



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jackson Elementary School	10624306007231	5-28-25	6-24-25

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Jackson Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

**Schoolwide Program**

The School Plan for Student Achievement (SPSA) is a strategic action plan that maximizes the resources available to the school, while minimizing duplication of effort, with the ultimate goal of increasing student achievement. All decisions are based on careful analysis and reflection, using the cycle of continuous improvement, to ensure that all

students succeed in reaching academic standards. This plan describes the Schoolwide Program for Jackson Elementary School.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Jackson Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

The School Plan for Student Achievement (SPSA) is a strategic action plan that maximizes the resources available to the school, while minimizing duplication of effort, with the ultimate goal of increasing student achievement. All decisions are based on careful analysis and reflection, using the cycle of continuous improvement, to ensure that all students succeed in reaching academic standards. This plan describes the Schoolwide Program for Jackson Elementary School.

The Jackson Elementary School Plan for Student Achievement (SPSA) was created to provide a blueprint for the implementation of the requirements of ESSA. The plan is aligned with the District's Learning Control and Accountability Plan (LCAP). This process included:

- Analyzing student data
- Conducting a needs assessment
- Establishing goals and measurable outcomes
- Developing a system of monitoring the implementation of strategies and actions
- Evaluating the implementation and results of the plan

The development of the plan included opportunities for input from various stakeholders at Jackson Elementary, including staff and parents. In addition, the plan was presented to the ELAC committee for their input.

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

English Learners Advisory Committee (ELAC) Committee Meetings:

9/13/24 Recruitment  
10/2/24 District Training  
11/19/24  
2/18/25  
5/27/25  
6/3/25

School Site Council Meeting:

9/13/24 Recruitment  
10/2/24 District Training  
11/19/24  
2/18/25  
5/27/25  
6/3/25

# Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Jackson is not currently ATSI or CSI

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Overall performance areas (all students) that were orange were English Language Arts, Math, and Suspensions

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

For Jackson in 2024, English Language Arts received an Orange level indicator.

After data analysis, a potential reason for decline could be a change in site based / system staffing instructional focus. Steps used to address this area include PLC, professional development on the PLC process, and standard-aligned instruction in English Language arts. A revised focus on tools and materials used for intervention is a potential area for improvement.

In Math, Jackson received an Orange indicator.

After data analysis, a potential area for focus and improvement could be a school-wide PLC and professional development. Maintaining a balanced approach to staff development and training is important to keep growth steady in both Math and Reading. Steps used to address this area include reviewing PLC processes, and Professional development on using assessments for data driven instruction. Standard-aligned instruction coaching support is also a suggested coaching focus.

Suspensions also received an orange indicator representing .4% increase in the number of suspensions.

Areas for subgroup focus that received Red indicators are Students with Disabilities with chronic absenteeism, Students with Disabilities in ELA, and Students with Disabilities in Math.

As all new red area subgroups were students with disabilities, student supports will need to target this specific population.

During the 2023-2024 School year at Jackson Elementary, Students with disabilities scored 113.1 points below the distance from standards in English Language Arts.

During the 2023-2024 School year at Jackson Elementary, Students with disabilities maintained but changed from yellow to orange. The reason could not be determined other than the state minimum may have changed. It may also be due to one sub group in math receiving a red sub indicator (students with disabilities)

As a result of the analysis, Jackson will work toward improving the scores in English language Arts of the Students with Disabilities population. Actions Jackson will take to address this performance gap are:

\* Continue a strong focus on our Tier 3 support system. This will serve our highest needs students. We will continue the use of Linda Mood Bell Seeing Stars and Visualizing Verbalizing to work on our students performance in a small group setting.

\* Continue to provide intensive supports for our classrooms with students with disabilities.

\* Provide ongoing training for our RSP and SDC teachers to ensure they have the best training available to continue to craft their practice. Teachers and specialists will receive training in the Seeing Stars program to effectively integrate these strategies into the ELA curriculum and provide targeted support for SWD.

\*The continuance of classroom walkthroughs with a focus on the five: creating conditions for learning, grade level content, student ownership, differentiation, and aligned assessments.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Jackson Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.75%	0.79%	%	5	5	
African American	0%	0.16%	%	0	1	
Asian	3.43%	3.48%	%	23	22	
Filipino	0.15%	%	%	1		
Hispanic/Latino	90.15%	89.72%	%	604	567	
Pacific Islander	0%	%	%	0		
White	4.78%	5.06%	%	32	32	
Two or More Races	0.75%	0.79%	%	5	5	
Not Reported	0%	%	%	0		
<b>Total Enrollment</b>				670	632	

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			36
Kindergarten	113	80	
Grade 1	91	84	
Grade 2	90	95	
Grade3	95	89	
Grade 4	87	92	
Grade 5	81	83	
Grade 6	113	85	
<b>Total Enrollment</b>	670	632	

#### Conclusions based on this data:

1. The majority of the Jackson student population is represented by 89.72% Hispanic.
2. Demographics are fairly consistent over three years, although there is a declining enrollment from the last 2 years.



# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	191	178	156	28.5%	28.2%	24.4%
Fluent English Proficient (FEP)	59	58	78	8.8%	9.2%	12.2%

### Conclusions based on this data:

1. There is a slight decrease of .3 in English learners for the 23-24 year.
2. There was a decline of 1 in FEP students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	82	91	92	82	90	90	82	90	90	100.0	98.9	97.8
Grade 4	78	83	92	75	83	91	75	83	91	96.2	100.0	98.9
Grade 5	107	83	82	106	78	80	106	78	80	99.1	94.0	97.6
Grade 6	91	111	85	90	110	80	90	110	80	98.9	99.1	94.1
All Grades	358	368	351	353	361	341	353	361	341	98.6	98.1	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2385.	2402.	2364.	12.20	21.11	6.67	21.95	22.22	17.78	26.83	21.11	23.33	39.02	35.56	52.22
Grade 4	2442.	2448.	2455.	17.33	15.66	24.18	21.33	25.30	23.08	25.33	30.12	25.27	36.00	28.92	27.47
Grade 5	2488.	2457.	2483.	15.09	3.85	13.75	31.13	33.33	32.50	24.53	16.67	23.75	29.25	46.15	30.00
Grade 6	2539.	2512.	2496.	16.67	10.91	7.50	36.67	26.36	23.75	31.11	35.45	38.75	15.56	27.27	30.00
All Grades	N/A	N/A	N/A	15.30	13.02	13.20	28.33	26.59	24.05	26.91	26.59	27.57	29.46	33.80	35.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.98	14.44	7.78	59.76	61.11	61.11	29.27	24.44	31.11
Grade 4	16.00	12.05	16.48	62.67	77.11	60.44	21.33	10.84	23.08
Grade 5	16.98	6.41	12.50	66.04	56.41	62.50	16.98	37.18	25.00
Grade 6	18.89	10.00	7.50	61.11	60.00	58.75	20.00	30.00	33.75
All Grades	15.86	10.80	11.14	62.61	63.43	60.70	21.53	25.76	28.15

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.54	7.78	2.22	48.78	54.44	44.44	42.68	37.78	53.33
Grade 4	13.33	9.64	4.40	52.00	62.65	69.23	34.67	27.71	26.37
Grade 5	12.26	10.39	8.75	61.32	66.23	67.50	26.42	23.38	23.75
Grade 6	16.67	12.73	6.25	66.67	57.27	58.75	16.67	30.00	35.00
All Grades	12.75	10.28	5.28	57.79	59.72	59.82	29.46	30.00	34.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.10	8.89	6.67	75.61	78.89	66.67	18.29	12.22	26.67
Grade 4	5.33	12.05	14.29	73.33	72.29	71.43	21.33	15.66	14.29
Grade 5	5.66	2.56	11.25	81.13	73.08	68.75	13.21	24.36	20.00
Grade 6	16.67	12.73	12.50	76.67	74.55	76.25	6.67	12.73	11.25
All Grades	8.50	9.42	11.14	77.05	74.79	70.67	14.45	15.79	18.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.41	16.67	5.56	57.32	52.22	64.44	29.27	31.11	30.00
Grade 4	6.67	9.64	18.68	69.33	65.06	67.03	24.00	25.30	14.29
Grade 5	10.38	6.41	12.50	64.15	65.38	65.00	25.47	28.21	22.50
Grade 6	17.78	11.82	11.25	67.78	80.00	72.50	14.44	8.18	16.25
All Grades	12.18	11.36	12.02	64.59	66.48	67.16	23.23	22.16	20.82

**Conclusions based on this data:**

- 23-24, Overall, about 37% of Jackson students met or nearly met standard.
- CAASPP participation slightly declined by less than one point

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	82	91	92	82	90	92	82	90	92	100.0	98.9	100
Grade 4	78	83	92	77	83	91	77	83	91	98.7	100.0	98.9
Grade 5	107	83	82	107	80	82	107	80	82	100.0	96.4	100
Grade 6	91	111	85	90	111	84	90	111	84	98.9	100.0	98.8
All Grades	358	368	351	356	364	349	356	364	349	99.4	98.9	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2395.	2418.	2389.	9.76	15.56	5.43	26.83	28.89	19.57	23.17	24.44	33.70	40.24	31.11	41.30
Grade 4	2419.	2457.	2450.	3.90	10.84	14.29	23.38	25.30	21.98	24.68	34.94	31.87	48.05	28.92	31.87
Grade 5	2447.	2444.	2482.	0.93	0.00	10.98	13.08	13.75	18.29	34.58	31.25	41.46	51.40	55.00	29.27
Grade 6	2495.	2482.	2472.	13.33	9.91	9.52	14.44	13.51	9.52	27.78	30.63	32.14	44.44	45.95	48.81
Grade 11															
All Grades	N/A	N/A	N/A	6.74	9.34	10.03	18.82	20.05	17.48	28.09	30.22	34.67	46.35	40.38	37.82

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	14.63	21.11	9.78	51.22	50.00	61.96	34.15	28.89	28.26
<b>Grade 4</b>	9.09	15.66	15.38	38.96	46.99	56.04	51.95	37.35	28.57
<b>Grade 5</b>	6.54	2.50	13.41	42.99	50.00	54.88	50.47	47.50	31.71
<b>Grade 6</b>	7.78	9.01	10.71	46.67	44.14	33.33	45.56	46.85	55.95
<b>Grade 11</b>									
<b>All Grades</b>	9.27	12.09	12.32	44.94	47.53	51.86	45.79	40.38	35.82

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	9.76	13.33	5.43	50.00	55.56	52.17	40.24	31.11	42.39
<b>Grade 4</b>	6.49	14.46	14.29	42.86	61.45	46.15	50.65	24.10	39.56
<b>Grade 5</b>	1.87	1.25	6.10	49.53	52.50	57.32	48.60	46.25	36.59
<b>Grade 6</b>	6.67	5.41	5.95	51.11	52.25	52.38	42.22	42.34	41.67
<b>All Grades</b>	5.90	8.52	8.02	48.60	55.22	51.86	45.51	36.26	40.11

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	14.63	16.67	10.87	58.54	63.33	63.04	26.83	20.00	26.09
<b>Grade 4</b>	7.79	13.25	19.78	53.25	63.86	52.75	38.96	22.89	27.47
<b>Grade 5</b>	3.74	1.25	6.10	55.14	57.50	64.63	41.12	41.25	29.27
<b>Grade 6</b>	12.22	9.01	9.52	63.33	63.06	53.57	24.44	27.93	36.90
<b>All Grades</b>	9.27	10.16	11.75	57.58	62.09	58.45	33.15	27.75	29.80

**Conclusions based on this data:**

1. Overall, Jackson maintained in math performance in CAASPP

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/te/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1439.1	1452.8	1426.4	1446.1	1454.5	1431.8	1422.2	1448.9	1413.6	33	35	33
<b>1</b>	1443.5	1465.1	1436.7	1460.2	1465.0	1449.9	1426.1	1464.7	1422.9	31	27	26
<b>2</b>	1479.0	1467.6	1472.0	1474.6	1478.1	1473.3	1483.0	1456.6	1470.4	29	31	24
<b>3</b>	1508.7	1482.7	1482.4	1501.9	1481.5	1480.6	1515.0	1483.3	1483.8	25	22	31
<b>4</b>	1506.2	1521.0	1509.8	1495.2	1514.0	1503.1	1516.7	1527.4	1516.1	20	21	21
<b>5</b>	1544.0	1515.6	1522.9	1536.8	1507.9	1506.2	1550.6	1522.7	1539.1	31	22	20
<b>6</b>	1562.5	1540.1	1501.1	1558.0	1546.2	1491.4	1566.5	1533.5	1510.6	17	26	21
<b>All Grades</b>										186	184	176

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	12.12	22.86	15.15	57.58	45.71	30.30	24.24	28.57	48.48	6.06	2.86	6.06	33	35	33
<b>1</b>	3.23	11.11	3.85	35.48	48.15	30.77	41.94	25.93	38.46	19.35	14.81	26.92	31	27	26
<b>2</b>	17.24	3.23	4.17	48.28	54.84	58.33	17.24	25.81	25.00	17.24	16.13	12.50	29	31	24
<b>3</b>	24.00	4.55	6.45	44.00	40.91	48.39	32.00	40.91	32.26	0.00	13.64	12.90	25	22	31
<b>4</b>	10.00	19.05	23.81	65.00	52.38	42.86	20.00	23.81	23.81	5.00	4.76	9.52	20	21	21
<b>5</b>	38.71	22.73	25.00	41.94	45.45	50.00	16.13	18.18	15.00	3.23	13.64	10.00	31	22	20
<b>6</b>	35.29	19.23	28.57	47.06	61.54	28.57	17.65	15.38	9.52	0.00	3.85	33.33	17	26	21
<b>All Grades</b>	19.35	14.67	14.20	47.85	50.00	40.91	24.73	25.54	29.55	8.06	9.78	15.34	186	184	176

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	21.21	34.29	15.15	54.55	48.57	30.30	15.15	14.29	48.48	9.09	2.86	6.06	33	35	33
<b>1</b>	22.58	25.93	7.69	38.71	44.44	50.00	35.48	22.22	38.46	3.23	7.41	3.85	31	27	26
<b>2</b>	31.03	25.81	25.00	37.93	45.16	45.83	17.24	22.58	25.00	13.79	6.45	4.17	29	31	24
<b>3</b>	32.00	13.64	29.03	48.00	68.18	35.48	20.00	9.09	22.58	0.00	9.09	12.90	25	22	31
<b>4</b>	20.00	47.62	28.57	60.00	42.86	52.38	15.00	9.52	9.52	5.00	0.00	9.52	20	21	21
<b>5</b>	48.39	31.82	35.00	48.39	54.55	50.00	3.23	0.00	5.00	0.00	13.64	10.00	31	22	20
<b>6</b>	58.82	69.23	38.10	41.18	23.08	23.81	0.00	3.85	9.52	0.00	3.85	28.57	17	26	21
<b>All Grades</b>	32.26	35.33	24.43	46.77	46.20	40.34	16.13	12.50	25.00	4.84	5.98	10.23	186	184	176

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	2.70	17.14	12.12	21.62	28.57	24.24	54.05	48.57	63.64	21.62	5.71	0.00	37	35	33
<b>1</b>	5.88	7.41	3.85	17.65	37.04	19.23	23.53	29.63	46.15	52.94	25.93	30.77	34	27	26
<b>2</b>	3.23	0.00	4.17	54.84	38.71	54.17	29.03	38.71	29.17	12.90	22.58	12.50	31	31	24
<b>3</b>	5.56	4.55	6.45	16.67	22.73	16.13	55.56	45.45	51.61	22.22	27.27	25.81	18	22	31
<b>4</b>	10.00	14.29	14.29	40.00	38.10	14.29	27.50	38.10	52.38	22.50	9.52	19.05	40	21	21
<b>5</b>	14.29	18.18	10.00	19.05	18.18	35.00	33.33	50.00	35.00	33.33	13.64	20.00	21	22	20
<b>6</b>	5.88	7.69	4.76	47.06	42.31	38.10	47.06	42.31	23.81	0.00	7.69	33.33	17	26	21
<b>All Grades</b>	10.75	9.78	7.95	39.25	32.61	27.84	38.71	41.85	44.89	11.29	15.76	19.32	186	184	176

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	15.15	40.00	15.15	72.73	54.29	69.70	12.12	5.71	15.15	33	35	33
<b>1</b>	22.58	44.44	26.92	70.97	44.44	65.38	6.45	11.11	7.69	31	27	26
<b>2</b>	41.38	29.03	33.33	44.83	64.52	58.33	13.79	6.45	8.33	29	31	24
<b>3</b>	40.00	13.64	25.81	48.00	77.27	64.52	12.00	9.09	9.68	25	22	31
<b>4</b>	55.00	33.33	28.57	35.00	66.67	66.67	10.00	0.00	4.76	20	21	21
<b>5</b>	25.81	27.27	25.00	74.19	59.09	60.00	0.00	13.64	15.00	31	22	20
<b>6</b>	17.65	15.38	28.57	76.47	73.08	38.10	5.88	11.54	33.33	17	26	21
<b>All Grades</b>	30.11	29.89	25.57	61.29	61.96	61.36	8.60	8.15	13.07	186	184	176

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	21.21	25.71	15.15	72.73	68.57	72.73	6.06	5.71	12.12	33	35	33
<b>1</b>	16.13	25.93	0.00	70.97	70.37	92.31	12.90	3.70	7.69	31	27	26
<b>2</b>	24.14	22.58	20.83	62.07	64.52	75.00	13.79	12.90	4.17	29	31	24
<b>3</b>	52.00	31.82	32.26	44.00	50.00	51.61	4.00	18.18	16.13	25	22	31
<b>4</b>	15.00	47.62	42.86	75.00	42.86	47.62	10.00	9.52	9.52	20	21	21
<b>5</b>	77.42	68.18	40.00	22.58	18.18	50.00	0.00	13.64	10.00	31	22	20
<b>6</b>	64.71	80.77	47.62	35.29	15.38	23.81	0.00	3.85	28.57	17	26	21
<b>All Grades</b>	37.63	41.30	26.70	55.38	49.46	60.80	6.99	9.24	12.50	186	184	176

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	6.06	17.14	9.09	90.91	82.86	90.91	3.03	0.00	0.00	33	35	33
<b>1</b>	3.23	25.93	3.85	45.16	48.15	69.23	51.61	25.93	26.92	31	27	26
<b>2</b>	24.14	6.45	0.00	55.17	67.74	87.50	20.69	25.81	12.50	29	31	24
<b>3</b>	12.00	4.55	3.23	60.00	45.45	35.48	28.00	50.00	61.29	25	22	31
<b>4</b>	5.00	9.52	9.52	60.00	66.67	66.67	35.00	23.81	23.81	20	21	21
<b>5</b>	12.90	22.73	20.00	74.19	59.09	60.00	12.90	18.18	20.00	31	22	20
<b>6</b>	23.53	3.85	9.52	64.71	69.23	42.86	11.76	26.92	47.62	17	26	21
<b>All Grades</b>	11.83	13.04	7.39	65.05	64.13	65.34	23.12	22.83	27.27	186	184	176

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	36.36	57.14	33.33	60.61	37.14	57.58	3.03	5.71	9.09	33	35	33
<b>1</b>	0.00	11.11	3.85	80.65	85.19	73.08	19.35	3.70	23.08	31	27	26
<b>2</b>	13.79	12.90	12.50	72.41	64.52	75.00	13.79	22.58	12.50	29	31	24
<b>3</b>	32.00	18.18	9.68	64.00	72.73	74.19	4.00	9.09	16.13	25	22	31
<b>4</b>	30.00	38.10	19.05	65.00	57.14	76.19	5.00	4.76	4.76	20	21	21
<b>5</b>	45.16	27.27	25.00	51.61	54.55	60.00	3.23	18.18	15.00	31	22	20
<b>6</b>	23.53	46.15	23.81	76.47	50.00	57.14	0.00	3.85	19.05	17	26	21
<b>All Grades</b>	25.81	30.98	18.18	66.67	59.24	67.61	7.53	9.78	14.20	186	184	176

**Conclusions based on this data:**

1. For grades K, 1st, 4th, and 6th there was a decline in performance in the ELPAC between 22-23 to 23-24.

2. In overall language there were small gains in percentages for grades 2, 3, and 5.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
632	86.4%	28.2%	0.6%
Total Number of Students enrolled in Jackson Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	178	28.2%
Foster Youth	4	0.6%
Homeless	5	0.8%
Socioeconomically Disadvantaged	546	86.4%
Students with Disabilities	77	12.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2%
American Indian	5	0.8%
Asian	22	3.5%
Filipino	0	0.0%
Hispanic	567	89.7%
Two or More Races	5	0.8%
Pacific Islander	0	0.0%
White	32	5.1%

### Conclusions based on this data:

1. The majority of students, 86%, are represented in the socioeconomically disadvantaged category.

2. 28% of Jackson students are English Learners.
3. Approximately 12% of students are Students with Disabilities.

# School and Student Performance Data

## Overall Performance






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



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. Overall, ELA was in the orange or Low range. Math declined to orange.
2. Chronic Absenteeism is in the yellow range, while suspensions declined to orange.
3. English Learner Progress is within the orange range.

# School and Student Performance Data

## Academic Performance English Language Arts

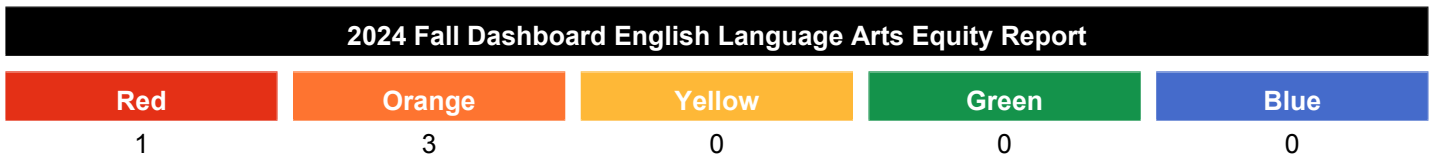
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>34.2 points below standard</p> <p>Declined 7.1 points</p> <p>334 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>38.8 points below standard</p> <p>Declined 10.0 points</p> <p>124 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>36.7 points below standard</p> <p>Declined 8.0 points</p> <p>304 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>113.1 points below standard</p> <p>Declined 23.3 points</p> <p>51 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>34.3 points below standard</p> <p>Declined 9.5 points</p> <p>304 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>13.0 points below standard</p> <p>Increased 27.2 points</p> <p>14 Students</p>

**Conclusions based on this data:**

1. The area of greatest need continues to be students with disabilities. Other subgroups were also in orange.

# School and Student Performance Data

## Academic Performance Mathematics

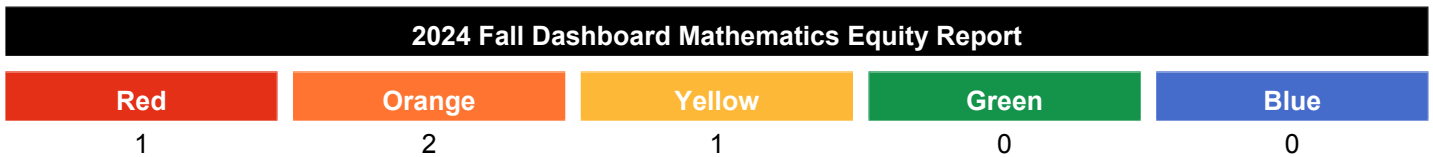
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>48.2 points below standard</p> <p>Maintained 1.1 points</p> <p>337 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>47.4 points below standard</p> <p>Increased 4.9 points</p> <p>127 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>50.3 points below standard</p> <p>Maintained 1.2 points</p> <p>307 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>115.5 points below standard</p> <p>Declined 18.9 points</p> <p>51 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>48.1 points below standard</p> <p>Maintained 1.2 points</p> <p>307 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>35.9 points below standard</p> <p>Maintained 0.3 points</p> <p>14 Students</p>

**Conclusions based on this data:**

1. Academic Performance for Math was yellow/ Medium for English Learners. However Socio Economically Disadvantaged, Hispanic, and All Students, were in orange or red.
3. Although there are significantly more English Only students than English Learners, deficient performance in math is similar.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Orange 38.2% making progress. Number Students: 131 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 2 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
24.4%	37.4%	0%	38.2%

### Conclusions based on this data:

- About 38% of English Learners progressed at least one ELPI level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>13.7% Chronically Absent</p> <p>Declined 11.5</p> <p>658 Students</p>	<p><b>English Learners</b></p> <p> Green</p> <p>10% Chronically Absent</p> <p>Declined 11.5</p> <p>190 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>14.4% Chronically Absent</p> <p>Declined 10.9</p> <p>596 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>23.2% Chronically Absent</p> <p>Maintained 0.4</p> <p>95 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>16.7% Chronically Absent</p> <p>Declined 10.3</p> <p>24 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>13.2% Chronically Absent</p> <p>Declined 11.5</p> <p>585 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>14.7% Chronically Absent</p> <p>Declined 13.9</p> <p>34 Students</p>

**Conclusions based on this data:**

1. Chronic Absenteeism was very high for all significant student groups, as well as for all students.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

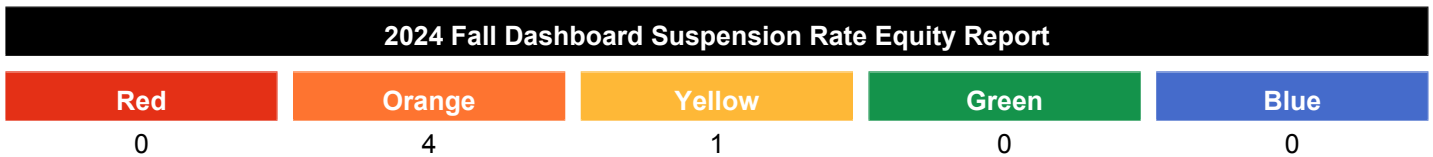
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 0.4%</p> <p>668 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>3.1% suspended at least one day</p> <p>Increased 1.7%</p> <p>193 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 0.4%</p> <p>603 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>4.1% suspended at least one day</p> <p>Increased 2%</p> <p>97 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>4.2% suspended at least one day</p> <p>Increased 4.2%</p> <p>24 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>1.2% suspended at least one day</p> <p>Maintained 0.2%</p> <p>595 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>5.9% suspended at least one day</p> <p>Increased 5.9%</p> <p>34 Students</p>

**Conclusions based on this data:**

1. In all subgroups but hispanic, suspensions increased.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Academic achievement for all students**

All students at Jackson Elementary will develop and show improvement in the necessary skills for proficiency in ELA, Math, Science and ELD as measured by various, local, state assessments, and by the California Accountability Model & School Dashboard, by the end of the 2025-2026 school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All students will develop the academic skills necessary for continual individual growth toward grade level proficiency across all content areas.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In alignment with the LCAP Jackson Elementary school will provide additional support to students who demonstrate academic deficiencies, as identified by local assessments. The following are identified needs:

#### English Language Arts (ELA):

English Language Arts received an Orange level indicator. This represents a decline from 22-23 CAASPP performance data. .

Dashboard data demonstrates that All Students, English Learners, and Socioeconomically Disadvantaged students scored in the low / below standard. In 23-24 Students with Disabilities scored -113.1 points below standard/not met. Based on this data, we want to continue to provide support to all learners, but also see a tremendous need to support Students with Disabilities in ELA. As a site need to continue to use: rigorous instructional materials/core adopted materials, reading materials at multiple levels, intervention support to assist those below grade level and teachers utilize PLC time to analyze data to inform instruction.

During PLC release time, grade level teams will analyze STAR and Benchmark/Unit assessments to monitor student progress. Additionally 3-6 grade teachers will also have students take the Smarter Balanced FIAB (Focused Interim Assessment Block). Intervention and support staff will also be part of the PLC's to discuss growth made by students as well as to discuss exiting students and consideration of any new student. For this upcoming school year Jackson will have three full time intervention teachers; one math and two reading intervention teachers as well as a part time math intervention teacher with focus on primary grades and basic number sense.

#### Mathematics

In Math, Jackson maintained by score but declined from Yellow indicator to Orange indicator. It is proposed that this is due to the decline of specific subgroups.

Dashboard data demonstrates that groups of students, All Students, English Learners, and Socioeconomically Disadvantaged students scored in the low / Orange range. Students with Disabilities scored 115.5 points below standard/Very Low. Based on this data, our need would be in additional support for all learners in math, especially those in special education. Jackson's Math data shows we are only maintaining and not improving. We need to continue to focus on checking for understanding, utilizing common assessments, providing teaching/reteaching, and using the PLC cycle to guide our work. We have seen a need to focus on basic math facts and foundational math concepts, as well as a need to expand practice on deeper level, word problems in math that involve multiple steps, as well as job embedded Professional Learning.

#### English Learners

English learner progress received an orange indicator representing 38.2% making progress towards English Language Proficiency. This was a decline of 11%.

After data analysis, a potential reason could be the inconsistent implementation of the ELD curriculum. Addressing this area includes using an ELD curriculum, ELD Deployment, and Professional Development on ELD standards. Jackson will continue to implement designated and integrated ELD and ensure we are providing EL students with extra supports.

#### Supporting SWD in ELA: Students with Disabilities

Students with disabilities showed the greatest need for improvement and focus Phonemic Awareness and Decoding: Seeing Stars® is focused on developing symbol imagery for phonological and orthographic processing in reading and spelling. This program will be particularly beneficial for SWD struggling with reading fluency and accuracy. Implementing Seeing Stars® across elementary schools like Jackson Elem, Eric White Elem, and Indianola Elem, as well as at the middle and high school levels, will can provide foundational support in reading that is critical for success in Each grade level focused on the following: 1) Identifying and unpacking priority standards, 2) creating pre-assessments

Science: In order for students to meet or exceed standards on both local and state assessments in Science, students need to be provided with high quality science instruction which includes standards aligned material and resources. Instruction should integrate student participation in classroom science discourse, students need to read, write, and visually represent models and construct explanations of the concepts they are learning. Teachers used Amplify as the new adopted curriculum.

A significant ELA decline occurred in attendance for the group Students with Disabilities. The segment that most significant effected on the decline was greatly affected by a specific program which has been discontinued at Jackson for the 2025-2026 school year.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All Students CAASPP ELA (3rd-6th Grade)	23-24: -34.2 points below standard	2025-2026 CAASPP - All Students in ELA will improve 5 points and be at -29.2 points below standard
English Learners CAASPP ELA (3rd-6th Grade)	23-24: -38.8 points below standard.	2025-2026 CAASPP - EL students will improve 5 points in ELA will improve 5 points and be at -33.8 points below standard
Special Education CAASPP ELA (3rd-6th Grade)	23-24: -113.1 points below standard	2025-2026 CAASPP - Special Education Students will improve 5 points in ELA will improve 5 points and be at -108.1 points below standard
English Learners Summative ELPAC (3rd-6th Grade)	23-24: -14.2% scored proficient at Level 4	2025-2026 Summative ELPAC - English learners in ELA will improve 2.5% to 16.7% scoring 4.
CAASPP Math All students (3rd-6th Grade)	23-24: -48.2 points below standard (**improved 1 point**)	Expected Outcome 25-26: All students on CAASPP ELA will improve / increase of 5 points to -43.2.
English Learners / CAASPP Math (3rd-6th Grade)	23-24: -47.4 points below standard	Expected Outcome 25-26: Students with Disabilities on CAASPP math will improve / increase of 5 points closer to standard to -42.4
Students with Disabilities / CAASPP Math (3rd-6th Grade)	23-24: 115.5 points below standard	Expected Outcome 25-26: Students with Disabilities on CAASPP math will improve / increase of 5 points closer to standard to -110.5
Reclassification	23-24: 38.2 % of students made progress (Declined 5.6%)	Expected Outcome 25-26: Minimally maintain as well as increase 7% Reclassification

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	In order to increase achievement levels in literacy for students who are identified as needing intensive intervention in a multi-tiered system will receive services from an Intervention Teacher. These services will provide students with intervention services in small group or individual student settings. These services will utilize data as a means of monitoring progress.	All students who are struggling in ELA in K-6th grade, including EL, SPED, Foster etc., as identified by data (ex. letter ID, DRA, STAR and/or CAASPP).	225,941 Title I 1000-1999: Certificated Personnel Salaries 1 Intervention Teacher, 100% and 1 Intervention Teacher, 40% (salary and benefits) x
1.2	In order to improve the literacy levels of all students, we will provide support from a Library Technician who will assist all students in utilizing the school library resources which are maintained with current book collections. These supports will include assisting students with skills in locating reference materials and other instructional materials. The Library Technician will also provide support to reinforce ELA/ELD standards, by collaborating with the Teacher Librarian and	All Students	18,000 Title I 2000-2999: Classified Personnel Salaries 25% Library Technician/75% District Funded x

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	classroom teachers on lesson planning. In addition the Library Technician assists English Learners in locating language appropriate reference materials, primary language materials and other instructional materials.		
1.3	Purchase of ELA, ELD, Science, Social Science, and/or Math standards-based materials or educational excursions aligned to essential/Common Core State Standards. Purchases may include the continued use of the following programs: Guided Reading books, intervention materials, in addition to funds that may be allocated to classroom teachers and/or administration for supplemental materials and supplies for the classroom to enhance instruction. Materials and supplies to include funding for library books/library materials and a variety of genres. Purchase of Books for our bookroom/class libraries to also be included for the purpose of teaching guided reading/reading for stamina. Materials and Supplies may also include other supplemental items or technology for classroom and school, i.e. additional/supplemental student materials for engagement and learning, subscriptions for social emotional curriculum, student learning technology devices, supplemental materials/ancillary materials from district adopted curriculum, including but not limited to: Benchmark Advance ELD teacher and student materials, student readers, Amplify Science replacement materials and supplies, Math tools/manipulatives, supplements to Social Science Curriculum Teacher Created Materials (TCM), DESMOS Math supplements, Go Math! supplements, etc.	TK-6th Grade Students	116,501 Title I 4000-4999: Books And Supplies (430000-materials and supplies) x  43,159 LCFF 4000-4999: Books And Supplies (430000-supplemental materials and supplies) x  8,000 Title I 5000-5999: Services And Other Operating Expenditures (580000-subscriptions/services/PL) Online reading tools and Social emotional curriculum x  1,000 LCFF 2000-2999: Classified Personnel Salaries (210004) Classified extra time with benefits
1.4	The Resource Specialist will support MTSS, working with the RSP/Tier III most at-risk, lowest-performing students and providing intensive intervention. Program to include progress monitoring assessments/research-based programs to meet student needs/differentiate instruction.	TK-6th Tier III Intervention Students	Special Education  Special Education-District funded
1.5	TK-6 Teachers will teach daily ELD to meet district ELD expectations, TK-6th grades. Use of best practices will be utilized within lessons and integrated throughout the day across the content areas. Student performance data will be analyzed to tailor the ELD instructional program, based on language levels (pending ELPAC guidelines and using grouping by the spans, Emerging/Bridging/Expanding). Students will be grouped and re-grouped based on data and progress within the spans. Purchase of additional materials and supplies to support the ELD instructional model currently in place for SUSD. Clerical Extra Time for support of Title I work related to parent engagement, i.e., Parent Engagement/SSC/ELAC fliers, copy work, communiques, etc.	TK-6th English Learner Students	District Funded  See goal 1-for supplemental materials and supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.6	<p>Teachers will participate in professional learning, conferences, via on site, online, or/and off campus trainings, Professional Learning Communities (PLCs), data-analysis/progress monitoring/goal setting, lesson planning, curriculum pacing, etc. Teachers will deepen understanding of grade level standards, including level of rigor, utilizing and studying our ELA and Math Common Core Companion resources for professional learning. This may also include the costs of substitutes to allow for teacher release time for collaboration, pacing, planning, professional development attendance, etc.and subs for testing of the ELPAC. Also to include professional consulting services to support the work of ELA, ELD and/or math.</p>	TK-6th Grade Students	<p>10,000 LCFF 1000-1999: Certificated Personnel Salaries Certificated Substitutes (110001)x  27958 Title I 1000-1999: Certificated Personnel Salaries Certificated Planning 110004 x</p>
1.7	<p>Purchase technology to continue to provide supplemental support for all subject matter. Purchases may include replacement of office computers, TVs for classrooms, supplemental computer monitors, headphones, computer mice, computer accessories, such as external replacement speakers. Tools will improve planning, instruction, student learning, and monitoring of student learning via technology to enhance student learning, engagement, and presentation of content.</p>	TK-6th Grade Students	<p>15,000 LCFF 4000-4999: Books And Supplies (440000) x</p>
1.8	<p>This action item supports identified need for improvement with SWD in ELA: Phonemic Awareness and Decoding: Seeing Stars® is focused on developing symbol imagery for phonological and orthographic processing in reading and spelling. This program will be particularly beneficial for SWD struggling with reading fluency and accuracy. Implementing Seeing Stars® across elementary schools like Jackson Elem, Eric White Elem, and Indianola Elem, as well as at the middle and high school levels, will provide foundational support in reading that is critical for success in ELA.</p> <p>Professional Development: Teachers and specialists will receive training in the Seeing Stars® program to effectively integrate these strategies into the ELA curriculum and provide targeted support for SWD.</p> <p>Orton Gillingham Training has been provided to Jackson Kindergarten, 1st Grade, and intervention teachers to support students in Phonemic awareness.</p>	Jackson Students with Disabilities	<p>District Funded  District  District Funded  Jackson ELOP</p>
1.9	<p>This action item supports identified need for improvement with SWD in ELA: SWD, Foster, and Homeless students are given priority enrollment with Jackson ELP program. At the beginning of enrollment for the Extended Learning Program, SWD, Foster, and Homeless student data was provided to the ELOP program</p>	Jackson Students with Disabilities, Foster, and Homeless.	<p>District Funded  Jackson ELOP</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	leads. Priority contact and space was reserved for SWD students before enrollment of other students.		
1.10	This action item supports identified need for improvement with SWD in ELA: SWD, Foster, and Homeless students are given priority class placement at the discretion of site administration, to best meet the needs of students with disabilities and match with classroom teacher strengths.	Jackson Students with Disabilities, Foster, and Homeless.	District Funded  Jackson Classroom Teacher Selection scheduling
1.11	Printing of student materials and Copy Machine Leasing	All students	5,500 Title I 5000-5999: Services And Other Operating Expenditures 560000 x

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

With transitions in leadership, funding shifts from prior administration initiatives, and many new added programs, focus will continue to be a goal. A more balanced focus across subject areas of math and reading may produce improvement across both subjects. Large budgetary increases without cohesion of leadership goals from old to new leadership changes may have limited long term planning.

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

Intervention staff funded by action 1.1 experienced changes in district delivery of intervention services and programs used. After training and implementation is more consistent, results may bear better improvement next year. New leadership changes caused changes in how intervention services were implemented. District admin is being trained in how to form site long term plans that will develop long term goals.

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

As the intervention staff experiences a shift in services delivery and numbers of students serviced, funding for action 1.1 will be continued to allow for better program implementation and for services to continue for greater effectiveness. Direct actions 1.8, 1.9, and 1.10 were added to address the targeted need for SWD students that earned a "red" dashboard ranking.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Multi-tiered Systems of Supports (MTSS) for improved attendance, Social-Emotional Learning, Safety, and School Climate**

All students will develop behavioral and social emotional skills necessary for continual individual growth toward grade level proficiency across all content areas and improved attendance.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: All students will develop behavioral and social emotional skills necessary for continual individual growth toward grade level proficiency across all content areas.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

At Jackson, the emotional and physical safety of our students is a priority. We feel there is a need to provide a social emotional check-in on a daily basis to ensure physical and emotional safety in learning. We believe that levels of behavioral support systems will produce improved attendance, student academic growth, a safer learning environment and opportunities for character and emotional growth. All Subgroups demonstrate the need for further academic services to close learning gaps. This is especially true for Students with Disabilities this year at Jackson. Behavioral services are needed, as demonstrated in referral data at Tier I/II levels. As per the California Dashboard, students have a high percentage of absenteeism. This data reflects the challenge Jackson families have had motivating students in new, rigorous, grade level academic content, and attendance improvement; therefore, there is a need for attendance incentives and support systems to encourage improvements in these areas. Funds for social, emotional, and behavioral interventions and supports are needed. Parent feedback identified field trips as a first priority. Student incentives were also highly rated. Given that both behavior and attendance directly contribute to student learning, services identified in this goal are tailored to address student needs that impede learning and specifically address student social and emotional behavioral referrals.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Suspensions	2023-2024: All students 1.8%	Expected Outcome 25-26: Student suspensions will decrease to 1%.
Panorama Student Survey / Student belonging and School Safety	2023-2024; Fall, Student Belonging and Safety Metric, 54% responded favorably. Spring increased to 64%	Expected Outcome 25-26: Increase, all student, Panorama Student Belonging and Safety Metrics from 64% to 69% representing a 5 point improvement

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Supplemental Behavior Intervention Services- Provide prescriptive behavior intervention service to students for Tier II Behavior Intervention; may include Check In/Check Out services, including a daily behavior report card; information for daily behavior is communicated to parents. Students set individual goals, aligned to our school-wide expectations, and work to meet goals for student selected incentives. The Instructional Assistant-Behavior Interventionist will provide supplemental time to teach explicitly the foundational components of our Tiered Systems of Support, providing students with an opportunity to role-play, problem solve, utilize conflict resolution, set goals, earn positive rewards, etc. Supports to include Check in Check Out and other supports, as needed. Support may be provided at the Tier I level, with fluid services, to best meet the ongoing needs of students.</p> <p>Selection criteria includes meeting data points for entrance/exit and parent permission for Tier II CICO support. This program is supported/coordinated by administration/psych/Mental Health specialist as part of key stakeholders per our SST process. Direct services/counsel/support are also provided by specialists and Administration, including parent communication by home school liaisons who provide personal contact and support for attendance and student supports and incentives for classes and individual students to improve attendance.</p>	TK-6th Students in need of supplemental behavior intervention	District Funded (2) PBIS Instructional Assistants (2) Home School Liaisons
2.2	Students will participate in various motivational assemblies reinforcing character, anti bullying, mental health or awareness, arts, or positive personal growth themes.	All TK - 6th Jackson Students	5,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures 580000 Assemblies
2.3	Counseling/ Mental Health Services to be provided for students who meet district criteria.	All students identified as needing Tier 3 behavioral and academic support, including EL, SPED, Foster etc	District Funded School Psychologist Mental Health Clinician Social Worker
2.4	Social Emotional curriculum, and 5 Star Student behavior tracking program to be purchased for daily classroom lessons to address the social and emotional challenges that students face.	TK -6 Jackson Student	3,600 Title I 5800: Professional/Consulting Services And Operating Expenditures Open Parachute included in Goal 1 action 1.3

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Adjustments to several level one areas of change from leadership as well as staffing changes in the social work, and Tier III services staff may have influenced performance. Differences may be reflected in the transition from fall to spring data as the focus of each of the supports named in this goal were effected by the transition. Just as with any transition, time is needed to make adjustments, familiarize leadership with programs, and continue with intended student supports. As this transition was settling, a key staff member required a temporary leave of absence as well as another tested grade level teacher going on long term leave. Goals will remain largely the same to more deeply implement use of new home school Liaisons and PBIS programs, in concurrence with a new / temporary school social worker.

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

Due to various reasons, the school experienced temporary reduction of services available. New mental health clinicians changed assignments and sites, there was needed transition time for case loads and services to be adjusted. This caused a disruption to the groups that were getting services at the beginning of the school year until mid year winter break. This will be reflected in the level of directed tier III services that were available to be assigned to students. A mid year change in leadership also was a factor in program implementation.

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

Panorama Survey results were added this year to better reflect the feedback and areas of improvement of students. Goals were set for continued improvements. Positive reinforcement program "5 Star Student" will be added next year for tracking and rewarding positive student behavior improvements. Most goals remain in place as to provide time for deeper implementation for the next school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Systems of support to improve home to school connectivity

Jackson will continue to improve systems connecting parents and families to school support systems to develop strong home school connections resulting in improved parent participation.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: Parent Outreach, Education and Family Engagement will be provided to develop strong home-school connections.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Services tailored to address student needs that impede learning will continue to be provided, monitored and refined. There were 3 students put forward for expulsion, 26 suspensions, 129 major/ minor referrals written in the 2021-2022 school year.

Chronic Absenteeism decreased by 2.1% in 2019-2020. 2021-2022 absentee data not available at this time.

Per our ELAC/SSC minutes, parents continue to voice the need for ongoing parent training/engagement opportunities.

Our Jackson Parent Survey shows that only 42% of parents feel that the school encourages them to be an active partner with the school in educating their child. Our parents continue to voice the need for extra services, academic and behavior, for students both inside the classroom and outside on the playground.

This year and last year we used ValleyPBS for our parent workshops. Our turn out this year was lower than last year. Some parents reported that this was due to other meetings (district and site) also held on weeks being asked to come in for the parent training. First training 15 parents, second training 12 parents, third training 20 parents, fourth training 5 parents, and fifth training 10 parents.

There continues to be a need for parental support in technology, use of district online platforms, student attendance, academic support and mental health.

Our Parent Sign in Sheets show that we've have at least 75% parent attendance at Back to School Night in 15 out of 28 rooms. With an increase at Open House to 21 out of 28 rooms. During Parent Conferences we had 80% or greater parent attendance rate in all 28 rooms, 18 of which had 100% attendance.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Success Together Parent Engagement/Hands on workshops	2022-2023 Average attendance:30	2025-2026 Maintain or increase the number of parent attendees.
Parent Engagement and Participation	Panorama Parent Survey 2021-2023 50% of parents feel welcome to participate  42% of parents reported the school encourages them to be an active	25-26 Increase the amount of parents who feel welcome to participate to at least 70%  Increase the amount of parent who feel encouraged to be an active partner

	partner with the school in educating their child.	with school in educating their child to at least 55%
School Activity Parent Participation	<p>Back to School Night 15 out of 28 rooms at 75% or higher parent attendance rate</p> <p>Parent Conference 28 out of 28 rooms at 80% or higher parent attendance rate</p> <p>Open House 21 out of 28 rooms at 75% or higher parent attendance rate</p>	25-26 Expected outcome: Improve from 75% participation to 80% attendance in Back to School Night, Parent Conference, and Open House.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1			
3.4	Involve parents, staff and community member in all events related to school, including parent engagement and training sessions with parents having input on classes offered. Utilize notification procedures, parent outreach, and interpretation of students assessment results in English and Spanish as needed. Materials, supplies and services for parents. Fliers and print materials for transition support for parents from grades TK, K, 1st, 2nd and 3rd Grades, as well as materials for supporting parents in summer learning between grades.	Jackson Parent	5,000 Title I Part A: Parent Involvement 5700-5799: Transfers Of Direct Costs Parent Workshops/Materials and Supplies (light refreshments).
3.5	Interpreter and Child Supervision for school activities If consultant interpretation is unavailable, provide classified staffing for interpreter and child supervision for children of parents attending school activities, i.e. SSC/Title I/ELAC meetings, parent engagement sessions, parent trainings, etc. to promote parent participation and attendance.	All Students, parents and community members	2,300 Title I 2000-2999: Classified Personnel Salaries 210004 Interpreter and Child Care supplemental time
3.6	Parent engagement and parent education are important factors in student achievement levels and success for all students. Jackson Elementary School will continue to partner and collaborate with district and outside organizations in order to promote parent engagement. This may include parent engagement by Success Together and / or PIQUE parent involvement program. In order to facilitate parent participation in these services, the district will provide interpretation. Office staff may be needed to work extra time to prep materials, make phone calls, and do other clerical tasks. These services will enhance the school-home connection.	All students, parents, and community members	11,250 Title I 5800: Professional/Consulting Services And Operating Expenditures Parent Engagement, 2495/580000 Was district funded prior year  3,000 LCFF 5700-5799: Transfers Of Direct Costs Print and Postage

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1,500 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Interpreter for Parent Workshops/ Parent Meetings, 580000

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Success together sessions were well received this year at Jackson although there continues to be a struggle to get parents involved in input committees such as school site council and English Learner Advisory Committee. Goals for success together may change next year as Success Together was funded at Jackson at the district level. This freed up funds for Jackson to purchase other parent engagement activities and materials for summer learning and to prevent summer learning loss with engagement funds.

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

Goals and programs will largely stay the same for next year with the intent to gather more feedback through the new Panorama survey tool.

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

This year we will present the list of parent class options at the final school site council meeting to build interest to participate in parent education. We will continue to provide translation at all partner meetings as well as messages on Parent Square, personal phone calls, reminders, and options to join by phone and online to provide input. Parents were also provided the opportunity this year to give feedback through Panorama, however we will need to deepen implementation next year to gain a better percentage of measurable feedback from the survey too.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$496209
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$502,709.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$419,050.00
Title I Part A: Parent Involvement	\$6,500.00

Subtotal of additional federal funds included for this school: \$425,550.00

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

State or Local Programs	Allocation (\$)
LCFF	\$77,159.00

Subtotal of state or local funds included for this school: \$77,159.00

Total of federal, state, and/or local funds for this school: \$502,709.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCFF	77,159.00
Title I	419,050.00
Title I Part A: Parent Involvement	6,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	263,899.00
2000-2999: Classified Personnel Salaries	21,300.00
4000-4999: Books And Supplies	174,660.00
5000-5999: Services And Other Operating Expenditures	13,500.00
5700-5799: Transfers Of Direct Costs	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	21,350.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	10,000.00
2000-2999: Classified Personnel Salaries	LCFF	1,000.00
4000-4999: Books And Supplies	LCFF	58,159.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	253,899.00
2000-2999: Classified Personnel Salaries	Title I	20,300.00
4000-4999: Books And Supplies	Title I	116,501.00

5000-5999: Services And Other Operating Expenditures	Title I	13,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	14,850.00
5700-5799: Transfers Of Direct Costs	Title I Part A: Parent Involvement	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	471,059.00
Goal 2	8,600.00
Goal 3	23,050.00

# School Site Council Membership

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

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

Name of Members	Role
Elizabeth Nava	Parent or Community Member
Michelle Machuca	Parent or Community Member
Esveidi Busto	Parent or Community Member
Maria "Karla" Mendez	Parent or Community Member
Leeza Pena	Parent or Community Member
Nancy Espinosa	Parent or Community Member
Jessica Rios	Parent or Community Member
Savanah Martinez	Classroom Teacher
Priscilla Santiago	Classroom Teacher
Kevin Evans,	Classroom Teacher
Corina Ching	Other School Staff
Jeff Wimp	Principal

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

 5/27/25

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/27/25.

Attested:



Principal, Jeff Wimp on 5/27/25



SSC Chairperson, Kevin Evans on 5/27/25