed to address standards for all students. Supplemental materials to ensure that classes have materials that are culturally relevant and engaging to students. Departments include: ELA, Math, Science, Health, PE, Sped, Electives, History.		Materials

Culture-Climate Survey (Student-Staff)

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	<p>An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success. Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration. Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. Monitoring student behavior in an alternate class environment. Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. Mentor students who need extra support with behavior and academics. Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curricular activities.</p>		Campus Staff Assistant
	<p>On-going WEB training for staff and students. Funding for materials and supplies to support the program and any field trips that get scheduled. Funding to support sub coverage for WEB lead teachers to attend training and plan release days.</p>		Materials, Substitute teacher full day
	<p>Technology support to supplement current classroom technology. Laptops supplement the basic technology that teachers are provided. The laptops allow teachers to work from any space in the room and collaborate when not in their classrooms. Extra hourly to support technology tickets on campus.</p>		Materials, Services
3	<p>25% LCFF Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers Monitor and support School Website to enhance parent communication Facilitate 6th Grade Orientation for new parents and students Support attendance outreach (SART/SARB/SST) Facilitate or coordinate Parent Workshops and training Serve as a liaison to site-level parent groups Support SPSA-related tasks Support MS Choice Fair Develop and coordinate community partnerships & donations Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS 75% Title 1 Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school. Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs. Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families. Creates and implements the community schools plan in collaboration with all school stakeholders. Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.</p>		Program Facilitator

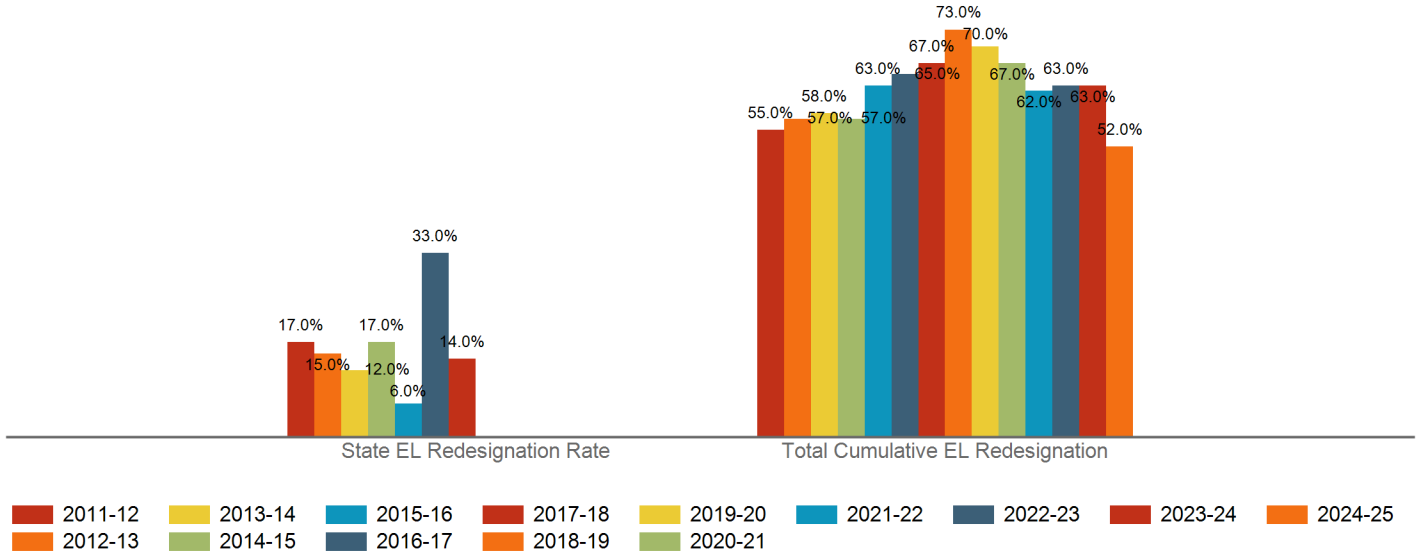
Culture-Climate Survey (Student-Staff)

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
4	Recreation Aide to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school supervision and activities. 1 Rec Aide .125 FTE or 3.75 hours per week.		Hourly - Recreation Aide
	Materials and supplies for student incentives for Positive Behavior Support Plan. Certificate paper, award pins, lanyards, masks, hand sanitizer, art supplies, banners, and other items voted on by leadership team. VIP lunch activities weekly, monthly awards for scholars and character, semester honor roll awards.		Materials
6	Field trips and bussing for all students to attend field trips to support classroom instuction. Students benefit from real life experiences that connect to the content teachers are covering in class. Teachers will integrate field trip experiences that engage students in the learning and connect class lessons to real life experiences. These visits will be used to increase student enagagment and cultural revelvancy of the curriculum. Trips to include The Getty, The Museum of Tolerance, Museum of Science and Industry, Broad Museum, and the Aquarium of the Pacific as well as others identified through student survey data. Each grade level will attend a different trip during year.		Services
Total			

EL Reclassification

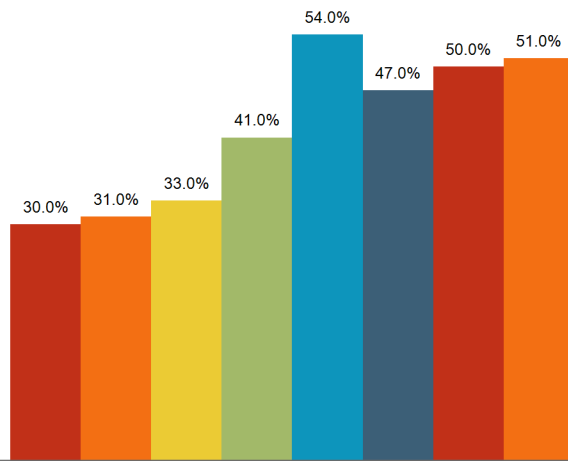
School Year: 23-24



Budgeted Items

Line Number	Description	Cost	Personnel Summary
3	25% LCFF Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers Monitor and support School Website to enhance parent communication Facilitate 6th Grade Orientation for new parents and students Support attendance outreach (SART/SARB/SST) Facilitate or coordinate Parent Workshops and training Serve as a liaison to site-level parent groups Support SPSA-related tasks Support MS Choice Fair Develop and coordinate community partnerships & donations Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS 75% Title 1 Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school. Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs. Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families. Creates and implements the community schools plan in collaboration with all school stakeholders. Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.		Program Facilitator
Total			

Goals	
Area	Description
ELA Goals	<p>All students will increase ELA SBAC proficiency by 5% and Black, EL, and students with IEPs will meet their growth target (at least 25 scaled scored points) by June 2024.</p> <p>Action Plan: Teachers will build relationships with students, make instruction meaningful, and reflect to continuously improve their instruction</p> <p>Progress monitoring: 1. Share data and next steps at State of the School each quarter. 2. Teachers will use quarter data to drive instruction through the PDSA cycle. 3. Weekly teacher feedback shared in new Google form. 4. Monthly teacher-led PD on focus areas aligned to school goals. 5. Teacher Walkthroughs (3x a year) and time to analyze data and adjust action plans. 6. Parent feedback through class visits (2 per year)</p>

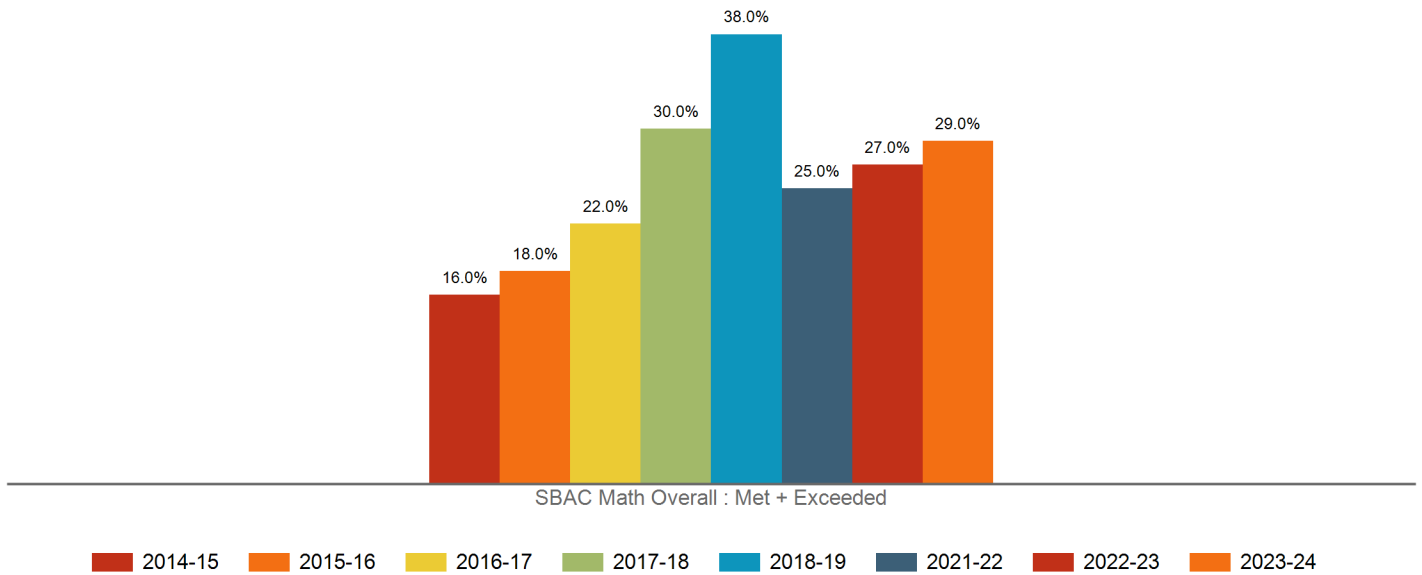


■ 2014-15
 ■ 2015-16
 ■ 2016-17
 ■ 2017-18
 ■ 2018-19
 ■ 2021-22
 ■ 2022-23
 ■ 2023-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Weekly collaborative lesson planning time so teachers can plan how to integrate new instructional strategies to ensure all students make academic and SEL gains. Collaborative scoring of ELA performance tasks and unit studies to align instruction of all content areas. Teachers work together to plan lessons and share ideas, solve technical issues, and support each other through the implementation with a focus on trying new student engagement strategies and using data from their PDSA cycles of learning.		Teacher Hourly Extra Comp
Total			

Reading-SBAC/Benchmark Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17409	5	10/3/23	12/22/23	20	1	20
	5					20

Goals	
Area	Description
Math Goals	<p>All students will increase Math SBAC proficiency by 7% by June 2024 and Black, EL, and students with IEPs will exceed their grade level growth target.</p> <p>Action Plan: Teachers will build relationships with students, make instruction meaningful, and reflect to continuously improve their instruction</p> <p>Progress monitoring: 1. Help teachers use data to drive instruction through the PDSA cycle. 2. Share data and next steps at State of the School each quarter. 3. Weekly teacher feedback shared in new Google form. 4. Monthly teacher-led PD on focus areas aligned to school goals. 5. Teacher Walkthroughs and time to analyze data and adjust action plans. 6. Two parent week visits to get community support and feedback. 7. Increasing engagement by 100% by implementing BTC strategy "Vertical Learning", at least twice per week.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Weekly collaborative lesson planning time so teachers can plan how to integrate new instructional strategies to ensure all students make academic and SEL gains. Collaborative scoring of ELA performance tasks and unit studies to align instruction of all content areas. Teachers work together to plan lessons and share ideas, solve technical issues, and support each other through the implementation with a focus on trying new student engagement strategies and using data from their PDSA cycles of learning.		Teacher Hourly Extra Comp
Total			

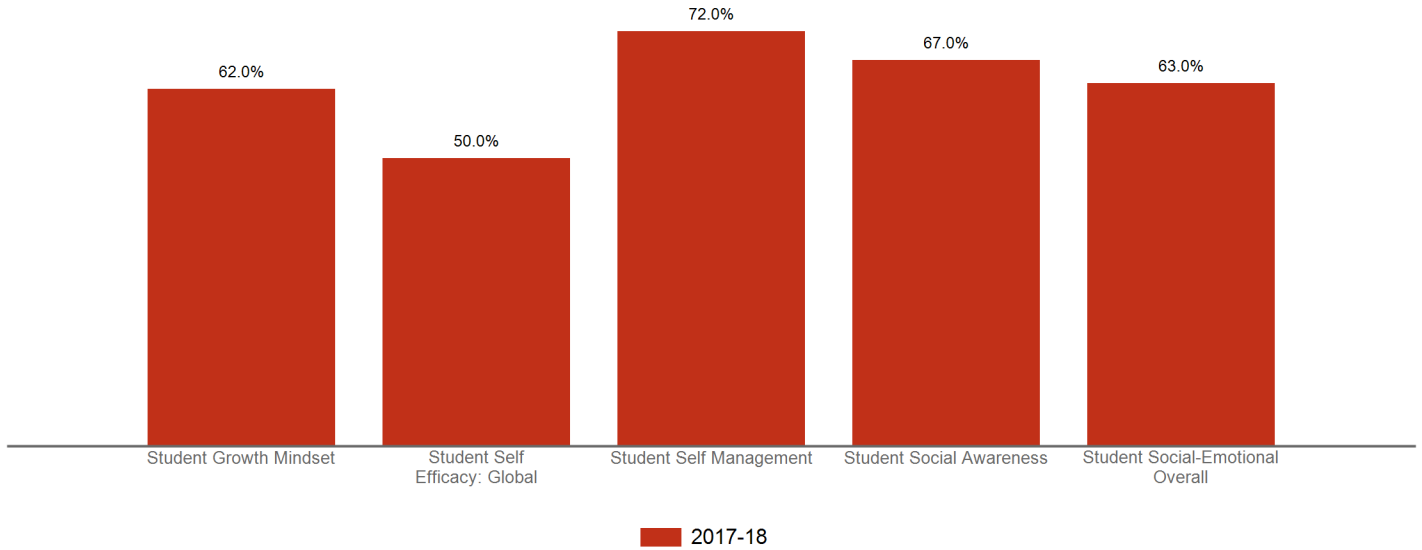
Mathematics Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17402	6	10/3/23	12/22/23	10	1	10
17403	7	10/2/23	12/22/23	20	1	20
17404	5	10/3/23	12/22/23	20	1	20
17405	6	10/3/23	12/22/23	20	1	20
17406	6	10/3/23	12/22/23	20	1	20
17407	6	10/3/23	12/22/23	20	1	20

Mathematics Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17408	5	10/3/23	12/22/23	20	1	20
	41					130

SEL Survey

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>Jefferson will increase PULSE survey outcomes for all areas for all subgroups, increasing from 78% to 80 % in Agency, from 68% to 75% in Belonging, and increasing from 78% to 80% in Identity. Jefferson will decrease suspensions for all subgroups with a goal of 7% for all students and a goal of 10% for Black students and 7% for students with IEPs. Jefferson will decrease chronic absenteeism for all subgroups with a goal of 20% for all students and a goal of 30% for both Black students and students with IEPs.</p> <p>Action Plan: Teachers will build relationships with students to encourage sense of belonging</p> <p>Progress monitoring: 1. Weekly Wellness Wednesday lessons in PE and Electives 2. School-wide lessons monthly in PE 3. Increase clubs and activities led by leadership students and staff 4. MMM Wellness Update.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	The work of this 50% Assistant Principal #2 will focus on students M-Z: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Health Collaborative participation Youth tobacco/diversion program Summer Orientation planning Black Student Parent Initiative Black Student Union Black Student Art/Culture		Asst. Principal Middle

SEL Survey

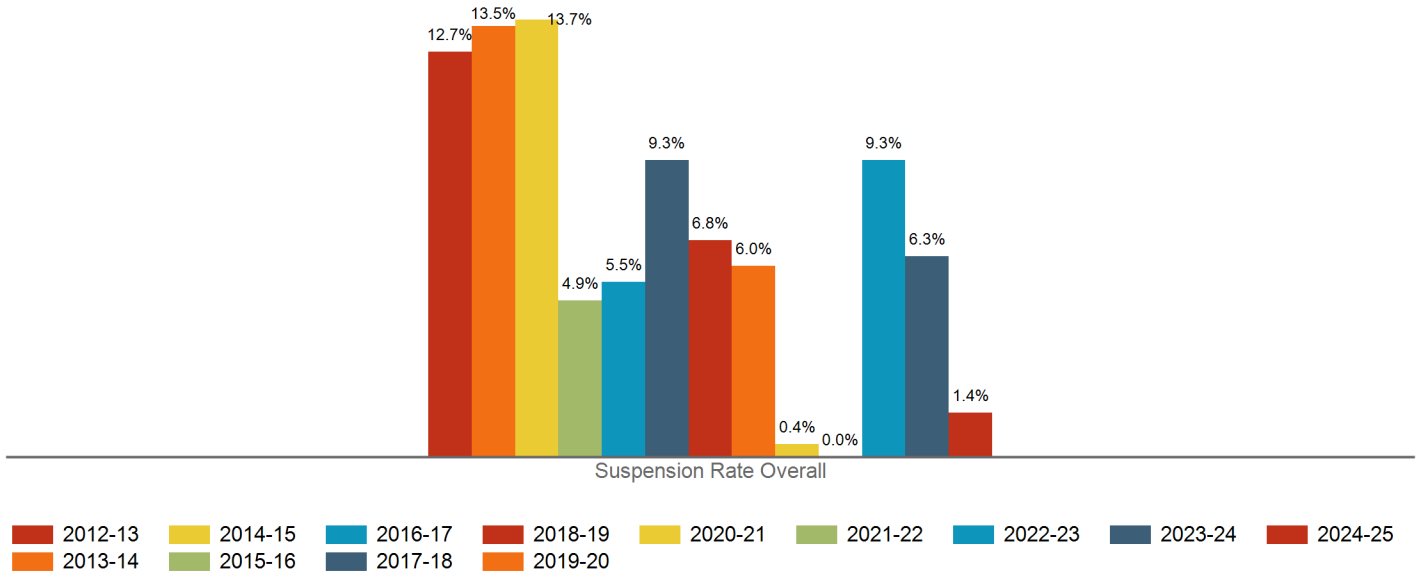
School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	<p>25% LCFF Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers Monitor and support School Website to enhance parent communication Facilitate 6th Grade Orientation for new parents and students Support attendance outreach (SART/SARB/SST) Facilitate or coordinate Parent Workshops and training Serve as a liaison to site-level parent groups Support SPSA-related tasks Support MS Choice Fair Develop and coordinate community partnerships & donations Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS 75% Title 1 Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school. Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs. Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families. Creates and implements the community schools plan in collaboration with all school stakeholders. Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and facilitates meetings (i.e., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.</p>		Program Facilitator
4	<p>Recreation Aide to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school supervision and activities. 1 Rec Aide .125 FTE or 3.75 hours per week.</p>		Hourly - Recreation Aide
	<p>Materials and supplies for student incentives for Positive Behavior Support Plan. Certificate paper, award pins, lanyards, masks, hand sanitizer, art supplies, banners, and other items voted on by leadership team. VIP lunch activities weekly, monthly awards for scholars and character, semester honor roll awards.</p>		Materials
7	<p>The work of this 50% Assistant Principal #1 will focus on services to students A-L: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Health Collaborative participation Youth tobacco/diversion program Summer Orientation planning</p>		Asst. Principal Middle
Total			

Suspension/Expulsion Rate

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>Jefferson will increase PULSE survey outcomes for all areas for all subgroups, increasing from 78% to 80 % in Agency, from 68% to 75% in Belonging, and increasing from 78% to 80% in Identity. Jefferson will decrease suspensions for all subgroups with a goal of 7% for all students and a goal of 10% for Black students and 7% for students with IEPs. Jefferson will decrease chronic absenteeism for all subgroups with a goal of 20% for all students and a goal of 30% for both Black students and students with IEPs.</p> <p>Action Plan: Teachers will build relationships with students to encourage sense of belonging</p> <p>Progress monitoring: 1. Weekly Wellness Wednesday lessons in PE and Electives 2. School-wide lessons monthly in PE 3. Increase clubs and activities led by leadership students and staff 4. MMM Wellness Update.</p>



Suspension/Exclusion Rate

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	<p>An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success. Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration. Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. Monitoring student behavior in an alternate class environment. Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. Mentor students who need extra support with behavior and academics. Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curricular activities.</p>		Campus Staff Assistant
Total			

All Parents

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Materials and supplies, determined by the individual departments as needed to address standards for all students. Supplemental materials to ensure that classes have materials that are culturally relevant and engaging to students. Departments include: ELA, Math, Science, Health, PE, Sped, Electives, History.	\$10,000	
	The work of this 50% Assistant Principal #2 will focus on students M-Z: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Health Collaborative participation Youth tobacco/diversion program Summer Orientation planning Black Student Parent Initiative Black Student Union Black Student Art/Culture	\$94,832	
	Weekly collaborative lesson planning time so teachers can plan how to integrate new instructional strategies to ensure all students make academic and SEL gains. Collaborative scoring of ELA performance tasks and unit studies to align instruction of all content areas. Teachers work together to plan lessons and share ideas, solve technical issues, and support each other through the implementation with a focus on trying new student engagement strategies and using data from their PDSA cycles of learning.	\$31,124	Teacher Hourly Extra Comp
2	An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success. Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration. Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. Monitoring student behavior in an alternate class environment. Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. Mentor students who need extra support with behavior and academics. Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curricular activities.	\$96,831	
	On-going WEB training for staff and students. Funding for materials and supplies to support the program and any field trips that get scheduled. Funding to support sub coverage for WEB lead teachers to attend training and plan release days.	\$4,534	
	Technology support to supplement current classroom technology. Laptops supplement the basic technology that teachers are provided. The laptops allow teachers to work from any space in the room and collaborate when not in their classrooms. Extra hourly to support technology tickets on campus.	\$20,000	

All Parents

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	<p>25% LCFF Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers Monitor and support School Website to enhance parent communication Facilitate 6th Grade Orientation for new parents and students Support attendance outreach (SART/SARB/SST) Facilitate or coordinate Parent Workshops and training Serve as a liaison to site-level parent groups Support SPSA-related tasks Support MS Choice Fair Develop and coordinate community partnerships & donations Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS 75% Title 1 Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school. Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs. Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families. Creates and implements the community schools plan in collaboration with all school stakeholders. Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.</p>	\$85,379	
4	<p>Recreation Aide to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school supervision and activities. 1 Rec Aide .125 FTE or 3.75 hours per week.</p>	\$15,382	
	<p>Materials and supplies for student incentives for Positive Behavior Support Plan. Certificate paper, award pins, lanyards, masks, hand sanitizer, art supplies, banners, and other items voted on by leadership team. VIP lunch activities weekly, monthly awards for scholars and character, semester honor roll awards.</p>	\$10,000	
5	<p>Additional Bilingual Spanish IOA-Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollemnt, technology, transportation, and CANVAS.</p>	\$90,371	
6	<p>Field trips and bussing for all students to attend field trips to support classroom instuction. Students benefit from real life experiences that connect to the content teachers are covering in class. Teachers will integrate field trip experiences that engage students in the learning and connect class lessons to real life experiences. These visits will be used to increase student enagagment and cultural revelvancy of the curriculum. Trips to include The Getty, The Museum of Tolerance, Museum of Science and Industry, Broad Museum, and the Aquarium of the Pacific as well as others identified through student survey data. Each grade level will attend a different trip during year.</p>	\$15,000	

All Parents

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
7	The work of this 50% Assistant Principal #1 will focus on services to students A-L: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Heath Collabortive participation Youth tobacco/diversion program Summer Orientation planning	\$94,832	
Total		\$568,285	

All Staff

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Materials and supplies, determined by the individual departments as needed to address standards for all students. Supplemental materials to ensure that classes have materials that are culturally relevant and engaging to students. Departments include: ELA, Math, Science, Health, PE, Sped, Electives, History.	\$10,000	
	The work of this 50% Assistant Principal #2 will focus on students M-Z: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Health Collaborative participation Youth tobacco/diversion program Summer Orientation planning Black Student Parent Initiative Black Student Union Black Student Art/Culture	\$94,832	
	Weekly collaborative lesson planning time so teachers can plan how to integrate new instructional strategies to ensure all students make academic and SEL gains. Collaborative scoring of ELA performance tasks and unit studies to align instruction of all content areas. Teachers work together to plan lessons and share ideas, solve technical issues, and support each other through the implementation with a focus on trying new student engagement strategies and using data from their PDSA cycles of learning.	\$31,124	Teacher Hourly Extra Comp
2	An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success. Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration. Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. Monitoring student behavior in an alternate class environment. Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. Mentor students who need extra support with behavior and academics. Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curricular activities.	\$96,831	
	On-going WEB training for staff and students. Funding for materials and supplies to support the program and any field trips that get scheduled. Funding to support sub coverage for WEB lead teachers to attend training and plan release days.	\$4,534	
	Technology support to supplement current classroom technology. Laptops supplement the basic technology that teachers are provided. The laptops allow teachers to work from any space in the room and collaborate when not in their classrooms. Extra hourly to support technology tickets on campus.	\$20,000	

All Staff

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	25% LCFF Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers Monitor and support School Website to enhance parent communication Facilitate 6th Grade Orientation for new parents and students Support attendance outreach (SART/SARB/SST) Facilitate or coordinate Parent Workshops and training Serve as a liaison to site-level parent groups Support SPSA-related tasks Support MS Choice Fair Develop and coordinate community partnerships & donations Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS 75% Title 1 Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school. Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs. Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families. Creates and implements the community schools plan in collaboration with all school stakeholders. Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.	\$85,379	
4	Recreation Aide to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school supervision and activities. 1 Rec Aide .125 FTE or 3.75 hours per week.	\$15,382	
	Materials and supplies for student incentives for Positive Behavior Support Plan. Certificate paper, award pins, lanyards, masks, hand sanitizer, art supplies, banners, and other items voted on by leadership team. VIP lunch activities weekly, monthly awards for scholars and character, semester honor roll awards.	\$10,000	
5	Additional Bilingual Spanish IOA-Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollemnt, technology, transportation, and CANVAS.	\$90,371	
6	Field trips and bussing for all students to attend field trips to support classroom instuction. Students benefit from real life experiences that connect to the content teachers are covering in class. Teachers will integrate field trip experiences that engage students in the learning and connect class lessons to real life experiences. These visits will be used to increase student enagagment and cultural revelvancy of the curriculum. Trips to include The Getty, The Museum of Tolerance, Museum of Science and Industry, Broad Museum, and the Aquarium of the Pacific as well as others identified through student survey data. Each grade level will attend a different trip during year.	\$15,000	

All Staff

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
7	The work of this 50% Assistant Principal #1 will focus on services to students A-L: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Heath Collabortive participation Youth tobacco/diversion program Summer Orientation planning	\$94,832	
Total		\$568,285	

All Students

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Materials and supplies, determined by the individual departments as needed to address standards for all students. Supplemental materials to ensure that classes have materials that are culturally relevant and engaging to students. Departments include: ELA, Math, Science, Health, PE, Sped, Electives, History.	\$10,000	
	The work of this 50% Assistant Principal #2 will focus on students M-Z: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Health Collaborative participation Youth tobacco/diversion program Summer Orientation planning Black Student Parent Initiative Black Student Union Black Student Art/Culture	\$94,832	
	Weekly collaborative lesson planning time so teachers can plan how to integrate new instructional strategies to ensure all students make academic and SEL gains. Collaborative scoring of ELA performance tasks and unit studies to align instruction of all content areas. Teachers work together to plan lessons and share ideas, solve technical issues, and support each other through the implementation with a focus on trying new student engagement strategies and using data from their PDSA cycles of learning.	\$31,124	Teacher Hourly Extra Comp
2	An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success. Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration. Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. Monitoring student behavior in an alternate class environment. Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. Mentor students who need extra support with behavior and academics. Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curricular activities.	\$96,831	
	On-going WEB training for staff and students. Funding for materials and supplies to support the program and any field trips that get scheduled. Funding to support sub coverage for WEB lead teachers to attend training and plan release days.	\$4,534	
	Technology support to supplement current classroom technology. Laptops supplement the basic technology that teachers are provided. The laptops allow teachers to work from any space in the room and collaborate when not in their classrooms. Extra hourly to support technology tickets on campus.	\$20,000	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	25% LCFF Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers Monitor and support School Website to enhance parent communication Facilitate 6th Grade Orientation for new parents and students Support attendance outreach (SART/SARB/SST) Facilitate or coordinate Parent Workshops and training Serve as a liaison to site-level parent groups Support SPSA-related tasks Support MS Choice Fair Develop and coordinate community partnerships & donations Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS 75% Title 1 Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school. Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs. Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families. Creates and implements the community schools plan in collaboration with all school stakeholders. Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.	\$85,379	
4	Recreation Aide to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school supervision and activities. 1 Rec Aide .125 FTE or 3.75 hours per week.	\$15,382	
	Materials and supplies for student incentives for Positive Behavior Support Plan. Certificate paper, award pins, lanyards, masks, hand sanitizer, art supplies, banners, and other items voted on by leadership team. VIP lunch activities weekly, monthly awards for scholars and character, semester honor roll awards.	\$10,000	
5	Additional Bilingual Spanish IOA-Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollemnt, technology, transportation, and CANVAS.	\$90,371	
6	Field trips and bussing for all students to attend field trips to support classroom instuction. Students benefit from real life experiences that connect to the content teachers are covering in class. Teachers will integrate field trip experiences that engage students in the learning and connect class lessons to real life experiences. These visits will be used to increase student enagagment and cultural revelvancy of the curriculum. Trips to include The Getty, The Museum of Tolerance, Museum of Science and Industry, Broad Museum, and the Aquarium of the Pacific as well as others identified through student survey data. Each grade level will attend a different trip during year.	\$15,000	

All Students

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
7	The work of this 50% Assistant Principal #1 will focus on services to students A-L: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Heath Collabortive participation Youth tobacco/diversion program Summer Orientation planning	\$94,832	
Total		\$568,285	

English Learners

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Materials and supplies, determined by the individual departments as needed to address standards for all students. Supplemental materials to ensure that classes have materials that are culturally relevant and engaging to students. Departments include: ELA, Math, Science, Health, PE, Sped, Electives, History.	\$10,000	
	The work of this 50% Assistant Principal #2 will focus on students M-Z: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Health Collaborative participation Youth tobacco/diversion program Summer Orientation planning Black Student Parent Initiative Black Student Union Black Student Art/Culture	\$94,832	
	Weekly collaborative lesson planning time so teachers can plan how to integrate new instructional strategies to ensure all students make academic and SEL gains. Collaborative scoring of ELA performance tasks and unit studies to align instruction of all content areas. Teachers work together to plan lessons and share ideas, solve technical issues, and support each other through the implementation with a focus on trying new student engagement strategies and using data from their PDSA cycles of learning.	\$31,124	Teacher Hourly Extra Comp
2	An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success. Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration. Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. Monitoring student behavior in an alternate class environment. Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. Mentor students who need extra support with behavior and academics. Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curricular activities.	\$96,831	
	On-going WEB training for staff and students. Funding for materials and supplies to support the program and any field trips that get scheduled. Funding to support sub coverage for WEB lead teachers to attend training and plan release days.	\$4,534	
	Technology support to supplement current classroom technology. Laptops supplement the basic technology that teachers are provided. The laptops allow teachers to work from any space in the room and collaborate when not in their classrooms. Extra hourly to support technology tickets on campus.	\$20,000	

English Learners

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	<p>25% LCFF Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers Monitor and support School Website to enhance parent communication Facilitate 6th Grade Orientation for new parents and students Support attendance outreach (SART/SARB/SST) Facilitate or coordinate Parent Workshops and training Serve as a liaison to site-level parent groups Support SPSA-related tasks Support MS Choice Fair Develop and coordinate community partnerships & donations Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS 75% Title 1 Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school. Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs. Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families. Creates and implements the community schools plan in collaboration with all school stakeholders. Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.</p>	\$85,379	
4	<p>Recreation Aide to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school supervision and activities. 1 Rec Aide .125 FTE or 3.75 hours per week.</p>	\$15,382	
	<p>Materials and supplies for student incentives for Positive Behavior Support Plan. Certificate paper, award pins, lanyards, masks, hand sanitizer, art supplies, banners, and other items voted on by leadership team. VIP lunch activities weekly, monthly awards for scholars and character, semester honor roll awards.</p>	\$10,000	
5	<p>Additional Bilingual Spanish IOA-Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollemnt, technology, transportation, and CANVAS.</p>	\$90,371	
6	<p>Field trips and bussing for all students to attend field trips to support classroom instuction. Students benefit from real life experiences that connect to the content teachers are covering in class. Teachers will integrate field trip experiences that engage students in the learning and connect class lessons to real life experiences. These visits will be used to increase student enagagment and cultural revelvancy of the curriculum. Trips to include The Getty, The Museum of Tolerance, Museum of Science and Industry, Broad Museum, and the Aquarium of the Pacific as well as others identified through student survey data. Each grade level will attend a different trip during year.</p>	\$15,000	

English Learners

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
7	The work of this 50% Assistant Principal #1 will focus on services to students A-L: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Heath Collabortive participation Youth tobacco/diversion program Summer Orientation planning	\$94,832	
Total		\$568,285	



JEFFERSON

Leadership Academy

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FAMILY INVOLVEMENT GUIDELINES

Jefferson Leadership Academy (JLA), which receives Title I, Part A funds, has developed a set of Family Involvement Guidelines in collaboration with JLA's School Site Council members. These guidelines have been distributed to families of students participating in the program. The Family Involvement Guidelines include important information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). They outline JLA's expectations for family involvement and describe the school's specific activities to promote this involvement. The Home-School Compact is also included as part of JLA's Family Involvement Guidelines.

PART I: JLA agrees to implement the following requirements:

- Collaborate with families of participating children to create and distribute the JLA Family Involvement Guidelines, ensuring mutual agreement between JLA and the families.
- Inform families about the JLA Family Involvement Guidelines clearly and consistently. Whenever possible, provide these Guidelines in a language the family can understand.
- Make the JLA Family Involvement Guidelines accessible to the local community.
- Regularly update the JLA Family Involvement Guidelines to address the evolving needs of families and the school community.
- Include JLA's home-school compact as part of the JLA Family Involvement Guidelines.
- Adhere to the statutory definition of family involvement and conduct programs, activities, and procedures in line with this definition.

PART II: How Jefferson Will Implement Required Jefferson Family Involvement Guidelines Components.

JLA will take the following actions to involve families in the joint development and agreement of its Family Involvement Guidelines and school-wide plan, as applicable, under section 1118(b) of the ESEA:

1. Training and Meetings:

- Attend district or JLA site training sessions that cover topics such as:
 - Responsibilities and roles of the School Site Council (SSC) and its members
 - Composition of SSCs
 - Budget considerations
 - The Single Plan for Student Achievement
 - The role of the English Learner Advisory Committee (ELAC) and other advisory committees
- Meet with SSC and ELAC members to review the previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement.
- Invite other families and stakeholders to attend the meeting.
- Advertise the meeting through the school website, Back-to-School Night, the Parent Newsletter, and SchoolMessenger, among other channels.

2. During the Meeting:

- Review the Single Plan for Student Achievement and collaboratively identify necessary changes.
- Update the Family Involvement Guidelines and the Home-School Compact.
- Ensure oral and written translations are available for Spanish and Khmer-speaking families to facilitate discussions.

3. Distribution of Guidelines: JLA will distribute the Family Involvement Guidelines through

- SSC and ELAC meetings, The school website, and The Annual Title I Meeting/ Back-to-School Night

4. Updating Guidelines: JLA will update Family Involvement Guidelines as needed to meet the needs of families and the school through

- SSC and ELAC meetings, Family informational meetings, and JLA School Site Council gatherings

5. Annual Title I Public Meeting: JLA will convene an Annual Title I Public Meeting to inform families about:

- The requirements of Title I
- How Title I funds are utilized at JLA
- Families' rights to be involved
- Hold a flexible number of meetings at various times.
- Send notifications and flyers home in a language families can understand.
- Make announcements on JLA's marquee, Canvas, Parent Newsletter, and via SchoolMessenger.

6. Regular Updates on Title I Programs: JLA will provide families with updated information about Title I programs throughout the school year through:

- The school website
- The Main Office counter
- SSC, ELAC meetings, and other family meetings
- Schoolmessenger

7. Curriculum and Assessment Information:

- JLA will provide families with a description and explanation of the curriculum used, the forms of academic assessment utilized to measure student progress, and the proficiency levels students are expected to achieve.
- JLA will also offer opportunities for regular meetings to gather suggestions and enable participation in decisions related to their children's education through:
 - Family workshops
 - Family Survey
 - Principal Newsletter
 - The school website
 - Back-to-School Night
 - SSC and ELAC meetings

8. Family Comments Submission: JLA will submit any family comments regarding the schoolwide plan under section 1114(b)(2) if it is deemed unsatisfactory by the families of participating children. This will be addressed at School Site Council meetings to gather suggestions and enable participation in decisions related to their children's education through:

- Family workshops
- Family Survey
- Principal Newsletter
- The school website
- Back-to-School Night
- SSC and ELAC meetings

PART III: Shared Responsibilities For High Student Academic Achievement

1. JLA is committed to building the school and families' capacity for strong family involvement. This collaboration aims to ensure effective family participation and strengthen the partnership among the school, engaged families, and the community, ultimately improving student academic achievement through the following activities:

- District training sessions offered for families and staff
- On-site family education workshops
- Family-Teacher Conferences
- Family workshops posted on the district website
- DCAC, DELAC, and other district family forums/meetings
- Resources available on the district website: click "P" for Parent University

2. JLA will incorporate the Home-School Compact into its Family Involvement Guidelines, which:

- Outlines the shared responsibilities of the home, JLA, and students for academic achievement
- Is developed, discussed, and reviewed at the first SSC and ELAC meetings
- Requires approval by the School Site Council
- Describes the distribution process

3. JLA will, with the assistance of the district, help families understand key topics such as:

- The state's academic content standards

- State and local academic assessments, including alternate assessments

4. JLA will, with district support, provide materials and training to assist families in working with their children to improve academic achievement. This will include Family Workshops.

5. JLA will train its teachers and staff through teacher and staff professional development to effectively reach out to, communicate with, and collaborate with families as equal partners.

6. JLA will ensure that information related to its programs, meetings, and activities is sent to participating families in a clear and understandable format and in a language they can comprehend, including translations of written materials and notifications coordinated by district staff.

PART IV: Discretionary Jefferson Family Involvement Guidelines Components

The JLA Family Involvement Guidelines may also include paragraphs outlining additional discretionary activities that JLA, in consultation with families, chooses to undertake to enhance families' capacity for involvement in the school.

These may include the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving families in developing training for teachers, principals, and other educators to increase training effectiveness
- Providing necessary literacy training for families funded by Title I, Part A, if the school district has exhausted all other reasonably available funding sources
- Training families to encourage the involvement of other families
- Arranging JLA meetings at various times or conducting in-home conferences between teachers or educators and families who cannot attend meetings at JLA
- Adopting and implementing model approaches to enhance family involvement
- Establishing a district-wide family advisory council (DCAC) to provide guidance on family involvement matters related to Title I, Part A programs
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities
- Providing other reasonable support for family involvement activities as requested by families under section 1118.

* * * * *

PART V.

ADOPTION

JLA Family Involvement Guidelines have been developed jointly with and agreed upon by families of children participating in Title I and Part A programs. The Guidelines were adopted by JLA's School Site Council members on 11/19/24 and will be in effect for one school year. JLA will distribute the Guidelines to all families on or before Nov. 25, 2024 Jefferson, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Dr. Shipman
Renée Shipman, Ed.D.
Principal
Jefferson Leadership Academy

11/19/24
Date



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PAUTAS DE PARTICIPACIÓN FAMILIAR

Jefferson Leadership Academy (JLA), que recibe fondos del Título I, Parte A, ha desarrollado un conjunto de Pautas de participación familiar en colaboración con los miembros del Consejo Escolar de JLA. Estas pautas se han distribuido a las familias de los estudiantes que participan en el programa. Las Pautas de participación familiar incluyen información importante requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Describen las expectativas de JLA para la participación familiar y describen las actividades específicas de la escuela para promover esta participación. El Pacto Hogar-Escuela también se incluye como parte de las Pautas de participación familiar de JLA.

PARTE I: JLA se compromete a implementar los siguientes requisitos:

- Colaborar con las familias de los niños participantes para crear y distribuir las Pautas de participación familiar de JLA, asegurando el acuerdo mutuo entre JLA y las familias.
- Informar a las familias sobre las Pautas de participación familiar de JLA de manera clara y consistente. Siempre que sea posible, proporcione estas pautas en un idioma que la familia pueda entender.
- Hacer que las Directrices de Participación Familiar de la JLA sean accesibles a la comunidad local.
- Actualizar periódicamente las Pautas de participación familiar de JLA para abordar las necesidades cambiantes de las familias y la comunidad escolar.
- Incluir el pacto entre el hogar y la escuela de JLA como parte de las Pautas de participación familiar de JLA.
- Adherirse a la definición legal de participación familiar y realizar programas, actividades y procedimientos de acuerdo con esta definición.

PARTE II: Cómo implementará Jefferson los componentes requeridos de las pautas de participación familiar de Jefferson.

JLA tomará las siguientes acciones para involucrar a las familias en el desarrollo conjunto y el acuerdo de sus Pautas de participación familiar y el plan para toda la escuela, según corresponda, según la sección 1118 (b) de ESEA:

1. Capacitaciones y Reuniones:

- Asista a sesiones de capacitación del distrito o del sitio de JLA que cubren temas como:
 - Responsabilidades y roles del Consejo Escolar (SSC) y sus miembros
 - Composición de las SSC
 - Consideraciones presupuestarias
 - El Plan Único para el Rendimiento Estudiantil
 - El papel del Comité Asesor de Estudiantes de Inglés (ELAC) y otros comités asesores
- Reunirse con los miembros del SSC y ELAC para revisar las pautas del año anterior y las actividades de participación familiar descritas en el Plan Único para el Rendimiento Estudiantil.
- Invite a otras familias y partes interesadas a asistir a la reunión.
- Anuncie la reunión a través del sitio web de la escuela, la Noche de Regreso a Clases, el Boletín para Padres y SchoolMessenger, entre otros canales.

2. Durante la Reunión:

- Revisar el Plan Único para el Rendimiento Estudiantil e identificar en colaboración los cambios necesarios.
- Actualizar las Pautas de participación familiar y el Pacto entre el hogar y la escuela.

- Asegúrese de que haya traducciones orales y escritas disponibles para las familias de habla española y jemer para facilitar las discusiones.

3. Distribución de Pautas: JLA distribuirá las Pautas de Participación Familiar a través de

- Reuniones de SSC y ELAC, el sitio web de la escuela y la reunión anual de Título I/noche de regreso a clases

4. Actualización de las pautas: JLA actualizará las pautas de participación familiar según sea necesario para satisfacer las necesidades de las familias y la escuela a través de

- Reuniones del SSC y ELAC, reuniones informativas para las familias y reuniones del Consejo Escolar de la JLA

5. Reunión pública anual de Título I: JLA convocará una reunión pública anual de Título I para informar a las familias sobre:

- Los requisitos del Título I
- Cómo se utilizan los fondos del Título I en JLA
- Los derechos de las familias a participar
- Celebrar un número flexible de reuniones en distintos horarios.
- Envíe notificaciones y folletos a casa en un idioma que las familias puedan entender.
- Haga anuncios en la marquesina de JLA, Canvas, el boletín para padres y a través de SchoolMessenger.

6. Actualizaciones periódicas sobre los programas de Título I: JLA proporcionará a las familias información actualizada sobre los programas de Título I durante todo el año escolar a través de:

- El sitio web de la escuela
- El mostrador de la oficina principal
- Reuniones del SSC, ELAC y otras reuniones familiares.

7. Información sobre el plan de estudios y la evaluación:

- JLA proporcionará a las familias una descripción y explicación del plan de estudios utilizado, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes.
- JLA también ofrecerá oportunidades de reuniones periódicas para recoger sugerencias y permitir la participación en decisiones relacionadas con la educación de sus hijos a través de:
 - Talleres familiares
 - Encuesta familiar
 - Boletín principal
 - El sitio web de la escuela
 - Noche de regreso a clases
 - Reuniones del SSC y ELAC

8. Envío de comentarios familiares: JLA presentará cualquier comentario familiar sobre el plan escolar según la sección 1114(b)(2) si las familias de los niños participantes lo consideran insatisfactorio. Esto se abordará en las reuniones del Consejo Escolar para recoger sugerencias y permitir la participación en decisiones relacionadas con la educación de sus hijos a través de:

- Talleres familiares
- Encuesta familiar
- Boletín principal
- El sitio web de la escuela
- Noche de regreso a clases
- Reuniones del SSC y ELAC

PARTE III: Responsabilidades compartidas para un alto rendimiento académico de los estudiantes

1. JLA está comprometida a desarrollar la capacidad de la escuela y las familias para una fuerte participación familiar. Esta colaboración tiene como objetivo garantizar la participación familiar efectiva y fortalecer la asociación entre la escuela, las familias comprometidas y la comunidad, mejorando en última instancia el rendimiento académico de los estudiantes a través de las siguientes actividades:

- Sesiones de capacitación del distrito ofrecidas para familias y personal.
- Talleres presenciales de educación familiar.
- Conferencias de familia y maestros
- Talleres familiares publicados en el sitio web del distrito
- DCAC, DELAC y otros foros/reuniones familiares del distrito
- Recursos disponibles en el sitio web del distrito: haga clic en "P" para Universidad de padres

2. JLA incorporará el Pacto Hogar-Escuela en sus Pautas de Participación Familiar, que:
 - Describe las responsabilidades compartidas del hogar, JLA y los estudiantes para el rendimiento académico.
 - Se desarrolla, discute y revisa en las primeras reuniones del SSC y ELAC.
 - Requiere la aprobación del Consejo Escolar
 - Describe el proceso de distribución.
3. JLA, con la ayuda del distrito, ayudará a las familias a comprender temas clave como:
 - Los estándares de contenido académico del estado
 - Evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
4. JLA, con el apoyo del distrito, proporcionará materiales y capacitación para ayudar a las familias a trabajar con sus hijos para mejorar el rendimiento académico. Esto incluirá talleres familiares.
5. JLA capacitará a sus maestros y personal a través del desarrollo profesional de maestros y personal para llegar, comunicarse y colaborar efectivamente con las familias como socios iguales.
6. JLA se asegurará de que la información relacionada con sus programas, reuniones y actividades se envíe a las familias participantes en un formato claro y comprensible y en un idioma que puedan comprender, incluidas traducciones de materiales escritos y notificaciones coordinadas por el personal del distrito.

PARTE IV: Componentes de las pautas discrecionales de participación familiar de Jefferson

Las Pautas de participación familiar de JLA también pueden incluir párrafos que describen actividades discrecionales adicionales que JLA, en consulta con las familias, decide realizar para mejorar la capacidad de participación de las familias en la escuela.

Estas pueden incluir las siguientes actividades discrecionales enumeradas en la sección 1118(e) de ESEA:

- Involucrar a las familias en el desarrollo de capacitación para maestros, directores y otros educadores para aumentar la efectividad de la capacitación.
- Proporcionar la capacitación necesaria en alfabetización para las familias financiada por el Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiación razonablemente disponibles.
- Formar a las familias para fomentar la implicación de otras familias
- Organizar reuniones de JLA en distintos momentos o realizar conferencias en casa entre maestros o educadores y familias que no pueden asistir a las reuniones de JLA.
- Adoptar e implementar enfoques modelo para mejorar la participación familiar
- Establecer un consejo asesor familiar (DCAC) en todo el distrito para brindar orientación sobre asuntos de participación familiar relacionados con los programas del Título I, Parte A.
- Desarrollar funciones apropiadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación familiar.
- Proporcionar otro apoyo razonable para las actividades de participación familiar según lo soliciten las familias según la sección 1118.

* * * * *

PARTE V.

ADOPCIÓN

Las pautas de participación familiar de JLA se han desarrollado y acordado conjuntamente con las familias de niños que participan en los programas del Título I y la Parte A. Las Pautas fueron adoptadas por los miembros del Consejo Escolar de JLA el **19/11/24** y estará en vigor durante un año escolar. JLA distribuirá las Pautas a todas las familias en o antes **21/11/24**. Jefferson, cuando sea posible, proporcionará una copia de estas Pautas a las familias en un idioma que la familia pueda entender.

Dr. Shipman
 Renée Shipman, Ed.D.
 Principal
 Academia de Liderazgo Jefferson

19/11/24
 Fecha



Jefferson Leadership Academy

750 E. Euclid Ave., Long Beach, CA 9004

562-438-9904



Home-School Compact

Amended 09/17/24

The staff and parents/guardians at Jefferson Leadership Academy have high expectations of the students and themselves. To provide the highest quality instructional program to students, the staff and parents/guardians of Jefferson Leadership Academy agree to implement the following activities:

THE SCHOOL

- School will:
 - Provide a rigorous and challenging instructional program based upon the California State Standards for each grade level
 - Provide after-school tutoring when resources are available
 - Involve parents/guardians in the governance of the school
 - Keep parents informed of their child's progress
 - Include this agreement in the students' planner
 - Create/post the elements of this agreement in school/student/parent governing area
- School **staff** will be positive role models for students

THE HOME

- Parents/Guardians will:
 - Send their children to school well-rested, having an opportunity to have breakfast or having had breakfast on time every day
 - Provide a quiet place for their children to study and check his/her work
 - Communicate with their children at least 20 minutes each night
 - Attend all teacher-requested conferences to discuss the academic progress of their children
 - Abide by the local laws to keep ALL children safe during drop off and pick up times



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THE STUDENT

- Students will
 - Come to school prepared to learn by being on time and coming well-rested
 - Be responsible learners by paying attention in class, reading every day, and doing their best in school
 - Strive to believe in their abilities, hold a positive attitude, and be a cooperative and engaged learner
 - Interact with teachers, staff, and peers in a positive manner
 - Sign this agreement and return it to school personnel



Academia de Liderazgo Jefferson

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Acuerdo entre el hogar y la escuela

Modificado el 17/09/24

El personal y los padres/tutores de Jefferson Leadership Academy tienen altas expectativas de los estudiantes y de ellos mismos. Para brindar un programa de instrucción de la más alta calidad a los estudiantes, el personal y los padres/tutores de Jefferson Leadership Academy acuerdan implementar las siguientes actividades:

LA ESCUELA

- La escuela:
 - Proporcionar un programa de instrucción riguroso y desafiante basado en los Estándares del Estado de California para cada nivel de grado.
 - Proporcionar tutoría después de la escuela cuando haya recursos disponibles.
 - Involucrar a los padres/tutores en el gobierno de la escuela.
 - Mantener a los padres informados sobre el progreso de sus hijos.
 - Incluir este acuerdo en la agenda de los estudiantes.
 - Crear/publicar los elementos de este acuerdo en el área de gobierno de la escuela/estudiante/padres.
 - Escuela **personal** serán modelos positivos para los estudiantes

EL HOGAR

- Los padres/tutores deberán:
 - Enviar a sus hijos al colegio bien descansados, teniendo la oportunidad de desayunar o habiendo desayunado a tiempo todos los días.
 - Proporcionar un lugar tranquilo para que sus hijos estudien y revisen su trabajo.
 - Comunicarse con sus hijos al menos 20 minutos cada noche.
 - Asistir a todas las conferencias solicitadas por los maestros para discutir el progreso académico de sus hijos.
 - Cumplir con las leyes locales para mantener a TODOS los niños seguros durante los horarios de dejar y recoger

EL ESTUDIANTE

- Estudiantes voluntad
 - Ven a la escuela preparado para aprender llegando a tiempo y descansando bien.
 - Ser estudiantes responsables prestando atención en clase, leyendo todos los días y haciendo lo mejor que puedan en la escuela.
 - Esforzarse por creer en sus capacidades, mantener una actitud positiva y ser un estudiante



Academia de Liderazgo Jefferson

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cooperativo y comprometido.

- Interactuar con maestros, personal y compañeros de manera positiva.
- Firme este acuerdo y devuélvase al personal de la escuela.