

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Leona Jackson School	19-64873-0102681	October 23, 2023	December 12, 2023

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
ATSI: Students with Disabilities - ELA, Math, Chronic Absenteeism

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

Based on available data, the SPSA includes actionable steps, allocation of resources, and analysis to improve targeted areas of need.
ATSI: Students with Disabilities - ELA, Math, Chronic Absenteeism

The SPSA is aligned to the following LCAP goals:
Goal 1: Academics- High Quality Instruction in ELA/ELD and Math
Goal 2: College and Career Readiness
Goal 3: Create positive school climate and environments conducive to learning.
Goal 4: Parent Involvement: Increase opportunities for parents in meaningful high impact activities that support teaching and learning.

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Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

On May 9, 2023, our AVID Site Leadership Team, which is comprised of administrators, instructional coaches, support staff, and teachers from all grade-levels and content areas, reviewed multiple forms of data and the effectiveness of our SPSA from 2022-2023. The team identified the need to provide Multi-Tiered Systems of Support (MTSS) in an effort to improve student progress, behavior, and attendance. To ensure equity for our diverse student population, the team expressed the need for interventions to take place within the school day. Planning and discussions regarding block schedule continued, as well as the need to provide appropriate professional development, planning time, and allocated resources for intervention and enrichment opportunities for the 2023-2024 school year.

On May 31, 2023, the Administrative/Leadership team reviewed our data and goals from 2022-2023. The team discussed trends, strengths, and areas of growth to target during the 2023-2024 school year. The team met multiple times over the next few months to develop a plan to strengthen schoolwide discipline, improve tiered interventions, and promote a positive culture by celebrating positive student behaviors both in and out of the classroom. The goal is to improve systems to better capture data that can be used to make informed decisions regarding appropriate supports and interventions. Furthermore, equity remained a focus during the needs assessment. The team identified the need for all students to have equal access to targeted student interventions, including sufficient transportation.

On October 10, 2023, our AVID Site Leadership Team reviewed multiple forms of data and the effectiveness of our SPSA from 2022-2023. In addition, the team brainstormed new strategies/activities to support our Site Instructional Plan and goals for 2023-2024. The team discussed the need to continue with the practices we currently have in place, such as our focus on First Best Instruction, Designated and Integrated ELD, etc. In addition, we discussed Additional Targeted Support and Improvement (ATSI) eligibility and the need to target our students with disabilities in the areas of ELA, Math, and chronic absenteeism.

On October 16, 2023, the School Site Council (SSC) met to discuss the above-mentioned data and provide input in order to develop a rough draft of our 2023-2024 SPSA. During this planning phase, the SSC brainstormed additional strategies/activities to support Jackson's goals for the 2023-2024 school year. The team discussed block schedule and the need for interventions during the day for students below grade-level in both ELA and Math. Lastly, the team highlighted the importance of continuing our work with AVID to prepare our students for high school/college, while also focusing on supports for students' social-emotional needs.

On October 19, 2023, this information and a draft of our SPSA was then presented to our English Learner Advisory Committee (ELAC) for review/input. They were in agreement with the suggested activities to support our site goals. The team also stressed the importance of increased communication in regards to ELPAC awareness and opportunities for students to receive additional support/resources. While they appreciated the interventions/programs to target our English Learners and provide support with the four domains, as well as ELPAC test-taking skills, they would like to see an increase in parent awareness/involvement this year.

On Monday, October 23, 2023, the School Site Council (SSC) reviewed and made final revisions to our 2023-2024 SPSA. The SSC then approved our SPSA to be presented to the Board of Education for approval on November 14, 2023.

Resource Inequities

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

Resource Inequities include:

- Funding/budget
- Time for Planning/Collaboration
- Facilities - Lack of Classroom Space
- Secondary staff not trained to teach primary reading/math foundational skills
- Lack of programs/resources to address learning deficits
- Transportation for after school intervention/enrichment opportunities
- Safety/supervision before, during, after school

Paramount Unified School District SPSA Evaluation Template

Template and Instructions

For all SPSA actions, complete Table 1 below.

1. Text of Strategy/Activity - (This will be automatically pulled from your 2022-2023 SPSA in DTS)
2. Implementation:
 1. Choose from one of these
 1. Not Implemented
 2. Partially Implemented
 3. Fully Implemented
3. Effectiveness
 1. Choose from one of these
 1. Not Effective
 2. Somewhat Effective
 3. Very Effective
4. Data to support Effectiveness Claim
 1. What data (qualitative or quantitative) supports your effectiveness claim
 2. If actual data is not yet available, enter the data you plan to use
5. Continue Action?
 1. Choose Yes or No
6. 23-24 SPSA Location - Don't complete until writing the 2023-2024 SPSA
 1. Goal
 2. S/A #

Table 1
Review of 2022-2023 Strategies/Activities

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
1	1	Instructional coach to provide on-site and virtual professional development, support in terms of co-planning, co-teaching, and modeling, as well as observational feedback in all ELA/ELD classes.	Fully Implemented	Very Effective	Provided support with professional development, site/district initiatives, teachers support, small group instruction, etc. (Evidence: Agendas, presentations, teacher/admin feedback, evaluations, co-planning/co-teaching schedules, lesson plans, etc.)	Yes	Goal 1: Strategy 1
1	2	Provide teachers opportunities to attend in-person/virtual conferences and professional development training in ELA, ELD, instructional technology, AVID strategies, and research-based best practices.	Partially Implemented	Somewhat Effective	Observational data; District Feedback; Lesson Plans; Site Recognitions; AVID Summer Institute participation *Conference attendance limited due to substitute shortage	Yes	Goal 1: Strategy 2

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
1	3	Provide time for teachers to collaborate to analyze data, develop SMART Goals, calibrate student work samples, backwards map, and co-plan in-depth lessons targeting critical reading standards. In addition, participate in learning walks/lesson studies in ELA, ELA Intensive, ELD & AVID Excel.	Partially Implemented	Somewhat Effective	Common Prep Period / Before/After school opportunities for additional collaboration; Agendas; Collaboration notes; Limited due to substitute shortage	Yes	Goal 1: Strategy 3
1	4	Provide all classes/content areas with appropriate supplemental materials, supplies, technology, and supplemental resources to support the diverse needs of our students.	Fully Implemented	Very Effective	Maintain staff/student 1:1 devices, instructional materials, etc. All students provided binders, planners, materials, etc.	Yes	Goal 1: Strategy 4
1	5	Provide tutoring and interventions/enrichment opportunities before, during, and/or after school to support the diverse needs of our students in all content areas. Provide ELPAC awareness, test preparation activities, and additional interventions to support our English Learners.	Partially Implemented	Somewhat Effective	Support planning for First Best Instruction; Lesson plans; Intervention/Enrichment scheduling and attendance; classroom visitation schedules; Reclassification rate for 2022-23 ELPAC was 27%	Yes	Goal 4: Strategy 3
1	6	Instructional Coach/Intervention Teacher to provide interventions, professional development, support in terms of co-planning, co-teaching, and modeling, as well as observational feedback in all 4-5 classes.	Fully Implemented	Very Effective	Provided support with professional development, site/district initiatives, teachers support, small group instruction, etc. (Evidence: Agendas, presentations, teacher/admin feedback, evaluations, co-planning/co-teaching schedules, lesson plans, etc.)	Yes	Goal 4: Strategy 1
1	7	ELA/ELD Instructional Coach/Teachers develop and implement plan for the continued focus on ELPAC awareness, implementation of English 3D for 6-8 designated ELD, the use of integrated ELD strategies in all content areas, and	Fully Implemented	Very Effective	Collaboration Agendas; plan for ELPAC preparation; classroom visitation schedule; student conferencing schedule; 90% improvement in	Yes	Goal 1: Strategy 6

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		scheduling time to review ELPAC results during individual student conferences.			scale score/performance level; 27% reclassification rate		
1	8	Provide parent workshops that support our ELA/ELD program (i.e. Instructional Technology, Amplify, Thinking Maps, WFBB, critical reading, AVID, iReady, English 3D, etc.) in order for parents/guardians to support their child at home.	Fully Implemented	Somewhat Effective	Limited parent involvement; Sign-ins, agendas, presentations, etc.	Yes	Goal 1: Strategy 7
1	9						
1	10						
1	11						
1	12						
1	13						
1	14						
1	15						
1	16						
1	17						
1	18						
1	19						
1	20						
2	1	Provide teachers opportunities to attend in-person/virtual conferences and professional development training in Math, Integrated Science, Social Studies, Physical Education, Electives, Femineers, instructional technology, and research-based best practices.	Partially Implemented	Somewhat Effective	Observational data; District Feedback; Lesson Plans; Site Recognitions; AVID Summer Institute participation *Conference attendance limited due to substitute shortage	Yes	Goal 2: Strategy 1
2	2	Provide time for all teachers to plan for First Best Instruction and collaborate to analyze data, calibrate student work samples, backwards map, and plan common lessons/assessments. Provide additional time for Science teachers to plan	Partially Implemented	Somewhat Effective	Common Prep Period / Before/After school opportunities for additional collaboration; Agendas; Collaboration notes	Yes	Goal 2: Strategy 2

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		<p>and implement NGSS-aligned lessons that support students in making sense of a phenomena and/or designing solutions to a problem.</p> <p>Provide additional time for Math teachers to plan engaging lessons that focus on increased opportunities for students to collaborate via visual randomized grouping, explore and decide upon a solution pathway, and engage in mathematical discussions that focus on student thinking.</p> <p>In addition, provide teachers opportunities to reflect on their instructional strategies, as well as student engagement, dialogue, and learning taking place, by participating in learning walks/lesson studies in all core content area.</p>					
2	3	Provide all classes/content areas, including electives and after school programs, with appropriate supplemental materials, supplies, technology, and supplemental resources to support the diverse needs of our students during distance learning and in-person instruction.	Fully Implemented	Very Effective	Maintain staff/student 1:1 devices, instructional materials, etc. All students provided binders, planners, materials, etc.	Yes	Goal 2: Strategy 3
2	4	Provide interventions/enrichment opportunities to support the diverse needs of our students in all content areas, including electives. Incorporate educational field trips and other enrichment activities to promote college and career readiness.	Partially Implemented	Somewhat Effective	Support planning for First Best Instructional; Lesson plans; Intervention/Enrichment scheduling and attendance	Yes	Goal 2: Strategy 4
2	5	Provide parent workshops that support our Math, Science, and Social Studies programs (i.e. Instructional Technology, The Thinking Math Classroom, Integrated Science, Thinking Maps,	Fully Implemented	Somewhat Effective	Limited parent involvement; Sign-ins, agendas, presentations, etc.	Yes	Goal 2: Strategy 5

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		WFBB, critical reading, AVID, etc.) in order for parents/guardians to support their child at home.					
2	6						
2	7						
2	8						
2	9						
2	10						
2	11						
2	12						
2	13						
2	14						
2	15						
2	16						
2	17						
2	18						
2	19						
2	20						
3	1	Promote a positive culture where all students feel connected to the campus. Hire consultants to provide professional development to support our work with Capturing Kids Hearts, Breaking Down the Walls, Safe & Civil, Cultural Proficiency, Trauma Informed Practices, Restorative Justice, Playworks, and the HERO program to promote building positive relationship and provide student incentives/rewards for positive behaviors.	Partially Implemented	Somewhat Effective	Not all programs were revisited due to funding. Agendas/ sign-ins/presentations for professional development; Observational data and feedback regarding implementation; Playworks data; HERO data; Site recognitions; Student recognitions, etc/	Yes	Goal 3: Strategy 1
3	2	Analyze data and develop, monitor, and assess our plan to increase daily attendance rates and decrease both the number of suspensions and students reaching chronic absenteeism.	Partially Implemented	Somewhat Effective	Chronic absenteeism data; Counseling data; referral data; student reflection sheets Increase in attendance to 92.3%	Yes	Goal 3: Strategy 2

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
3	3	Target/monitor the progress of our most at-risk students through our Behavior and Academic Mentoring Program, Knights & Squires, and/or CKH Leadership courses.	Partially Implemented	Somewhat Effective	Limited time/resources to support the needs of all students; Counselors/admin/TOSA had extensive caseloads; Additional resources needed	Yes	Goal 3: Strategy 3
3	4	Provide additional hours for teachers/counselors to meet with small groups in order to target behavioral, social-emotional, and/or academic needs (i.e. support groups, in-person clubs, field trips, etc.).	Partially Implemented	Somewhat Effective	Unable to fully implement due to lack of funding and staff availability. Many target students had no access to transportation to stay for extended day activities.	Yes	Goal 3: Strategy 4
3	5	Provide parent workshops that promote awareness and strategies that parents/guardians can use to support their child's academic and social/emotional needs at home.	Fully Implemented	Somewhat Effective	Limited parent involvement; Sign-ins, agendas, presentations, etc.	Yes	Goal 3: Strategy 5
3	6	Provide staff opportunities to attend in-person/virtual conferences, and professional development training to support students' academic and social-emotional growth (i.e., Schools To Watch (STW), Capturing Kids Hearts (CKH), Trauma Informed Practices, Restorative Justice, Cultural Proficiency, Ways to support our LGBTQ Students, and other research-based best practices).	Partially Implemented	Somewhat Effective	Minimal staff had the opportunity to attend these PD opportunities due to funding, scheduling, etc.	Yes	Goal 3: Strategy 6
3	7	Provide materials/additional hours for classified/certificated staff to support student safety on campus.	Fully Implemented	Very Effective	Safety Meeting Agendas/Sign-ins/Minutes; Observational data; Budget reports; staff/student/parent feedback	Yes	Goal 3: Strategy 7
3	8						
3	9						
3	10						
3	11						

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
3	12						
3	13						
3	14						
3	15						
3	16						
3	17						
3	18						
3	19						
3	20						
4	1						
4	2						
4	3						
4	4						
4	5						
4	6						
4	7						
4	8						
4	9						
4	10						
4	11						
4	12						
4	13						
4	14						
4	15						
4	16						
4	17						
4	18						
4	19						
4	20						

Based upon this review in Table 1, use Table 2 to answer the prompt:

Briefly describe the overall implementation and overall effectiveness of the strategies/activities in each Goal.

This text will be entered into the “Annual Review” section of your SPSA. Begin the narrative now, and revise as additional data is available. Table 1 will supplement the narrative, so a brief summary is sufficient.

Table 2

Overall Narrative

2022-23 Goal	Description
1	
2	
3	
4	

Based upon this review, and the actual implementation of your SPSA, use Table 3 to answer this prompt

Briefly describe any major differences in what was planned and what occurred in 2022-2023.

Address actions that were planned but didn’t occur, actions that were significantly different than planned, or significant differences between the original budget and actual expenditures, and the impact of the differences on students.

Enter as much information as you can now, and revise as additional information is available. This text will be entered into the “Annual Review” section of your SPSA.

Table 3

Major Differences Between Plan and Execution of the 2022-2023 SPSA

2022-23 Goal	Major differences
1	
2	
3	
4	

Which actions will be changed (modified, combined, expanded, etc.) in the 2023-2024 SPSA? Describe these changes in Table 4.

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 4

Recommended Modifications Between 2022-2023 and 2023-2024

2022-23 Goal	2022-23 S/A #	Text in 2022-2023 SPSA	Text for 2023-2024 SPSA	23-24 SPSA Location

What new actions, if any, will be added to the 2023-2024 SPSA? Describe these in Table 5

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 5

Recommended New Actions in 2023-2024

Goal	Strategy/Activity Text	Data that will be used to evaluate the impact	23-24 SPSA Location

Based upon the prior two tables, use Table 6 to describe, in narrative form the following prompt for each goal:

Describe any major changes between 2022-2023 and 2023-2024 that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

This text will be entered into the "Annual Review" section of your SPSA. You may begin entering text now, but should focus on other aspects of the SPSA first and come back to this prompt when the SPSA is nearly complete. Table 4 and Table 5 will supplement the narrative, so you do not need to repeat all details from those tables.

Table 6

Narrative of Changes to 2023-2024 SPSA

2023-24 Goal	Major differences
1	

CE Program Instrument

CE 18: School Site Evaluation of Program Effectiveness

18.0 A school operating a program that requires a SPSA shall carry out the following requirements:

(20 U.S.C. Section 6314[b][3]; 34 CFR Section 200.26[c]; EC sections 64001[i], 64001[g][2][B], 64001[h])

(a) Annually evaluate the implementation of, and results achieved by, the program, using data from the state's annual assessments and other indicators of academic achievement. (34 CFR Section 200.26[c][1])

(b) Determine whether the program has been effective in increasing the achievement of students in meeting the state's academic standards, particularly for those students who had been furthest from achieving the standards. (34 CFR Section 200.26[c][2])

(c) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the program.

(34 CFR Section 200.26[c][3])

CDE SPSA Instructions

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0%	1	0	0
African American	18.9%	17.45%	18.56%	143	112	129
Asian	1.6%	1.87%	1.73%	12	12	12
Filipino	0.3%	0.31%	0.58%	2	2	4
Hispanic/Latino	75.4%	77.88%	75.97%	569	500	528
Pacific Islander	0.4%	0.16%	0.14%	3	1	1
White	1.1%	0.47%	0.58%	8	3	4
Multiple/No Response	2.1%	1.71%	2.16%	16	11	15
Total Enrollment				755	642	695

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 4	102	90	84
Grade 5	94	83	94
Grade 6	187	158	190
Grade 7	185	148	156
Grade 8	187	163	171
Total Enrollment	755	642	695

Conclusions based on this data:

1. Ongoing concern with declining enrollment

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	178	146	181	23.6%	22.7%	26.0%
Fluent English Proficient (FEP)	226	205	186	29.9%	31.9%	26.8%
Reclassified Fluent English Proficient (RFEP)	17			9.6%		

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	102	92	83	95	91	83	95	91	83	93.1	98.9	100.0
Grade 5	93	85	93	91	84	93	91	84	93	97.8	98.8	100.0
Grade 6	188	153	187	174	153	186	169	153	186	92.6	100.0	99.5
Grade 7	187	159	160	171	155	158	169	155	158	91.4	97.5	98.8
Grade 8	184	166	168	172	165	167	170	165	167	93.5	99.4	99.4
All Grades	754	655	691	703	648	687	694	648	687	93.2	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 Met Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	2412.	2425.	2444.	7.37	9.89	15.66	18.95	19.78	19.28	23.16	29.67	30.12	50.53	40.66	34.94
Grade 5	2458.	2491.	2489.	5.49	16.67	12.90	29.67	29.76	31.18	23.08	25.00	24.73	41.76	28.57	31.18
Grade 6	2488.	2468.	2485.	10.06	3.92	7.53	27.22	21.57	28.49	23.67	29.41	24.19	39.05	45.10	39.78
Grade 7	2503.	2528.	2510.	5.92	8.39	5.06	28.99	37.42	24.05	27.22	25.81	37.34	37.87	28.39	33.54
Grade 8	2513.	2534.	2549.	3.53	7.27	11.98	27.06	32.73	35.33	34.71	28.48	23.35	34.71	31.52	29.34
All Grades	N/A	N/A	N/A	6.48	8.33	9.75	26.80	29.01	28.38	27.09	27.78	27.80	39.63	34.88	34.06

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	6.32	9.89	9.64	69.47	61.54	63.86	24.21	28.57	26.51
Grade 5	4.40	19.05	12.90	68.13	64.29	66.67	27.47	16.67	20.43
Grade 6	13.10	5.23	6.45	54.17	54.25	55.38	32.74	40.52	38.17
Grade 7	8.38	12.26	4.43	61.68	65.16	65.19	29.94	22.58	30.38
Grade 8	7.65	13.33	17.96	58.24	50.91	53.89	34.12	35.76	28.14
All Grades	8.54	11.42	10.04	60.93	58.33	59.83	30.54	30.25	30.13

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	2.11	7.69	9.64	50.53	59.34	63.86	47.37	32.97	26.51
Grade 5	16.85	10.71	13.98	48.31	66.67	61.29	34.83	22.62	24.73
Grade 6	10.71	4.58	7.53	45.24	50.98	53.76	44.05	44.44	38.71
Grade 7	7.23	23.23	9.49	54.82	49.68	58.23	37.95	27.10	32.28
Grade 8	7.65	10.30	14.37	48.82	60.61	59.88	43.53	29.09	25.75
All Grades	8.72	11.73	10.77	49.56	56.33	58.52	41.72	31.94	30.71

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	2.11	5.49	10.84	72.63	72.53	74.70	25.26	21.98	14.46
Grade 5	5.49	9.52	9.68	70.33	75.00	73.12	24.18	15.48	17.20
Grade 6	11.38	9.15	7.53	65.87	64.71	75.81	22.75	26.14	16.67
Grade 7	7.19	6.45	7.59	73.05	76.77	76.58	19.76	16.77	15.82
Grade 8	5.88	10.30	9.58	70.59	73.33	73.05	23.53	16.36	17.37
All Grades	6.96	8.33	8.73	70.29	72.22	74.82	22.75	19.44	16.45

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	6.32	6.59	4.82	65.26	73.63	83.13	28.42	19.78	12.05
Grade 5	10.99	17.86	10.75	61.54	65.48	73.12	27.47	16.67	16.13
Grade 6	18.93	5.88	17.74	60.95	66.01	56.99	20.12	28.10	25.27
Grade 7	15.38	14.19	8.23	63.31	63.87	72.15	21.30	21.94	19.62
Grade 8	12.94	14.55	20.36	67.06	71.52	60.48	20.00	13.94	19.16
All Grades	13.83	11.73	13.68	63.69	67.90	66.67	22.48	20.37	19.65

Conclusions based on this data:

1. Minimal growth is being made in ELA for all grade-levels.
2. Interventions within the school day are needed to address foundational skills.
3. This is an ongoing focus for the 23-24 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	102	92	83	95	92	83	95	92	83	93.1	100.0	100.0
Grade 5	93	85	93	90	84	93	89	84	93	96.8	98.8	100.0
Grade 6	188	153	187	163	153	186	162	153	186	86.7	100.0	99.5
Grade 7	187	159	161	166	156	156	164	156	156	88.8	98.1	96.9
Grade 8	184	166	169	171	165	166	167	165	166	92.9	99.4	98.2
All Grades	754	655	693	685	650	684	677	650	684	90.8	99.2	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	2410.	2421.	2448.	5.26	2.17	9.64	12.63	16.30	27.71	29.47	36.96	26.51	52.63	44.57	36.14
Grade 5	2424.	2437.	2460.	1.12	5.95	3.23	3.37	8.33	18.28	29.21	32.14	29.03	66.29	53.57	49.46
Grade 6	2442.	2439.	2440.	3.70	3.27	6.45	9.88	9.15	6.99	25.31	30.07	23.66	61.11	57.52	62.90
Grade 7	2460.	2468.	2450.	3.66	4.49	2.56	12.20	9.62	8.97	23.17	29.49	23.08	60.98	56.41	65.38
Grade 8	2448.	2476.	2479.	2.99	2.42	5.42	4.19	7.27	14.46	17.37	28.48	16.87	75.45	61.82	63.25
All Grades	N/A	N/A	N/A	3.40	3.54	5.26	8.57	9.69	13.30	23.93	30.77	22.95	64.11	56.00	58.48

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	5.26	1.09	16.87	33.68	46.74	42.17	61.05	52.17	40.96
Grade 5	0.00	3.57	3.23	38.20	35.71	45.16	61.80	60.71	51.61
Grade 6	6.29	4.58	4.84	30.19	31.37	30.65	63.52	64.05	64.52
Grade 7	6.83	5.13	2.56	38.51	39.10	33.97	54.66	55.77	63.46
Grade 8	1.82	4.85	5.42	27.88	42.42	37.95	70.30	52.73	56.63
All Grades	4.33	4.15	5.70	33.18	38.77	36.55	62.48	57.08	57.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	7.37	8.70	12.05	45.26	42.39	51.81	47.37	48.91	36.14
Grade 5	2.25	8.33	2.15	53.93	47.62	56.99	43.82	44.05	40.86
Grade 6	3.70	3.92	5.91	43.83	47.06	38.71	52.47	49.02	55.38
Grade 7	3.66	3.21	1.92	56.71	48.08	48.72	39.63	48.72	49.36
Grade 8	3.59	4.24	6.02	39.52	50.30	48.19	56.89	45.45	45.78
All Grades	3.99	5.08	5.26	47.42	47.54	47.37	48.60	47.38	47.37

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	5.26	3.26	10.84	56.84	63.04	54.22	37.89	33.70	34.94
Grade 5	2.25	4.76	7.53	52.81	47.62	67.74	44.94	47.62	24.73
Grade 6	8.02	5.88	5.38	54.32	55.56	57.53	37.65	38.56	37.10
Grade 7	4.27	4.49	5.77	59.76	64.74	56.41	35.98	30.77	37.82
Grade 8	2.40	1.82	3.61	70.06	60.61	57.83	27.54	37.58	38.55
All Grades	4.58	4.00	5.99	59.68	59.08	58.33	35.75	36.92	35.67

Conclusions based on this data:

1. Minimal growth is being made in Math for all grade-levels.
2. Interventions within the school day are needed to address foundational skills.
3. This is a continued focus area for the 23-24 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	1502.2	1507.2	1522.4	1508.4	1500.7	1521.0	1495.7	1513.3	1523.2	29	24	31
5	1522.7	1520.8	1526.6	1522.9	1510.5	1519.4	1522.0	1530.8	1533.3	19	24	22
6	1513.1	1521.0	1532.2	1520.4	1519.3	1529.6	1505.3	1522.1	1534.3	33	37	47
7	1556.9	1545.0	1550.1	1562.1	1547.4	1555.8	1551.3	1542.2	1544.0	30	30	38
8	1555.7	1547.4	1569.0	1570.8	1553.1	1584.2	1540.0	1541.4	1553.4	35	18	21
All Grades										146	133	159

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	10.34	16.67	38.71	44.83	37.50	29.03	34.48	37.50	25.81	10.34	8.33	6.45	29	24	31
5	10.53	12.50	9.09	52.63	50.00	50.00	31.58	29.17	36.36	5.26	8.33	4.55	19	24	22
6	6.06	5.41	25.53	39.39	45.95	38.30	30.30	43.24	25.53	24.24	5.41	10.64	33	37	47
7	36.67	23.33	24.32	30.00	40.00	56.76	30.00	26.67	18.92	3.33	10.00	0.00	30	30	37
8	17.14	22.22	28.57	48.57	27.78	47.62	25.71	44.44	19.05	8.57	5.56	4.76	35	18	21
All Grades	16.44	15.04	25.95	42.47	41.35	43.67	30.14	36.09	24.68	10.96	7.52	5.70	146	133	158

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	34.48	37.50	58.06	44.83	41.67	32.26	13.79	12.50	6.45	6.90	8.33	3.23	29	24	31
5	36.84	25.00	31.82	57.89	58.33	59.09	0.00	8.33	4.55	5.26	8.33	4.55	19	24	22
6	30.30	24.32	42.55	51.52	56.76	42.55	12.12	16.22	8.51	6.06	2.70	6.38	33	37	47
7	43.33	33.33	51.35	40.00	40.00	48.65	13.33	26.67	0.00	3.33	0.00	0.00	30	30	37
8	31.43	33.33	57.14	51.43	50.00	38.10	11.43	16.67	4.76	5.71	0.00	0.00	35	18	21
All Grades	34.93	30.08	48.10	48.63	49.62	43.67	10.96	16.54	5.06	5.48	3.76	3.16	146	133	158

Written Language															
Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23									
4	0.00	12.50	12.90	17.24	25.00	38.71	55.17	45.83	22.58	27.59	16.67	25.81	29	24	31
5	5.26	0.00	4.55	0.00	41.67	27.27	89.47	41.67	59.09	5.26	16.67	9.09	19	24	22
6	3.03	0.00	10.64	18.18	16.22	23.40	33.33	64.86	44.68	45.45	18.92	21.28	33	37	47
7	10.00	13.33	5.41	33.33	33.33	29.73	40.00	23.33	54.05	16.67	30.00	10.81	30	30	37
8	2.86	11.11	9.52	28.57	16.67	38.10	45.71	55.56	38.10	22.86	16.67	14.29	35	18	21
All Grades	4.11	6.77	8.86	21.23	26.32	30.38	49.32	46.62	43.67	25.34	20.30	17.09	146	133	158

Listening Domain												
Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	34.48	54.17	41.94	58.62	25.00	48.39	6.90	20.83	9.68	29	24	31
5	5.26	20.83	36.36	89.47	70.83	59.09	5.26	8.33	4.55	19	24	22
6	15.15	16.22	21.28	66.67	75.68	61.70	18.18	8.11	17.02	33	37	47
7	16.67	16.67	13.51	73.33	63.33	78.38	10.00	20.00	8.11	30	30	37
8	22.86	16.67	19.05	60.00	66.67	71.43	17.14	16.67	9.52	35	18	21
All Grades	19.86	24.06	25.32	67.81	61.65	63.92	12.33	14.29	10.76	146	133	158

Speaking Domain												
Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	44.83	33.33	64.52	48.28	58.33	29.03	6.90	8.33	6.45	29	24	31
5	78.95	62.50	68.18	15.79	33.33	27.27	5.26	4.17	4.55	19	24	22
6	54.55	64.86	59.57	42.42	35.14	36.17	3.03	0.00	4.26	33	37	47
7	86.67	60.00	91.89	13.33	40.00	8.11	0.00	0.00	0.00	30	30	37
8	82.86	61.11	90.48	14.29	38.89	9.52	2.86	0.00	0.00	35	18	21
All Grades	69.18	57.14	73.42	27.40	40.60	23.42	3.42	2.26	3.16	146	133	158

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	3.45	4.17	9.68	58.62	66.67	58.06	37.93	29.17	32.26	29	24	31
5	5.26	16.67	4.55	68.42	70.83	81.82	26.32	12.50	13.64	19	24	22
6	3.03	0.00	12.77	30.30	43.24	38.30	66.67	56.76	48.94	33	37	47
7	16.67	20.00	8.11	36.67	40.00	48.65	46.67	40.00	43.24	30	30	37
8	8.57	16.67	19.05	37.14	27.78	52.38	54.29	55.56	28.57	35	18	21
All Grades	7.53	10.53	10.76	43.84	49.62	52.53	48.63	39.85	36.71	146	133	158

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	0.00	25.00	41.94	79.31	62.50	38.71	20.69	12.50	19.35	29	24	31
5	5.26	12.50	22.73	89.47	79.17	72.73	5.26	8.33	4.55	19	24	22
6	12.12	16.22	27.66	66.67	75.68	63.83	21.21	8.11	8.51	33	37	47
7	23.33	13.33	13.51	66.67	80.00	86.49	10.00	6.67	0.00	30	30	37
8	5.71	0.00	14.29	88.57	88.89	76.19	5.71	11.11	9.52	35	18	21
All Grades	9.59	14.29	24.68	77.40	76.69	67.09	13.01	9.02	8.23	146	133	158

Conclusions based on this data:

1. Integrated ELD and AVID strategies support our continuous student progress on the ELPAC.
2. This is a continued focus area for the 23-24 school year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
642	96.0	22.7	0.6
Total Number of Students enrolled in Leona Jackson 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	146	22.7
Foster Youth	4	0.6
Homeless	10	1.6
Socioeconomically Disadvantaged	616	96.0
Students with Disabilities	85	13.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	112	17.4
American Indian		
Asian	12	1.9
Filipino	2	0.3
Hispanic	500	77.9
Two or More Races	11	1.7
Pacific Islander	1	0.2
White	3	0.5

Conclusions based on this data:

1. Strategies and supports need to be in place to support our diverse student population.

School and Student Performance Data

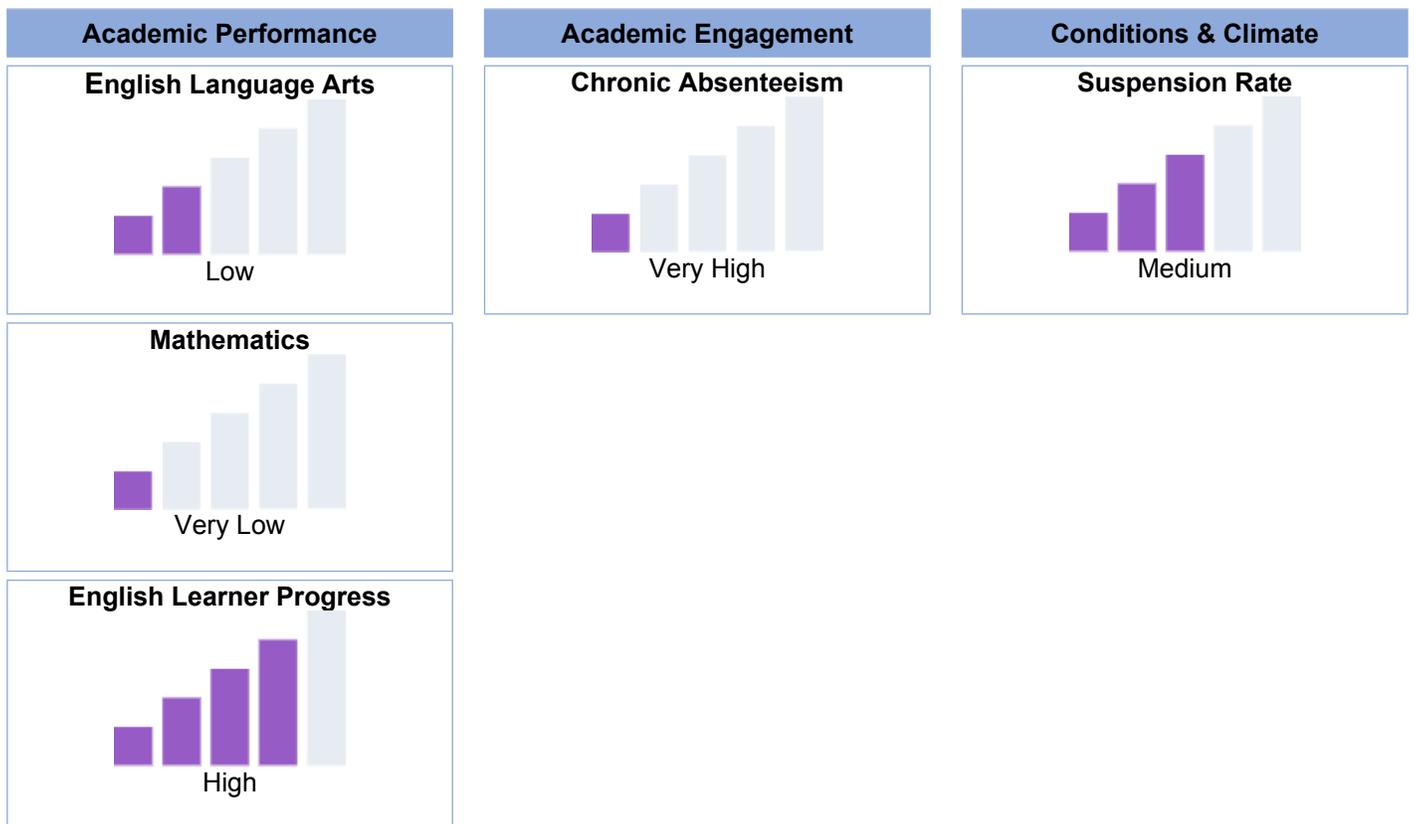
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. In addition to academics, there is an increasing need to address and support students' behavioral and social-emotional needs.
2. This is a continued focus area for the 23-24 school year.

School and Student Performance Data

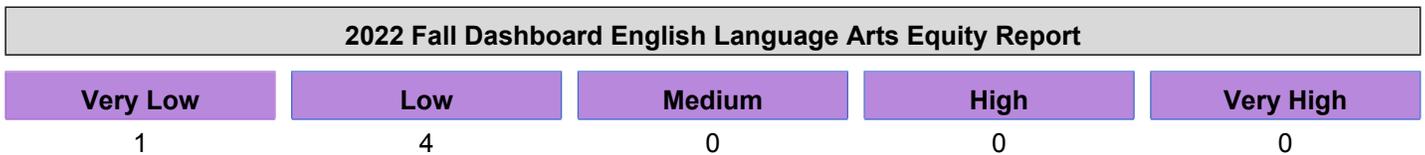
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

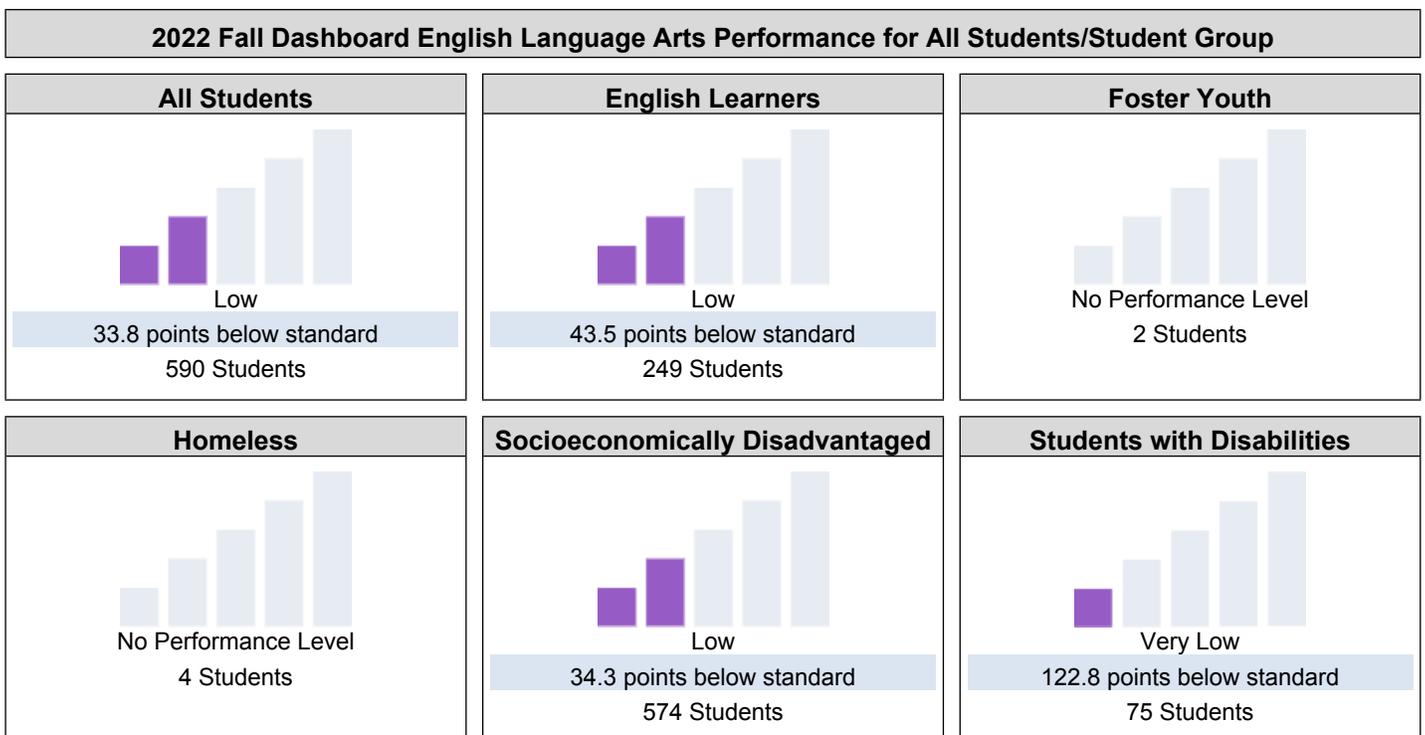
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



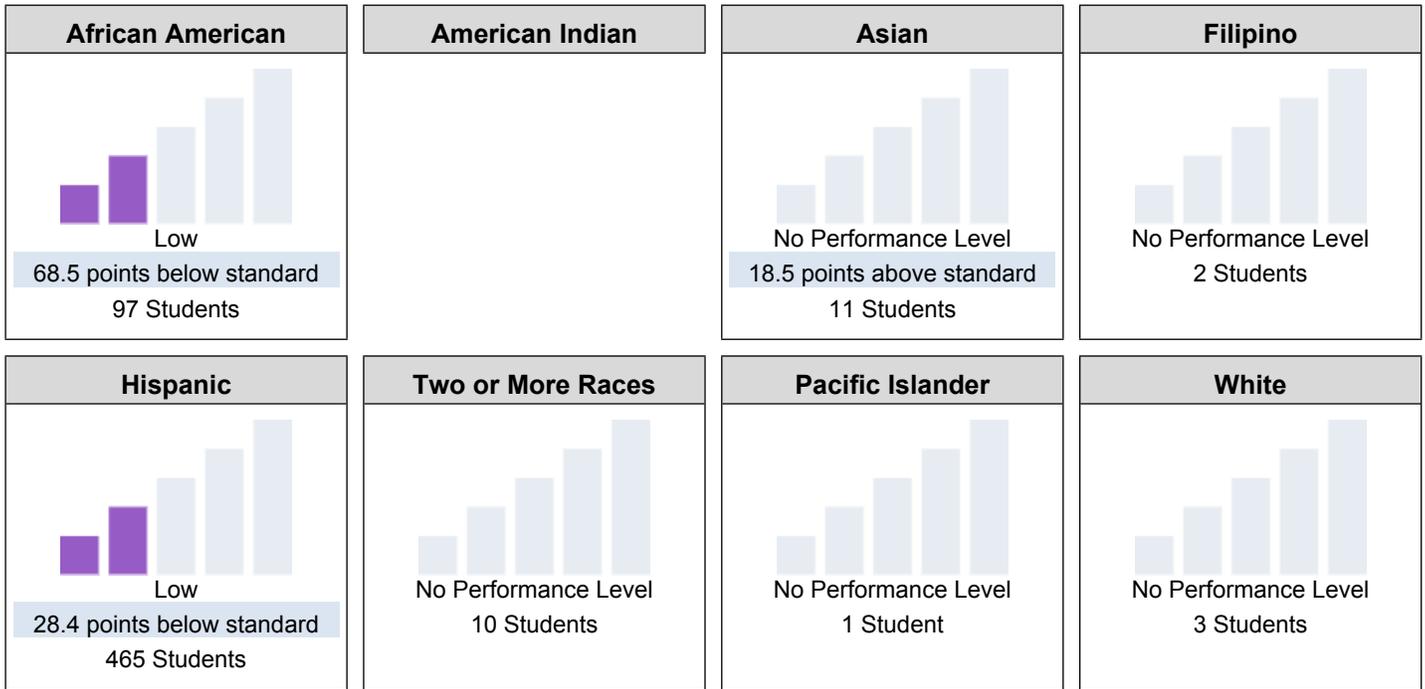
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96.5 points below standard 123 Students	8.2 points above standard 126 Students	49.7 points below standard 256 Students

Conclusions based on this data:

1. Students in all subgroups are performing below the standard in ELA.
2. This is a continued focus area for the 23-24 school year.

School and Student Performance Data

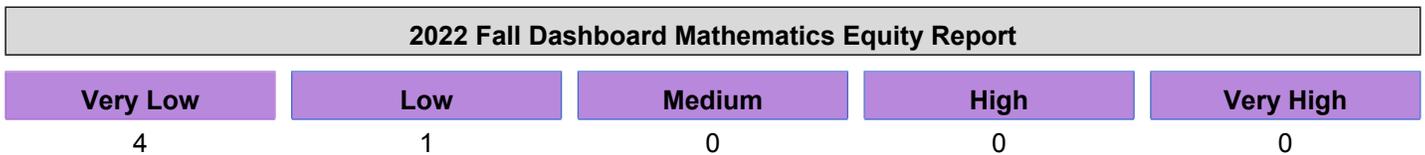
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

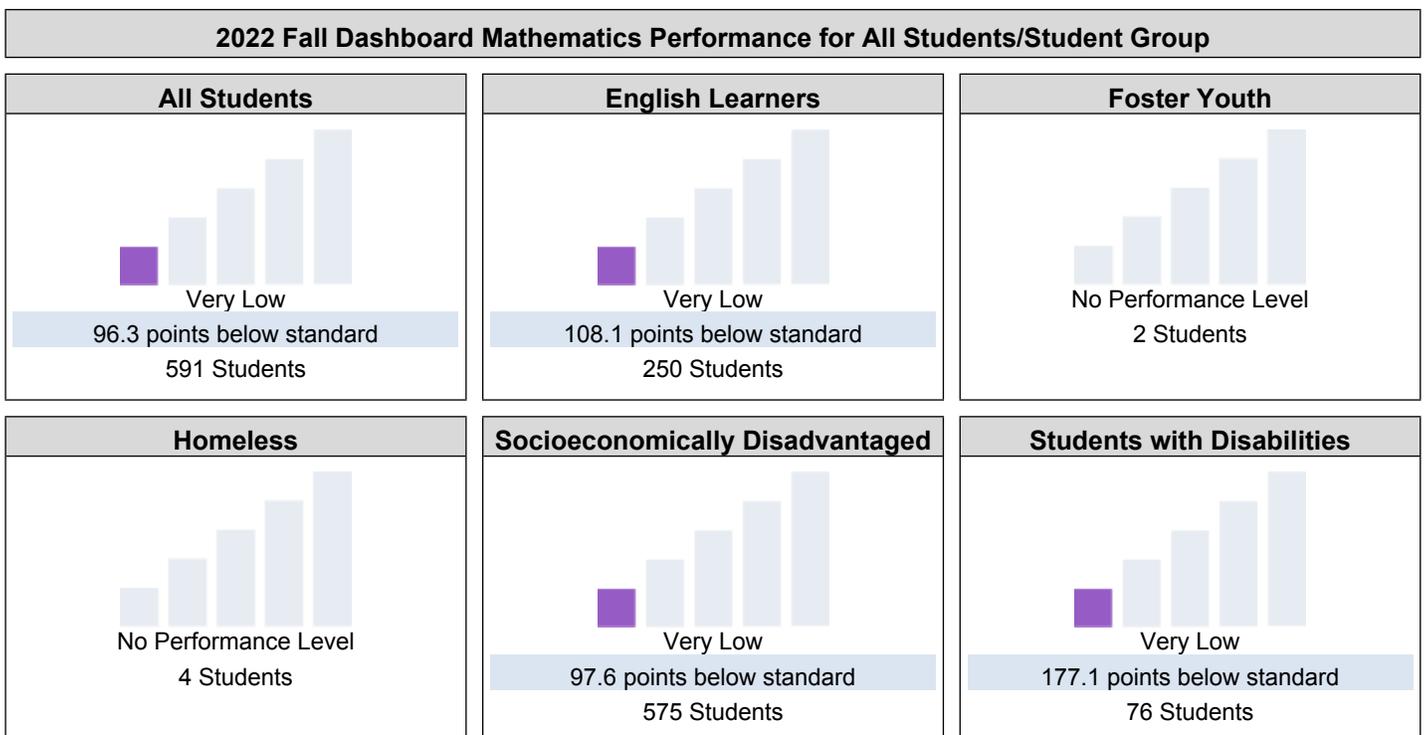
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



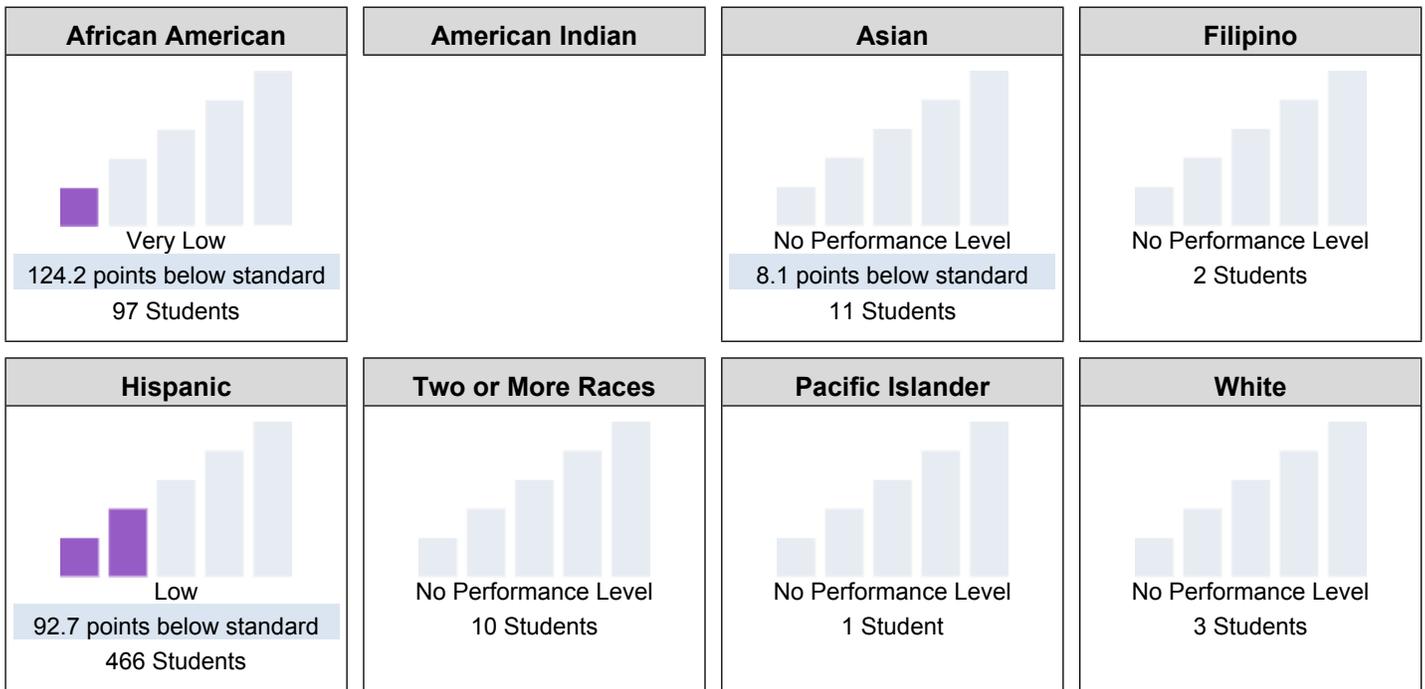
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">151.7 points below standard</p> <p>124 Students</p>	<p style="background-color: #e6f2ff;">65.2 points below standard</p> <p>126 Students</p>	<p style="background-color: #e6f2ff;">104.0 points below standard</p> <p>256 Students</p>

Conclusions based on this data:

1. Students in all subgroups are performing below the standard in Math.

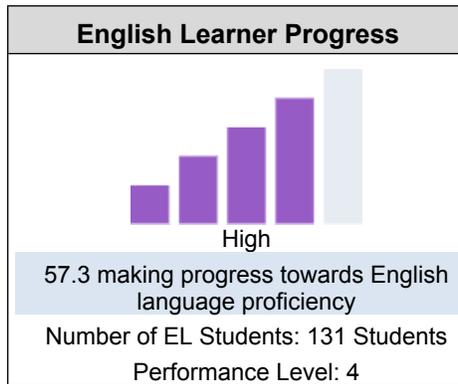
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.8%	26.0%	0.0%	57.3%

Conclusions based on this data:

- Our EL students continue to make progress towards English language proficiency. This is a continued focus area for the 23-24 school year.

School and Student Performance Data

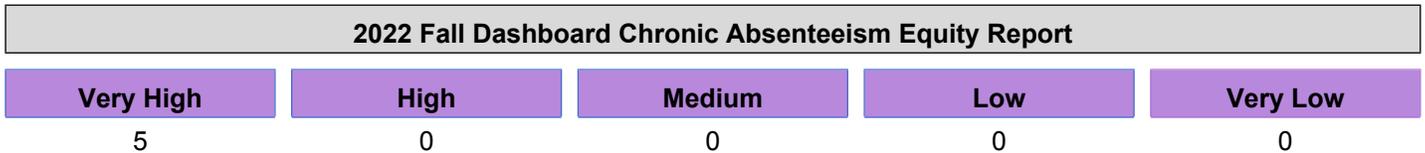
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

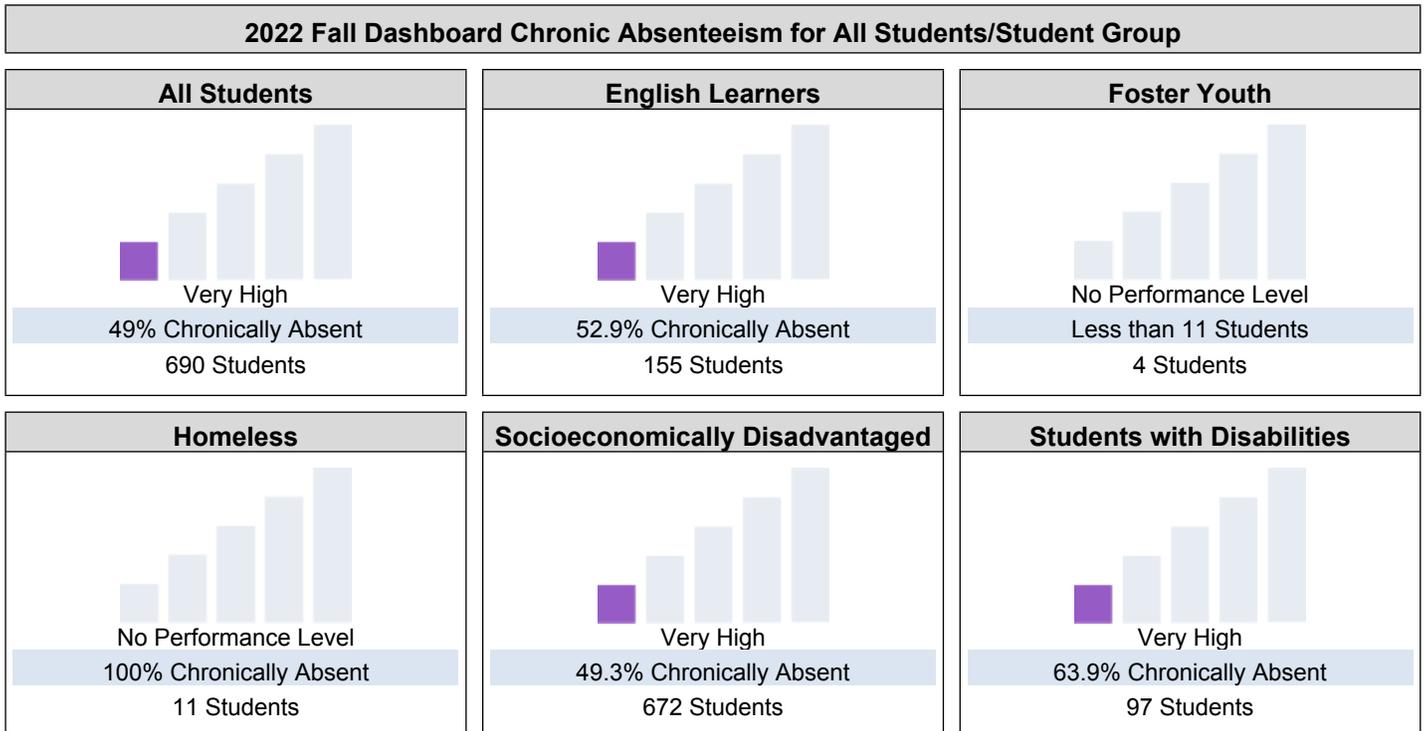
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



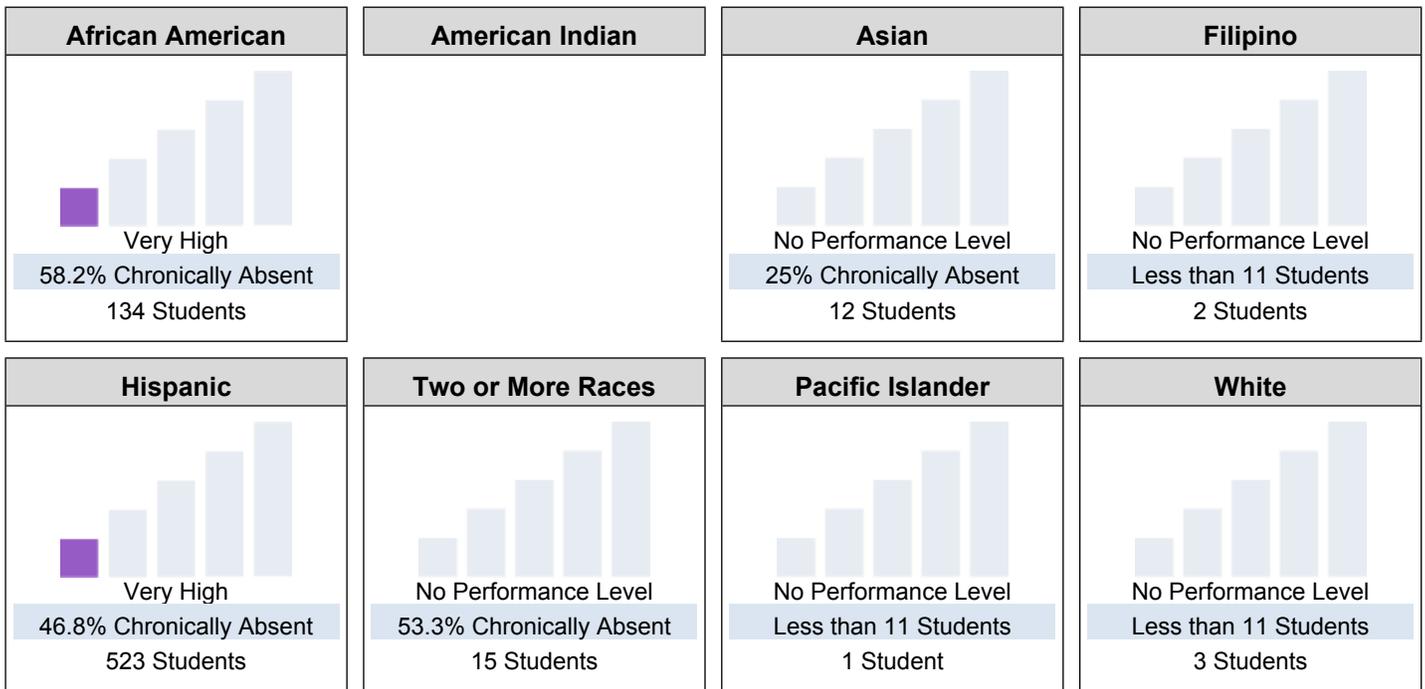
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Students with disabilities will be a focus area in 23-24 (ATSI Eligibility).
2. Chronic absenteeism is an ongoing focus for the 23-24 school year.

School and Student Performance Data

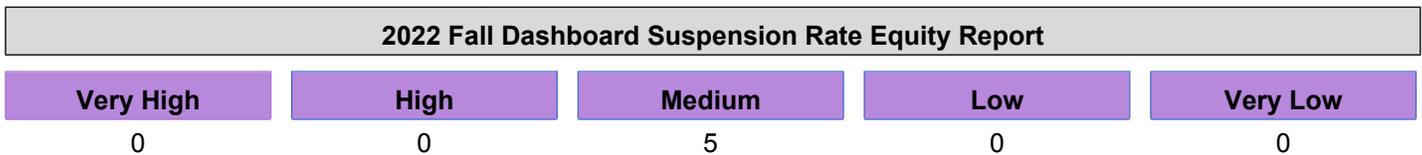
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

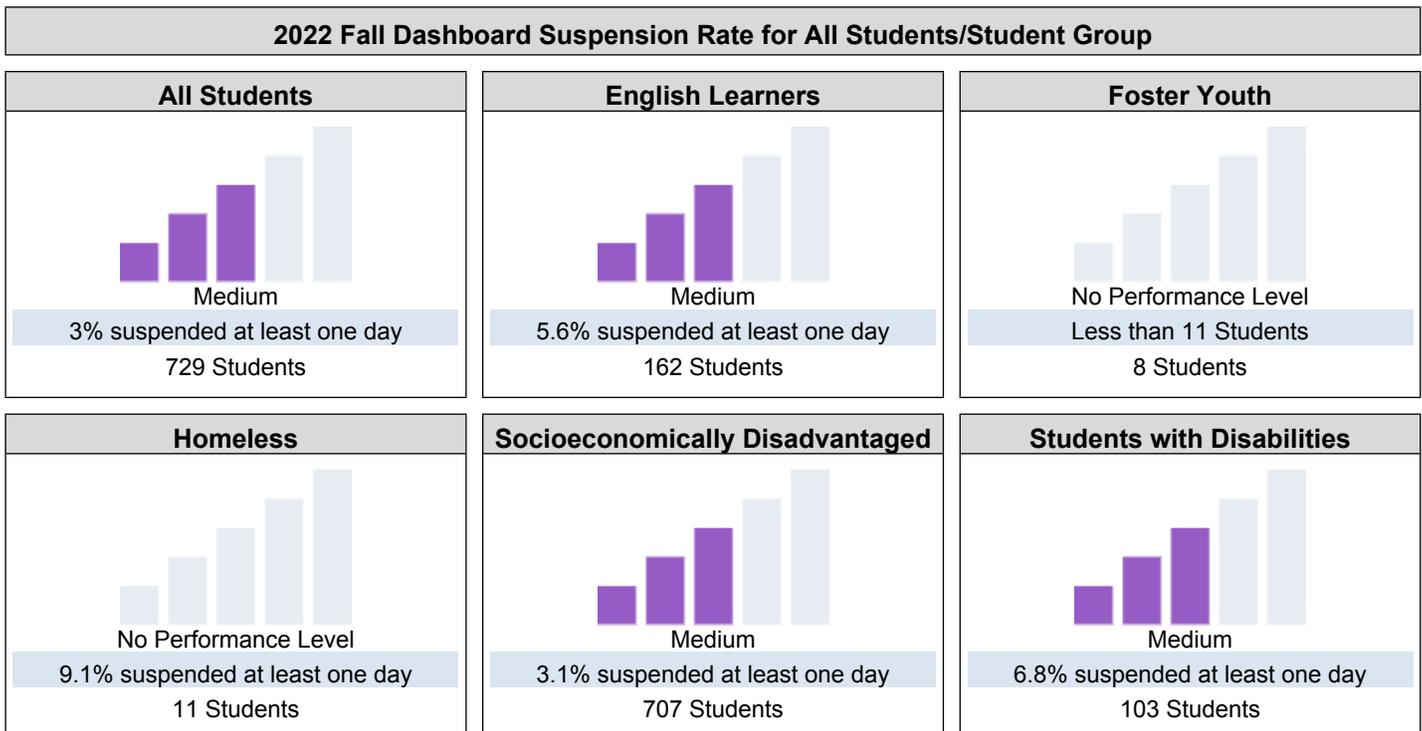
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



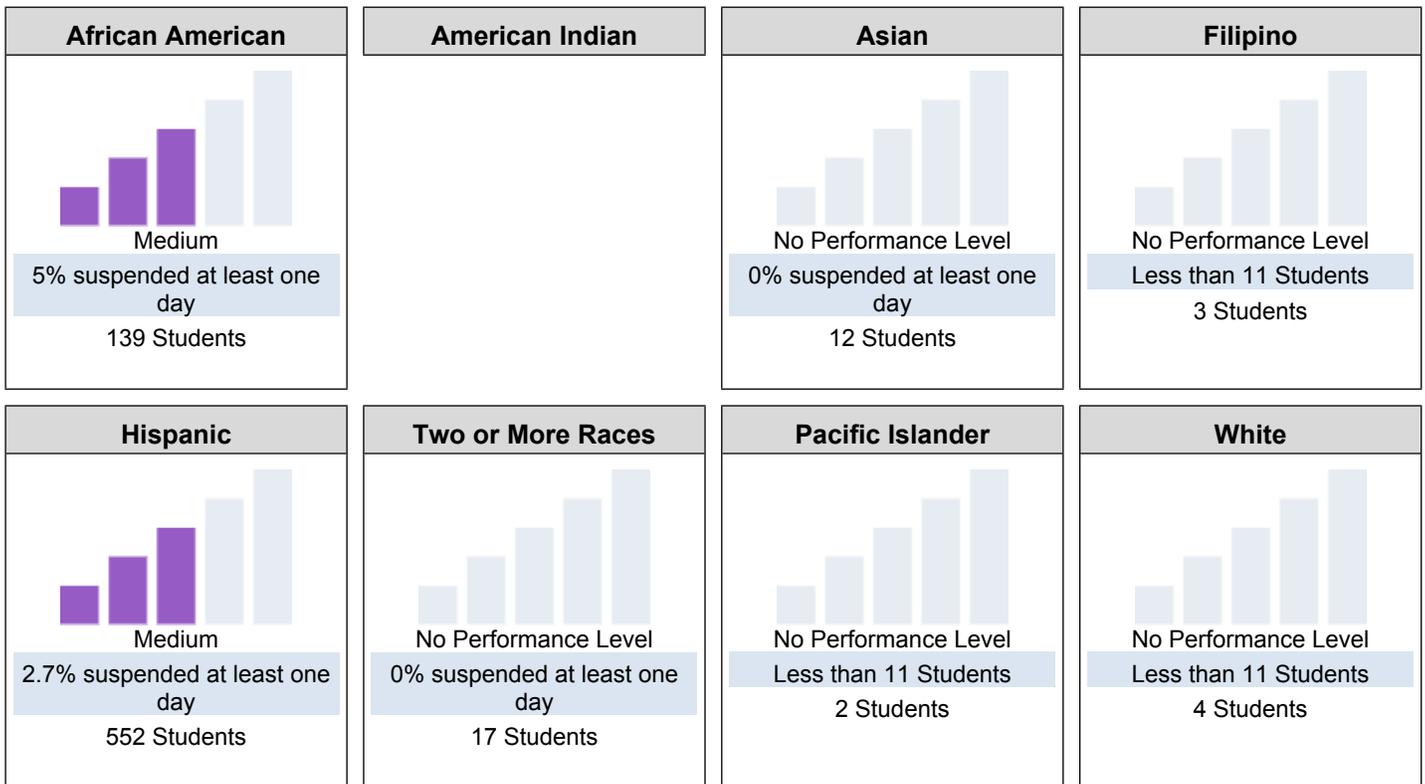
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. There is an ongoing need to find alternative means of correction for student behaviors. Students need to be in class to receive First Best Instruction.
2. Ongoing PD, including de-escalation strategies, for staff is needed.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA/ELD

LEA/LCAP Goal

High Quality Teaching and Learning

Goal 1

To provide high quality instruction in English Language Arts (ELA) and English Language Development (ELD).

Identified Need

Based on our needs assessment, Jackson identified the following areas for continued growth:

Jackson received an ATSI eligibility notification for our subgroup, Students with Disabilities, in ELA, Math, and Chronic Absenteeism.

ELA Grade Data was maintained at 86.4% of our 6th-8th grade students receiving grades of A-C for 2nd Semester. (ATSI - Students with Disabilities - 76%)

iReady ELA Diagnostic #3 data demonstrated that 43% of students scored at two or more years below grade level. (ATSI - Students with Disabilities - 85%)

While this is a significant decrease (15%) from Diagnostic #1, students would benefit from targeted interventions and small-group instruction.

Observational data indicated an increase in student engagement/dialogue, collaboration, and critical thinking across all grade-levels and content areas during the 2022-23 school year.

Overall SBAC scores for language arts increased to 38%. Although there was a slight improvement, there is a continued need to provide rigorous instructional activities that focused on higher-level questioning, critical thinking and increased student collaboration and dialogue. (ATSI - Students with Disabilities - 22%)

Our goal is to continue to provide increased opportunities for students to:

- Engage with rigorous texts independently
- Collaborate and orally respond to text using academic language, correct linguistic patterns, and justification of student thinking
- Analyze texts through written responses (i.e. ACE Method, Thinking Maps/WFBB Process, etc.)

Teachers need ongoing support and training in First Best Instruction. In addition, teachers need time to collaboratively develop meaningful lessons that promote higher-level thinking and target prior standards/prerequisites as they relate to current lessons. Furthermore, teachers need time to analyze diagnostic and other assessment data within our iReady program to develop and deliver

meaningful lessons that target individual student needs. Ongoing PD needs to be provided to support this program and maximize the effectiveness of My Path: Personalized Instruction and other components of this resource.

6-8 Teachers with a Single Subject credential do not all have the knowledge/skills to teach beginning readers while still addressing grade-level content. The District recently provided staff the opportunity to participate in Getting Reading Right (GRR) to deepen their understanding of how to tie in foundational level skills in all content areas. Teachers need ongoing training and support in this area.

Lastly, ELPAC data demonstrated that 90% of our students increased their scale and/or performance score, with 27% of our students who participated in the 2022-23 ELPAC receiving a Level 4 score and successfully achieving Reclassification. English Learner students continue to benefit from Designated/Integrated ELD strategies, ELPAC awareness, and the instructional supports teachers embed into lessons through purposeful planning of First Best Instruction. Students require increased opportunities for academic discourse, critical reading strategies, and writing across the curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade Data	86.4% Earned grades of A-C (2nd Semester)	Increase at least 5%
SBAC Data	38% Overall Met/Exceeded Standards in Language Arts 9% SPED Met/Exceeded Standards in Language Arts	Increase at least 5% (per grade level)
ELPAC Data (Reclassification)	27% Reclassification	Increase at least 5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students (including ATSI eligible subgroup, Students with Disabilities)

Strategy/Activity

Instructional coach to provide on-site professional development, support in terms of co-planning, co-teaching, and modeling, as well as observational feedback in all ELA/ELD classes. This includes

additional targeted training and support to improve student outcomes in ELA for our ATSI eligible subgroup, Students with Disabilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
191,921	Title I 1000-1999: Certificated Personnel Salaries (Instructional Coach Salary/Benefits)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students (including ATSI eligible subgroup, Students with Disabilities)

Strategy/Activity

Provide time for teachers and support staff to collaborate to analyze data, develop SMART Goals, calibrate student work samples, backwards map, and co-plan in-depth lessons targeting critical reading standards. In addition, participate in learning walks/lesson studies in ELA, ELD & AVID Excel. This includes additional targeted collaboration, planning, and support to improve student outcomes in ELA for our ATSI eligible subgroup, Students with Disabilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCAP 1000-1999: Certificated Personnel Salaries (Teacher Salaries-Substitutes)
50,000	LCAP 1000-1999: Certificated Personnel Salaries (Teacher Salaries-Extra Duties)
14,411	LCAP 3000-3999: Employee Benefits (Teacher Salaries-Benefits)
10,000	LCAP 2000-2999: Classified Personnel Salaries (Classified Salaries-Extra Support)
3,938	LCAP 3000-3999: Employee Benefits (Classified Salaries-Benefits)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students (including teachers supporting ATSI eligible subgroup, Students with Disabilities)

Strategy/Activity

Provide teachers opportunities to attend conferences and professional development training in ELA, ELD, instructional technology, AVID strategies, and research-based best practices such as First Best Instruction and Getting Reading Right.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	LCAP 1000-1999: Certificated Personnel Salaries (Teacher Salaries-Extra Duties/Professional Development)
0	LCAP 3000-3999: Employee Benefits (Teacher Salaries-Benefits) - Previously Budgeted
10,620	LCAP 5000-5999: Services And Other Operating Expenditures Travel & Conferences
1,000	Title I 5000-5999: Services And Other Operating Expenditures Travel & Conferences
150	LCAP 5000-5999: Services And Other Operating Expenditures Mileage & Car Allowance
6,800	LCAP 4000-4999: Books And Supplies Materials & Supplies
550	LCAP 5800: Professional/Consulting Services And Operating Expenditures Contracted Services

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All Students (including ATSI eligible subgroup, Students with Disabilities)

Strategy/Activity

Provide all classes/content areas with appropriate supplemental materials, supplies, technology, and supplemental resources to support the diverse needs of our students. This includes additional materials/supplies to support the classes of our ATSI eligible subgroup, Students with Disabilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16,000	LCAP 4000-4999: Books And Supplies (Non-Capitalized Equipment/Technology)
12,000	LCAP 5000-5999: Services And Other Operating Expenditures (Technology Related Services)
20,083	LCAP 4000-4999: Books And Supplies (Instructional Materials & Supplies)
12,931	Title I 4000-4999: Books And Supplies (Supplemental Instructional Materials & Supplies)
10,000	LCAP 4000-4999: Books And Supplies (Materials & Supplies-AVID)
5,000	LCAP 4000-4999: Books And Supplies Computer Software
15,000	Title I 5000-5999: Services And Other Operating Expenditures Printing Charges
5,000	LCAP 1000-1999: Certificated Personnel Salaries (Classified Support Salaries - Hourly/Daily)
1,970	LCAP 3000-3999: Employee Benefits (Classified Support Benefits- Hourly/Daily)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students (including ATSI eligible subgroup, Students with Disabilities)

Strategy/Activity

Hire a 6-8th Grade ELA Intervention Teacher. Provide tutoring and intervention/enrichment opportunities before, during, and/or after school to support the diverse needs of our students in ELA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP 1000-1999: Certificated Personnel Salaries Intervention Teacher-ELA (District Funded)
27,241	LCAP 1000-1999: Certificated Personnel Salaries (Teacher Salaries-Extra Duties; Intervention/Enrichment)
6,849	LCAP 3000-3999: Employee Benefits (Teacher Salaries-Benefits)
0	LCAP 4000-4999: Books And Supplies (Materials & Supplies) - Previously Budgeted
0	Title I 4000-4999: Books And Supplies (Materials & Supplies) - Previously Budgeted
20,953	LCAP 4000-4999: Books And Supplies (Materials & Supplies-GATE)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All 5th Grade Students
6th-8th Grade Students in Interventions
ATSI - Students with Disabilities (ELA)

Strategy/Activity

Instructional Coach/Intervention Teacher to provide interventions, professional development, support in terms of co-planning, co-teaching, and modeling, as well as observational feedback in all 5th grade classes, as well as intervention support for grades 6-8.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
132,538	LCAP 1000-1999: Certificated Personnel Salaries (Intervention Teacher/Instructional Coach Salary/Benefits)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners (including ELs in our ATSI eligible subgroup, Students with Disabilities)

Strategy/Activity

ELA/ELD Instructional Coach/Teachers develop and implement plan for the continued focus on ELPAC awareness, implementation of English 3D for 6-8 designated ELD, the use of integrated ELD strategies in all content areas, and scheduling time to review ELPAC results during individual student conferences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP 1000-1999: Certificated Personnel Salaries (Teacher Salaries-Extra Duties/Substitutes) - Previously Budgeted
0	LCAP 3000-3999: Employee Benefits (Teacher Salaries-Benefits) - Previously Budgeted
0	LCAP 4000-4999: Books And Supplies (Materials & Supplies) - Previously Budgeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students (including ATSI eligible subgroup, Students with Disabilities)

Strategy/Activity

Implement parent workshops that provide awareness of ATSI eligibility, as well as strategies that support our ELA/ELD programs (i.e. Instructional Technology, Amplify, Thinking Maps, WFBB,

critical reading, AVID, iReady, English 3D, etc.) in order for parents/guardians to support their child at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP 4000-4999: Books And Supplies (Parent Workshops - Materials & Supplies) - Previously Budgeted
2000	Title I 4000-4999: Books And Supplies (Parent Workshops - Communications)
0	LCAP 1000-1999: Certificated Personnel Salaries (Teacher Salaries/Benefits-Extra Duties/Substitutes)
0	LCAP 1000-1999: Certificated Personnel Salaries (Instructional Coach-Salaries & Benefits)
2,025	Title I 2000-2999: Classified Personnel Salaries Other Classified Salaries - Hourly
788	Title I 3000-3999: Employee Benefits Other Classified Salaries - Hourly (Benefits)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

ATSI - Students with Disabilities (ELA)

Strategy/Activity

Provide time and resources for Special Education teachers to analyze data and plan targeted interventions/small-group instruction in the area of ELA/ELD as determined by individual student needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP

	1000-1999: Certificated Personnel Salaries (Teacher Salaries-Extra Duties; Intervention/Enrichment) - Previously Budgeted
0	LCAP 3000-3999: Employee Benefits (Teacher Salaries-Benefits) - Previously Budgeted
0	Title I 1000-1999: Certificated Personnel Salaries (Instructional Coach-Salaries & Benefits)
0	LCAP 4000-4999: Books And Supplies (Materials & Supplies) - Previously Budgeted

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Our instructional coaches collaborated with and supported teachers with the implementation of District programs and initiatives in order to deepen their knowledge of content, assessment, instruction and intervention. In addition, our instructional coaches and lead teachers provided ongoing professional development that focused on research-based best practices to support high quality instruction in ELA/ELD.

Teachers collaborated to analyze data, calibrate student work samples, backwards map, and co-plan in-depth lessons targeting critical reading standards. Due to a shortage of subs across the district, teachers participated in minimal learning walks/lesson studies. This will continue to be a focus for the 2023-2024 school year.

On the 22-23 ELPAC assessment, 90% of our students demonstrated growth in their scale score, 53% increased by one or more performance levels, and 65 students reclassified in the 2022-2023 school year. As a result, we will continue to focus on implementing integrated ELD strategies throughout all content areas in order to support our English Learners.

Our ELA Instructional coaches played an integral role in providing ongoing professional development and support to our students, staff, and families. Furthermore, there was a continued focus on AVID/ELD strategies to promote academic discourse, higher-level thinking, and collaboration.

Briefly 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 budget reductions, not all strategies were able to be fully implemented. Funds set aside for certain strategies/activities to meet Goal 1 (i.e., substitutes for additional collaboration, professional developments, travel, student interventions and extra curricular activities, etc.) were not fully exhausted during the 22-23 school year. Due to a shortage of substitute teachers in the District, we were not able to provide Structured Teacher Planning Time (STPTs) for departments/grade-levels.

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.

Additional strategies/resources have been allocated to support the ongoing implementation of district initiatives (i.e., First Best Instruction), programs (i.e., iReady, SIPPS, English 3D, etc.), and our ATSI-eligible subgroup, Students with Disabilities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math, Science, Social Studies, Physical Education, and Electives

LEA/LCAP Goal

High Quality Teaching and Learning

Goal 2

To provide high quality instruction in Mathematics, Science, Social Studies, Physical Education, and Electives.

Identified Need

Based on our needs assessment, Jackson identified the following areas for continued growth:

Jackson received an ATSI eligibility notification for our subgroup, Students with Disabilities, in ELA, Math, and Chronic Absenteeism.

iReady Math Diagnostic #3 (Spring 2023) data demonstrated that 50% of students placed at two or more years below grade level. (ATSI - Students with Disabilities - 91%)
While this is a significant decrease (16%) from Diagnostic #1 (Fall 2022), students would benefit from targeted interventions and small-group instruction.

SBAC Data: An overall 19% of all students met/exceeded the standards in mathematics. This was a 6% increase from the previous year. ATSI - Students with Disabilities SBA Data also shows that only 3% of students met/exceeded math standards.

Grade Data: There was slight decrease in Math, Science, and Social Studies grade data. For Math, 83% of 6th-8th grade students received grades of A-C on the 2nd semester report cards, which was a decrease of 5%. Similarly, Science had a 3.5% decrease to 75%, and Social Studies had a 9% decrease to 80%.

ATSI - Students with Disabilities - Student Grade Data was lower in comparison at 69% for Math, 65% for Science, and 75% for Social Studies.

There is a continued need to provide rigorous instructional activities that focus on higher-level questioning, critical thinking, productive struggle, and increased student collaboration/dialogue.

All middle school classes continue implementing a Thinking Classroom in order to make structural changes that maximize student engagement, increase student willingness to explore, collaborate, take risks, and persevere while problem solving, as well as communicate their reasoning. Teachers need ongoing training and support with the planning and implementation of this program.

Teachers with Single Subject Math credentials are not trained to help students master foundational-level skills in mathematics. Teachers need ongoing support and professional development to address this deficit.

We also continue implementing the Integrated Model for Science instruction. Science teachers need ongoing support and training to refine instructional routines and develop curriculum, materials, and assessments.

The implementation of various newly offered electives requires teachers to collaborate and develop an engaging curriculum.

In addition, teachers need time to develop meaningful lessons that promote higher-level thinking and target prior standards/ prerequisites as they relate to current lessons.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade Data – Math (2nd Semester)	83% Grades A-C in Math	Increase at least 5%
Grade Data – Science (2nd Semester)	75% Grades A-C in Science	Increase at least 10%
Grade Data – Social Studies (2nd Semester)	80% Grades A-C in Social Studies	Increase at least 5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students (including teachers supporting our ATSI eligible subgroup, Students with Disabilities)

Strategy/Activity

Provide teachers opportunities to attend professional development training in Math, Integrated Science, Social Studies, Physical Education, Electives, Femineers, instructional technology, and research-based best practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0	LCAP 1000-1999: Certificated Personnel Salaries (Teacher Salaries/Benefits-Extra Duties/Substitutes-Previously Budgeted)
0	Title I 5000-5999: Services And Other Operating Expenditures (Travel/Conferences-Previously Budgeted)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students (including ATSI eligible subgroup, Students with Disabilities)ATSI - Students with Disabilities (Math)

Strategy/Activity

Provide time for all teachers to plan for First Best Instruction and collaborate to analyze data, calibrate student work samples, backwards map, and plan common lessons/assessments.

Provide additional time for Science teachers to plan and implement NGSS-aligned lessons that support students in making sense of a phenomena and/or designing solutions to a problem.

Provide additional time for Math teachers to plan engaging lessons that focus on increased opportunities for students to collaborate via visual randomized grouping, explore and decide upon a solution pathway, and engage in mathematical discussions that focus on student thinking.

Provide additional time for Elective teachers to develop and plan curriculum for expanded elective opportunities.

Provide additional time for SPED teachers to plan for targeted interventions and small group instruction to support our Students with Disabilities (ATSI for ELA).

In addition, provide teachers opportunities to reflect on their instructional strategies, as well as student engagement, dialogue, and learning taking place, by participating in learning walks/lesson studies in all core content area.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCAP
1000-1999: Certificated Personnel Salaries (Teacher Salaries/Benefits-Extra Duties/Substitutes) - Previously Budgeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students (including ATSI eligible subgroup, Students with Disabilities)

Strategy/Activity

Provide all classes/content areas, including electives and after school programs, with appropriate supplemental materials, supplies, technology, and supplemental resources to support the diverse needs of our students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCAP
4000-4999: Books And Supplies
(Instructional Materials & Supplies-Previously Budgeted)

3,000

LCAP
4000-4999: Books And Supplies
(CTE Pathway Materials/Supplies)

3,500

LCAP
4000-4999: Books And Supplies
(Music Program Materials/Supplies)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All Students (including ATSI eligible subgroup, Students with Disabilities)

Strategy/Activity

Hire a 6-8 Intervention Teacher for Mathematics. Provide interventions/enrichment opportunities to support the diverse needs of our students in all content areas, including electives.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCAP
1000-1999: Certificated Personnel Salaries
Math Intervention Teacher - District Funded

0

LCAP
1000-1999: Certificated Personnel Salaries

	(Teacher Salaries/Benefits-Extra Duties) - Previously Budgeted
0	LCAP 3000-3999: Employee Benefits (Teacher Benefits-Extra Duties) - Previously Budgeted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students (including ATSI eligible subgroup, Students with Disabilities)

Strategy/Activity

Implement parent workshops that provide awareness of ATSI eligibility, as well as strategies that support our Math, Science, and Social Studies programs (i.e. Instructional Technology, The Thinking Math Classroom, Integrated Science, Thinking Maps, WFBB, critical reading, AVID, etc.) in order for parents/guardians to support their child at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP 4000-4999: Books And Supplies (Materials & Supplies) - Previously Budgeted
0	LCAP 1000-1999: Certificated Personnel Salaries (Instructional Coach Salary/Benefits) - Previously Budgeted

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

ATSI - Students with Disabilities

Strategy/Activity

Provide targeted intervention and small-group instruction in the area of Math for students with disabilities as determined by individual needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP

	1000-1999: Certificated Personnel Salaries (Teacher Salaries-Extra Duties/ Interventions) - Previously Budgeted
0	LCAP 1000-1999: Certificated Personnel Salaries (Instructional Coach Salary/Benefits) - Previously Budgeted
0	LCAP 4000-4999: Books And Supplies (Materials & Supplies) - Previously Budgeted

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students (including ATSI eligible subgroup, Students with Disabilities)

Strategy/Activity

Incorporate educational field trips and other enrichment activities to promote college and career readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP 1000-1999: Certificated Personnel Salaries (Teacher Salaries-Extra Duties/ Interventions) - Previously Budgeted
5,000	LCAP 5000-5999: Services And Other Operating Expenditures (Transportation/Field Trips)
0	LCAP 5000-5999: Services And Other Operating Expenditures (GATE Program Activities) - Previously Budgeted

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Our instructional coaches collaborated with and supported teachers with the implementation of inquiry lessons and district initiatives for mathematics, science, and social studies in order to deepen their knowledge of content, assessment, instruction, and intervention.

Our instructional coaches and lead teachers provided ongoing professional development that focused on research-based best practices to support First Best Instruction in all content areas and all grade-levels. In addition, coaches, counselors, and our social worker provided bi-monthly parent workshops to support families and their students' social-emotional/academic needs.

Teachers received professional development and time to collaborate with their peers throughout the year. All content areas received appropriate supplemental materials and supplies to support students throughout the year.

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

Teacher collaboration to analyze data, calibrate student work samples, backwards map, and co-plan in-depth lessons was limited due to a shortage of subs and reduction in our budget. Teachers were not able to participate learning walks/lesson studies. This will be a continued focus area for the 2023-2024 school year.

Funds set aside for certain strategies/activities to meet Goal 2 (i.e., substitutes, professional developments, travel, tutorials, field trips, intervention/enrichment opportunities, etc.) were not fully available due to reductions in our budget. These reductions impacted the availability and effectiveness of strategies/activities within our plan.

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.

Annual outcomes/metrics were analyzed and adjusted to ensure goals are realistic. This can be found under Goal 2: Annual Measurable Outcomes. Additional funds will be allocated to support interventions in ELA and Math, as well as our ATSI-eligible subgroup, Students with Disabilities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Attendance, Safety, and School Climate

LEA/LCAP Goal

Create a positive school climate and environment conducive to learning.

Goal 3

Decrease our Suspension and Chronic Absenteeism rate by creating a positive environment in which students feel safe, connected, and want to attend to school daily.

Identified Need

Jackson received an ATSI eligibility notification for our subgroup, Students with Disabilities, in ELA, Math, and Chronic Absenteeism.

Suspensions: Percent of Unduplicated Suspensions

All Students: Goal was to return to less than 2% suspension rate; Increased to 7.4% - Did Not Meet
 ATSI - Students with Disabilities (7 Students) - 8.8%

Chronic Absenteeism: 31% of Jackson students reached chronic absenteeism in 2022-2023 (based on ACT guidelines for unexcused absences); Previous Year, 2021-2022, 48%

(ATSI - Students with Disabilities - 37%; Previous Year, 2021-2022, 63%)

Over the course of the year, 132 SART meetings were held as a Tier 2 intervention for students at-risk of reaching chronic absenteeism. In addition, 17 SARB (Tier 3) meetings were held as well.

Attendance: Expected Outcome was to reach the LCAP Goal of 96.6%; Jackson reached 92% in 2022-2023; Previous Year - 88%; Did Not Meet
 (ATSI - Students with Disabilities - 91%)

In order to continue to increase our attendance rates, decrease our suspension data, and create a safe learning environment, the implementation of our Capturing Kids Hearts strategies and our Safe & Civil Program needs to be consistent school-wide. In addition, we need to continue to address our students who are at-risk of becoming chronically absent by meeting with individuals/families to promote awareness and develop a plan of action. Lastly, we need to continue to provide professional development related to trauma-informed practices, cultural proficiency, restorative practices, etc. for all stakeholders.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	7.4% in 2022-2023	Return to Less Than 3%
Attendance Rates	92.3% in 2022-2023	Return to 97% or Higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Data	31% in 2022-2023 (48% previous year; 7% prior to pandemic)	Return to Less Than 20%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students (including teachers supporting our ATSI eligible subgroup, Students with Disabilities)

Strategy/Activity

Promote a positive culture where all students feel connected to the campus. Hire consultants to provide professional development to support our work with Capturing Kids Hearts, Breaking Down the Walls, Safe & Civil, Cultural Proficiency, Trauma Informed Practices, Restorative Justice, Playworks, the HERO program, etc. to promote building positive relationships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	LCAP 5800: Professional/Consulting Services And Operating Expenditures (Consultants & Other Services)
2,000	LCAP 5000-5999: Services And Other Operating Expenditures (Other Services)
0	LCAP 4000-4999: Books And Supplies (Computer Software & Related Expenses) - Previously Budgeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide resources to analyze data and develop, monitor, and assess our plan to increase daily attendance rates and decrease both the number of suspensions and students reaching chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP 1000-1999: Certificated Personnel Salaries (Teacher Salaries-Extra Duties) - Previously Budgeted
0	LCAP 4000-4999: Books And Supplies (Materials & Supplies - Attendance) - Previously Budgeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

Target/monitor the progress of our most at-risk students through our Behavior and Academic Mentoring Program, Knights & Squires, and/or CKH Leadership courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
180,140	LCAP 1000-1999: Certificated Personnel Salaries (TOSA Salary/Benefits)
0	LCAP 4000-4999: Books And Supplies (Instructional Materials & Supplies) - Previously Budgeted
0	Title I 4000-4999: Books And Supplies (Instructional Materials & Supplies) - Previously Budgeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide additional hours for teachers/counselors to meet with small groups in order to target behavioral, social-emotional, and/or academic needs (i.e. support groups, interventions, clubs, field trips, etc.).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCAP
1000-1999: Certificated Personnel Salaries (Teacher Salaries-Extra Duties/Interventions) - Previously Budgeted

0

LCAP
4000-4999: Books And Supplies (Instructional Materials & Supplies) - Previously Budgeted

0

LCAP
5000-5999: Services And Other Operating Expenditures (Field Trips) - Previously Budgeted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide parent workshops that promote awareness and strategies that parents/guardians can use to support their child’s academic and social/emotional needs at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCAP
1000-1999: Certificated Personnel Salaries (Teacher Salaries/Benefits-Extra Duties) - Previously Budgeted

0

LCAP

	1000-1999: Certificated Personnel Salaries (Instructional Coach Salary/Benefits) - Previously Budgeted
0	LCAP 4000-4999: Books And Supplies (Materials & Supplies) - Previously Budgeted

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide staff opportunities to attend conferences and professional development training to support students' academic and social-emotional growth (i.e., MTSS, First Best Instruction, Schools-To-Watch (STW), Capturing Kids Hearts (CKH), Trauma Informed Practices, Restorative Justice, Cultural Proficiency, ways to support our LGBTQ Students, and other research-based best practices).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP 5000-5999: Services And Other Operating Expenditures (Travel/Conferences) - Previously Budgeted
0	LCAP 1000-1999: Certificated Personnel Salaries (Teacher Salaries-Extra Duties/Substitutes) - Previously Budgeted
2000	LCAP 5000-5999: Services And Other Operating Expenditures (Dues & Memberships)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide materials/additional hours for classified/certificated staff to support student safety on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP 1000-1999: Certificated Personnel Salaries (Certificated Salaries & Benefits-Extra Duties) - Previously Budgeted
8,376	LCAP 2000-2999: Classified Personnel Salaries (Other Classified Salaries) - Hourly/Daily
3,289	LCAP 3000-3999: Employee Benefits (Other Classified Benefits) - Hourly/Daily
0	LCAP 4000-4999: Books And Supplies (Materials & Supplies-Previously Budgeted)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Promote a positive schoolwide culture by planning for and providing student incentives/rewards for positive behaviors.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP 5000-5999: Services And Other Operating Expenditures Student Incentives

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Leona Jackson School was once again named a Capturing Kids Hearts National Showcase School in 2022-2023 for our continuous work in building relationships and supporting our students' social-emotional and behavior needs.

Attendance has been a big concern these past two years. Jackson's attendance rates continued to be below our target of 97% due to extended absences, etc. Teachers utilized our Learning Management System, Schoology, to post daily agendas, notes, and assignments in an effort to support students who were absent. Our attendance rates reached over 92% for the first time since the pandemic began.

Jackson continued to focus on creating an environment where students feel safe and want to come to school every day. In an effort to provide other means of correction and avoid suspensions, Jackson staff used restorative practices and other proactive approaches to support and correct student behaviors. Additional professional development to support this priority is needed.

We had Playworks on campus to teach our students/staff how to incorporate healthy play while targeting social skills, problem solving, and conflict resolution. In addition, we funded our HERO program for student incentives around academics and behavior.

Our Teachers on Special Assignment (TOSA) supported our Behavior Academic Mentoring Program and other interventions that targeted at-risk students who demonstrated deficiencies in behavior, motivation, attendance, organization, and/or were unable to access the curriculum. Our TOSAs collaborated with teachers and met with targeted students daily to provide academic interventions and strategies to motivate these students and shape their behaviors.

Support staff and other certificated personnel were utilized to support student safety on campus before, during, and after school daily. Additional funds were also used to provide teachers, staff, and parents with training to support the academic and social-emotional needs of our students.

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

Additional funds were needed to support interventions and student safety on campus.

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 budget permits, we will continue to focus on providing student interventions and other extra-curricular activities for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Intervention

LEA/LCAP Goal

High Quality Teaching and Learning / Create a positive school climate and environment conducive to learning.

Goal 4

To provide multi-tiered supports and interventions to student in all subgroups in the areas of academics, behavior, social/emotional, and attendance.

Identified Need

Jackson identified the following areas as needs for receiving direct interventions:

Jackson received an ATSI eligibility notification for our subgroup, Students with Disabilities, in ELA, Math, and Chronic Absenteeism.

Staff recognized that interventions needed to be equitable and available to all students during the school day. This led to teachers being in favor of an 8-period block schedule for the 2023-2024 school year. In addition, teachers do not feel adequately trained/skilled to provide appropriate interventions for deficits in foundational skills in both ELA and Math.

Academics:

I-Ready Diagnostic #3 data from 2022-2023 indicated that 43% of students are 2 or more years below grade level in Language Arts and 50% of students are 2 or more years below grade level in Math.

SBA Data - ELA: Only 38% of students met/exceeded the standards; Math: Only 19% met/exceeded the standards (increase of 6% from previous year)

Behavior/Social-Emotional:

Unduplicated Suspension rates increased to 7.4%
Increase in Time-Outs, Office Referrals, Counseling Services, etc.

Attendance:

31% of students reached chronic absenteeism last year (based on ACT guidelines for unexcused absences); Previous year - 17%

Schoolwide attendance rates increased to 92% for the first time since the pandemic. The goal is to exceed the LCAP goal of 96.6%.

We need additional professional development/resources to provide alternative means of correction that target and improve negative student behaviors.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready - ELA	58% Two or More Grade Levels Behind (23-24 Diagnostic 1)	Decrease by 10% 100% of these Students to Meet I-Ready Stretch Growth Goal
I-Ready - Math	65% Two or More Grade Levels Behind (23-24 Diagnostic 1)	Decrease by 10% 100% of these Students to Meet I-Ready Stretch Growth Goal
Intervention Class Enrollment - ELA	167 Students enrolled in an ELA Intervention class - 3+ Years Behind Grade-Level	Decrease number of students enrolled in an ELA Intervention class
Intervention Class Enrollment - Math	118 Students enrolled in an Math Intervention class - 3+ Years Behind Grade-Level	Decrease number of students enrolled in a Math Intervention class
Attendance Data	Overall Attendance: 92% Students w/Disabilities: 91%	Increase to over 96.6%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Academic Coaches/Intervention Teachers to provide individualized targeted supports to students, including our Students with Disabilities (ATSI Eligible Subgroup), that have been identified as 2 or more years below grade level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title I
1000-1999: Certificated Personnel Salaries
Instructional Coach Salary/Benefits - Previously Budgeted

0

LCAP

	1000-1999: Certificated Personnel Salaries Instructional Coach/Intervention Teacher Salary/Benefits - Previously Budgeted
0	LCAP 1000-1999: Certificated Personnel Salaries 6-8 Intervention Teachers - District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide additional professional development, resources, and release/planning time to support Tier I (Universal) Interventions (i.e., First Best Instruction, Multi-Tiered System of Supports, Capturing Kids Hearts, Safe & Civil, AVID, Thinking Maps, Thinking Math Classroom, Cognitively Guided Instruction, Cultural Proficiency, Restorative Practices, PBIS, etc.). Provide incentives to motivate students and improve student outcomes related to academics, behavior, and attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP 1000-1999: Certificated Personnel Salaries Teachers Salaries - Extra Duties/Professional Development - Previously Budgeted
0	LCAP 3000-3999: Employee Benefits Teachers Benefits - Extra Duties/Professional Development - Previously Budgeted
0	LCAP 4000-4999: Books And Supplies Materials & Supplies - Previously Budgeted
0	LCAP 2000-2999: Classified Personnel Salaries Classified Salaries/Benefits - Extra Hourss

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide additional professional development, resources, and release/planning time to support Tier 2 (Targeted) Interventions (i.e., additional programs, interventions, consultant services, etc.) to

support our most at-risk students in the areas of academics, behavior, social-emotional needs, and attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP 1000-1999: Certificated Personnel Salaries Teachers Salaries - Extra Duties/Professional Development - Previously Budgeted
0	LCAP 5800: Professional/Consulting Services And Operating Expenditures Consultants & Other Services - Previously Budgeted
0	LCAP 4000-4999: Books And Supplies Materials & Supplies - Previously Budgeted
0	LCAP 3000-3999: Employee Benefits Teachers Benefits - Extra Duties/Professional Development - Previously Budgeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ATSI - Students with Disabilities

Strategy/Activity

Provide time and resources for Special Education teachers to plan targeted intervention and small-group instruction as determined by individual student needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP 1000-1999: Certificated Personnel Salaries Teachers Salaries - Extra Duties/Professional Development - Previously Budgeted
0	LCAP 4000-4999: Books And Supplies

	Materials & Supplies - Previously Budgeted
0	LCAP 3000-3999: Employee Benefits Teachers Benefits - Extra Duties/Professional Development - Previously Budgeted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide additional professional development and resources to gain a deeper understanding of how to provide and align Tier 3 (Intensive) Interventions to student needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP 5800: Professional/Consulting Services And Operating Expenditures Consultants & Other Services - Previously Budgeted
0	LCAP 1000-1999: Certificated Personnel Salaries Teachers Salaries - Extra Duties/Professional Development - Previously Budgeted
0	LCAP 3000-3999: Employee Benefits Teachers Benefits - Extra Duties/Professional Development - Previously Budgeted
0	LCAP 4000-4999: Books And Supplies Materials & Supplies - Previously Budgeted

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

N/A - New Goal

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

N/A - New Goal

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

N/A - New Goal

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$226,522
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$814,073.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$225,665.00

Subtotal of additional federal funds included for this school: **\$225,665.00**

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 (\$)
LCAP	\$588,408.00

Subtotal of state or local funds included for this school: **\$588,408.00**

Total of federal, state, and/or local funds for this school: **\$814,073.00**

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
LCAP	588,408.00
Title I	225,665.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	593,840.00
2000-2999: Classified Personnel Salaries	20,401.00
3000-3999: Employee Benefits	31,245.00
4000-4999: Books And Supplies	100,267.00
5000-5999: Services And Other Operating Expenditures	47,770.00
5800: Professional/Consulting Services And Operating Expenditures	20,550.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCAP	401,919.00
2000-2999: Classified Personnel Salaries	LCAP	18,376.00
3000-3999: Employee Benefits	LCAP	30,457.00
4000-4999: Books And Supplies	LCAP	85,336.00
5000-5999: Services And Other Operating Expenditures	LCAP	31,770.00

5800: Professional/Consulting Services And Operating Expenditures	LCAP	20,550.00
1000-1999: Certificated Personnel Salaries	Title I	191,921.00
2000-2999: Classified Personnel Salaries	Title I	2,025.00
3000-3999: Employee Benefits	Title I	788.00
4000-4999: Books And Supplies	Title I	14,931.00
5000-5999: Services And Other Operating Expenditures	Title I	16,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	586,768.00
Goal 2	11,500.00
Goal 3	215,805.00
Goal 4	0.00

School Site Council Membership

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

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

Name of Members

Role

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on October 23, 2023.

Attested:



Principal, Kelly Anderson on 11/8/23

SSC Chairperson, Monique Glover on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019