School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jackson W. Jackson STEAM Multilingual Magnet Elementary	19-64881-6021620	April 23, 2026	June 26, 2026

Purpose and Description

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

Schoolwide Program

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

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

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

Resource Inequities

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

Resource inequities at Jackson Magnet have improved in the 2025-26 School Year. We continue to have a high enrollment when compared to the other PUSD elementary schools (with 640 students in grades TK-5 in the current school year), PUSD has provided a full custodial team, a community assistant, a Behavior RtI/Wellness Coach, and a Licensed Vocational Nurse who work daily at Jackson. We continue to need a full time health clerk and a school nurse a few hours per week.

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

School Vision and Mission

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

SCHOOL MISSION:

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

SCHOOL VISION:

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

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

SHARED SCHOOL PHILOSOPHY:

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

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

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

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

School Profile

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

Jackson Magnet has 27 full-time classroom teachers as well as instructional support staff: one preschool teacher and 5 full-time, out-of-classroom teachers (EL Coach, Instructional Coach, STEM Lab TOSA, RtI/Wellness Coach, Intervention Teacher, and Music Teacher) who provide services to our classroom teachers, parents, and students by supporting our STEAM programs, assisting with Common Core-aligned lesson development, supporting the language needs of our English- and Spanish-language learners, and helping teachers address the academic needs of each of our subgroups. In addition, we employ the services of a full-time RSP teacher, a full-time speech and language specialist, a 50% psychologist, and over 20 additional caring classified and hourly staff members who provide a variety of school services directly affecting student success (during class time and after school). Our library coordinator works with students and collaborates with teachers.

In the 2025-26 School Year, Jackson Magnet was proud to add an Multi-Tiered Systems of Support Coach, and successfully coached and trained teachers in the new English Language Development curriculum. In 2025-2026, Jackson Magnet continued serving two Spanish Transitional Kindergarten classrooms.

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

S.T.E.A.M. MAGNET

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

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

SPANISH/ENGLISH DUAL LANGUAGE IMMERSION PROGRAM

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

GARDEN SCHOOL FOUNDATION

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

FACILITIES

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

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

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

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

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

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

PARENT INVOLVEMENT

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

STUDENT ACHIEVEMENT

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.47%	%	0.15%	3		1
African American	10.41%	10.18%	10.51%	66	67	68
Asian	0.63%	0.61%	0.62%	4	4	4
Filipino	0.95%	0.76%	0.93%	6	5	6
Hispanic/Latino	62.93%	63.07%	62.29%	399	415	403
White	15.14%	15.20%	13.60%	96	100	88
Multiple/No Response	7.89%	7.45%	8.50%	50	49	55
			Total Enrollment	634	658	647

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		47	66
Kindergarten	102	96	97
Grade 1	100	108	90
Grade 2	114	101	98
Grade3	109	113	98
Grade 4	89	102	98
Grade 5	97	91	100
Total Enrollment	634	658	647

Conclusions based on this data:

1. There has been a slight decrease in the percentage of Hispanic students enrolled between the 2019-20 and 2021-22 school years (by 0.06%), and the total number of students in the subgroup declined by 29 students. There has been a 0.83% increase in the enrollment of white students between the 2019-20 and 2021-22 school years, although the actual number of white students decreased from 106 to 104 individuals school-wide. (Current percentages from the 2022-23 School Year are included in the School Profile.)
2. The enrollment of students in most of the other subgroups has remained stable with only slight fluctuations in the past three years. It is interesting to note, however, a decline in African American students by 2.21%, representing a

decrease from 69 individuals in 2019-20 to 51 in the 2021-22 School Year. (Current percentages from the 2022-23 School Year are included in the School Profile, and they show an increase in African American students.)

3. The total enrollment of Jackson STEAM Magnet continued to increase through the year of the COVID-19 pandemic and subsequent school closures. In the 2020-21 school year, for example, K-5th grade enrollment fluctuated between 652 and 662 students. There was an enrollment decline in the 2021-22 School Year in line with general district- and state-wide trends. In the 2021-22 School Year, our student enrollment fluctuated between 605 and 612 students in K-5th grade. (Current totals from the 2023 School Year are included in the School Profile. In the 2023-24 School Year, there have consistently been between 634 and 640 students enrolled at Jackson Magnet.)

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	117	108	89	18.0%	18.5%	13.8%
Fluent English Proficient (FEP)	84	78	68	15.8%	13.2%	10.5%

Conclusions based on this data:

1. The number of English learners (ELs) decreased, representing a decrease of 2.1%, between the 2023-24 school years and 2024-25.
2. The number of students classified as Fluent English Proficient (FEP) declined, representing a decrease of 1.8% between the 2023-24 and 2024-25 school years.
3. The number of Reclassified Fluent English Proficient students (R-FEPs) declined by 23 individuals, representing a decrease of 3.2% between the 2023-24 and 2024-25 school years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	92	110	109	91	105	108	91	105	108	98.9	95.5	99.1
Grade 4	96	89	100	96	88	96	96	88	96	100.0	98.9	96
Grade 5	93	97	92	93	97	90	93	97	90	100.0	100	97.8
All Grades	281	296	301	280	290	294	280	290	294	99.6	98	97.7

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2420.	2409.	2403.	27.47	17.14	22.22	16.48	27.62	18.52	21.98	21.90	19.44	34.07	33.33	39.81
Grade 4	2477.	2438.	2444.	32.29	17.05	23.96	26.04	20.45	18.75	12.50	18.18	18.75	29.17	44.32	38.54
Grade 5	2480.	2512.	2494.	20.43	26.80	22.22	17.20	32.99	23.33	20.43	11.34	22.22	41.94	28.87	32.22
All Grades	N/A	N/A	N/A	26.79	20.34	22.79	20.00	27.24	20.07	18.21	17.24	20.07	35.00	35.17	37.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.88	20.00	23.15	51.65	60.00	52.78	27.47	20.00	24.07
Grade 4	26.04	13.64	22.92	59.38	63.64	53.13	14.58	22.73	23.96
Grade 5	18.28	20.62	23.33	62.37	59.79	52.22	19.35	19.59	24.44
All Grades	21.79	18.28	23.13	57.86	61.03	52.72	20.36	20.69	24.15

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.58	12.38	10.19	52.75	54.29	50.93	29.67	33.33	38.89
Grade 4	19.79	6.82	9.38	56.25	52.27	53.13	23.96	40.91	37.50
Grade 5	12.90	21.65	17.78	41.94	53.61	54.44	45.16	24.74	27.78
All Grades	16.79	13.79	12.24	50.36	53.45	52.72	32.86	32.76	35.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.38	8.57	12.96	71.43	72.38	68.52	13.19	19.05	18.52
Grade 4	20.83	11.36	8.33	62.50	70.45	75.00	16.67	18.18	16.67
Grade 5	13.98	21.65	15.56	69.89	62.89	73.33	16.13	15.46	11.11
All Grades	16.79	13.79	12.24	67.86	68.62	72.11	15.36	17.59	15.65

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.78	13.33	9.26	60.44	64.76	62.96	19.78	21.90	27.78
Grade 4	21.88	17.05	15.63	59.38	64.77	60.42	18.75	18.18	23.96
Grade 5	15.05	18.56	12.22	59.14	65.98	65.56	25.81	15.46	22.22
All Grades	18.93	16.21	12.24	59.64	65.17	62.93	21.43	18.62	24.83

Conclusions based on this data:

1. The overall ELA achievement scores were comparable between the 23-24 and 24-25 school years, only fluctuating by about 3 percentage point up or down when analyzing the overall achievement levels of all grades 3-5. The overall scores were maintained across the two years despite the interruption of Eaton Fires interruption.
2. The 5th grade students demonstrated an overall increase in ELA mean scores while in grades 3 and 4, the mean scores declined when comparing the 23-24 and 24-25 school years (including an increase in mean scores among the 5th grade of 33.5 points). The 5th grade also demonstrated a significant decline of students not meeting standards (a decline of 19.88%) when comparing the ELA scores of 2018-19 and 2021-22 (whereas there were increases in students not meeting standards in grades 3 and 4).
3. The overall percentage of students scoring above standards in the 4 domains decreased between 23-24 and 24-25. The overall percentage of students testing near standard increased between the 23-24 and 24-25 school years. The overall percentage of students scoring below standards in each of the 4 domains decreased significantly when the results from the two school years are compared. However, in the writing and listening domains, only the 5th grade demonstrated significant gains, and that group of students positively impacted the overall decreases in students not meeting standards in writing and listening.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	92	110	109	91	107	108	91	107	108	98.9	97.3	99.1
Grade 4	96	89	100	96	88	96	96	88	96	100.0	98.9	96
Grade 5	93	97	92	92	97	91	92	97	91	98.9	100	98.9
All Grades	281	296	301	279	292	295	279	292	295	99.3	98.6	98

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2415.	2413.	2399.	19.78	17.76	14.81	17.58	24.30	25.93	28.57	23.36	17.59	34.07	34.58	41.67
Grade 4	2479.	2455.	2461.	30.21	15.91	17.71	22.92	18.18	25.00	17.71	34.09	20.83	29.17	31.82	36.46
Grade 5	2452.	2489.	2463.	11.96	23.71	17.58	10.87	17.53	10.99	27.17	18.56	19.78	50.00	40.21	51.65
Grade 11															
All Grades	N/A	N/A	N/A	20.79	19.18	16.61	17.20	20.21	21.02	24.37	25.00	19.32	37.63	35.62	43.05

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.08	18.69	21.30	41.76	41.12	37.04	35.16	40.19	41.67
Grade 4	30.21	13.64	22.92	38.54	52.27	40.63	31.25	34.09	36.46
Grade 5	11.96	20.62	7.69	34.78	34.02	42.86	53.26	45.36	49.45
Grade 11									
All Grades	21.86	17.81	17.63	38.35	42.12	40.00	39.78	40.07	42.37

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.68	19.63	18.52	40.66	45.79	45.37	40.66	34.58	36.11
Grade 4	29.17	17.05	17.71	37.50	51.14	46.88	33.33	31.82	35.42
Grade 5	8.70	18.56	20.88	50.00	51.55	37.36	41.30	29.90	41.76
All Grades	19.00	18.49	18.98	42.65	49.32	43.39	38.35	32.19	37.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.78	19.63	16.67	57.14	62.62	50.00	23.08	17.76	33.33
Grade 4	29.17	14.77	14.58	47.92	53.41	50.00	22.92	31.82	35.42
Grade 5	8.70	20.62	9.89	54.35	51.55	49.45	36.96	27.84	40.66
All Grades	19.35	18.49	13.90	53.05	56.16	49.83	27.60	25.34	36.27

Conclusions based on this data:

1. The overall Math achievement scores were comparable between the 23-24 and 24-25 school years, only fluctuating by about 1-2 percentage points up or down when analyzing the overall achievement levels of all grades 3-5. The overall scores were maintained across the four years despite the interruption of state testing in the 23-24 and 24-25 school years.

2. The 5th grade students demonstrated increases in the mean scores in Mathematics while in grades 3 and 4, the mean scores declined when comparing the results from the 23-24 and 24-25 school years (including an increase in mean scores among the 5th grade of 42.8 points). The 5th grade also demonstrated a significant decline of students not meeting standards in Mathematics (a decline of 17.59%) when comparing the Math scores of 23-24 and 24-25 (whereas there were increases in students not meeting standards in grades 3 and 4).

3. The overall percentage of students (grades 3-5) scoring above standards in the three Math domains decreased between 23-24 and 24-25. The overall percentage of students in grades 3-5 testing near standard increased between the 23-24 and 24-25 school years (except for a negligible decline in 3rd grade problem-solving). The overall percentage of students (in grades 3-5) scoring below standards in each of the three domains decreased when the results from the two school years are compared. However, the 5th grade demonstrated consistent declines in the percentage of students not meeting standards, and that group of students positively impacted the overall decreases in students not meeting standards in writing and listening (when the scores from all grades 3-5 are combined).

School and Student Performance Data

ELPAC Results

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1427.0	1422.2	1372.5	1445.0	1440.7	1388.1	1384.6	1378.8	1336.0	22	23	19
1	1443.5	1414.9	1400.2	1463.2	1445.1	1429.9	1423.3	1384.2	1370.2	12	20	18
2	1464.3	1456.5	1468.2	1474.3	1461.8	1485.7	1453.8	1450.8	1450.2	24	13	19
3	1479.6	1492.6	1472.6	1480.5	1504.8	1482.2	1478.1	1480.1	1462.7	17	24	15
4	1502.4	1490.1	1498.9	1505.4	1499.7	1512.4	1498.8	1479.9	1485.0	19	18	15
5	1525.0	1534.4	1537.5	1510.4	1548.3	1559.7	1538.9	1520.0	1514.6	12	15	17
All Grades										106	113	103

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.09	8.70	15.79	59.09	30.43	31.58	13.64	47.83	15.79	18.18	13.04	36.84	22	23	19
1	8.33	0.00	0.00	25.00	15.00	16.67	50.00	55.00	38.89	16.67	30.00	44.44	12	20	18
2	0.00	7.69	10.53	37.50	30.77	26.32	58.33	53.85	47.37	4.17	7.69	15.79	24	13	19
3	5.88	16.67	13.33	35.29	45.83	26.67	35.29	29.17	13.33	23.53	8.33	46.67	17	24	15
4	5.26	5.56	6.67	42.11	50.00	33.33	47.37	27.78	53.33	5.26	16.67	6.67	19	18	15
5	8.33	26.67	35.29	75.00	40.00	29.41	8.33	33.33	23.53	8.33	0.00	11.76	12	15	17
All Grades	5.66	10.62	13.59	45.28	35.40	27.18	36.79	40.71	32.04	12.26	13.27	27.18	106	113	103

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	27.27	8.70	15.79	40.91	43.48	36.84	22.73	39.13	10.53	9.09	8.70	36.84	22	23	19
1	8.33	15.00	11.11	50.00	45.00	33.33	41.67	20.00	27.78	0.00	20.00	27.78	12	20	18
2	12.50	23.08	31.58	54.17	46.15	36.84	29.17	23.08	26.32	4.17	7.69	5.26	24	13	19
3	17.65	41.67	33.33	41.18	45.83	26.67	29.41	4.17	13.33	11.76	8.33	26.67	17	24	15
4	31.58	33.33	40.00	52.63	38.89	46.67	15.79	16.67	6.67	0.00	11.11	6.67	19	18	15
5	8.33	60.00	52.94	83.33	40.00	23.53	8.33	0.00	17.65	0.00	0.00	5.88	12	15	17
All Grades	18.87	29.20	30.10	51.89	43.36	33.98	24.53	17.70	17.48	4.72	9.73	18.45	106	113	103

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		4.35	5.26		13.04	5.26		69.57	47.37		13.04	42.11		23	19
1		5.00	0.00		10.00	5.56		10.00	11.11		75.00	83.33		20	18
2		7.69	5.26		7.69	26.32		46.15	31.58		38.46	36.84		13	19
3		4.17	6.67		12.50	6.67		66.67	40.00		16.67	46.67		24	15
4		5.56	0.00		11.11	13.33		50.00	40.00		33.33	46.67		18	15
5		13.33	0.00		20.00	23.53		46.67	52.94		20.00	23.53		15	17
All Grades	2.83	6.19	2.91	16.04	12.39	13.59	53.77	49.56	36.89	27.36	31.86	46.60	106	113	103

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	27.27	17.39	26.32	59.09	69.57	36.84	13.64	13.04	36.84	22	23	19
1	33.33	35.00	22.22	66.67	55.00	50.00	0.00	10.00	27.78	12	20	18
2	12.50	23.08	42.11	83.33	69.23	57.89	4.17	7.69	0.00	24	13	19
3	29.41	29.17	20.00	64.71	50.00	53.33	5.88	20.83	26.67	17	24	15
4	47.37	22.22	26.67	47.37	61.11	46.67	5.26	16.67	26.67	19	18	15
5	16.67	26.67	23.53	83.33	73.33	64.71	0.00	0.00	11.76	12	15	17
All Grades	27.36	25.66	27.18	66.98	61.95	51.46	5.66	12.39	21.36	106	113	103

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	27.27	13.04	21.05	45.45	69.57	47.37	27.27	17.39	31.58	22	23	19
1	25.00	5.00	5.56	50.00	75.00	55.56	25.00	20.00	38.89	12	20	18
2	50.00	15.38	26.32	45.83	76.92	57.89	4.17	7.69	15.79	24	13	19
3	23.53	66.67	53.33	64.71	25.00	26.67	11.76	8.33	20.00	17	24	15
4	21.05	55.56	46.67	78.95	38.89	53.33	0.00	5.56	0.00	19	18	15
5	50.00	93.33	82.35	50.00	6.67	11.76	0.00	0.00	5.88	12	15	17
All Grades	33.02	40.71	37.86	55.66	48.67	42.72	11.32	10.62	19.42	106	113	103

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.09	0.00	5.26	72.73	82.61	47.37	18.18	17.39	47.37	22	23	19
1	0.00	10.00	5.56	66.67	10.00	5.56	33.33	80.00	88.89	12	20	18
2	8.33	0.00	5.26	58.33	53.85	47.37	33.33	46.15	47.37	24	13	19
3	0.00	4.17	13.33	52.94	50.00	26.67	47.06	45.83	60.00	17	24	15
4	5.26	5.56	0.00	42.11	50.00	40.00	52.63	44.44	60.00	19	18	15
5	16.67	6.67	11.76	66.67	53.33	58.82	16.67	40.00	29.41	12	15	17
All Grades	6.60	4.42	6.80	59.43	50.44	37.86	33.96	45.13	55.34	106	113	103

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	13.64	13.04	5.26	59.09	65.22	36.84	27.27	21.74	57.89	22	23	19
1	0.00	0.00	0.00	66.67	65.00	33.33	33.33	35.00	66.67	12	20	18
2	4.17	7.69	15.79	66.67	61.54	52.63	29.17	30.77	31.58	24	13	19
3	5.88	8.33	7.14	70.59	79.17	42.86	23.53	12.50	50.00	17	24	14
4	10.53	16.67	0.00	73.68	66.67	80.00	15.79	16.67	20.00	19	18	15
5	8.33	26.67	0.00	91.67	60.00	82.35	0.00	13.33	17.65	12	15	17
All Grades	7.55	11.50	4.90	69.81	67.26	53.92	22.64	21.24	41.18	106	113	102

Conclusions based on this data:

1. Overall 23-24 ELPAC scores indicated that most of our English Learners scored at either Level 3 (50%) or Level 2 (36.61%).

In the 24-25 School Year, most of our English Learners, 44.09%, scored at Level 2 (with Grade 4, at 50%, representing the highest percentage of students at Level 2). The second most prevalent range of scores

represented 32.28% of our ELs scoring at Level 3 (with Grade 2 demonstrating the highest percentage (43.48%) of students scoring within this range.

In the 24-25 School Year, most of our English Learners scored at either Level 3 or Level 2 (42.57% at both levels). Levels 2 and 3 are prevalent among our English learners across all three years. The challenge is to move increasing numbers of ELs into Level 4, although there does seem to have been movement in the positive direction (towards Level 4) between the 23-24 and 24-25 School Years.

2. Oral language scores in 2022-23 demonstrated that the greatest percentage of our students (49.11%) was at Level 3 while the next highest percentage of students was at Level 4 (30.36%). While 67.86% of the students scored at the "moderately well-developed" range in listening, 47.32% scored at the "well-developed" range in speaking in the 2018-19 School Year.

In the 2022-23 School Year, the greatest percentage of our students (44.09%) also tested at Level 3 while the next highest percentage of students tested at Level 4 (26.77%) in oral language. In addition, the majority (61.42%) of our students scored at the "moderately well-developed" range in the listening domain while 49.61% represented the greatest percentage of students in the speaking domain (and they scored at the "well-developed" range).

In the 2023-24 School Year, oral language scores demonstrated that the greatest percentage of our students (48.51%) scored at Level 3, while the second highest percentage of students tested at level 4 (31.68%). While 64.36% of our students scored at the "moderately well-developed" range in the listening domain, 49.5% scored at the "well-developed" range in speaking. The oral language scores have remained relatively consistent among our ELs when comparing the scores on the ELPAC in the 2023-2024, 2022-23, and the 2024-25 School Years.

3. Written language scores for English learners (ELs) on the 2022-23 administration of the ELPAC demonstrate the greatest percentage of students (57.14%) falling within the Level 2 range and 23.21% falling within Level 1. The domain with the highest percentage of students at the beginning range was reading, at which 34.82% of our ELs scored.

The trend continued in the 2022-23 School Year. In written language, the greatest percentage of students (44.09%) fell within the Level 2 range and the second highest range of scores (33.86%) fell within the Level 1 range. The greatest percentage of the scores in reading (61.11%) were within the "moderately well-developed" range. In writing, the highest percentage of scores (59.06%) also fell within the "moderately well-developed" range.

In the 2021-22 School Year, the largest percentage of ELs (43.56%) scored in the Level 2 range in written language, but a very close percentage (42.57%) scored within the Level 1 range. The greatest percentage of the scores in reading (51.49%) were at the "beginning" range. In writing, the highest percentage of scores (65.35%) were at the "moderately well developed" range. The ELPAC reading scores declined steadily between the 2023-2024, 2022-23, and the 2024-25 School Years. Writing scores have fluctuated somewhat, but are comparable between the three years.

What is interesting to note, however, is that in the 2024-25 School Year, the lower scores in writing occurred mainly among the younger students in grades 1 and 2. By grades 3-5, the trend turned around with less students scoring at beginning levels and higher percentages scoring in the "moderately well developed" range. In reading, however, the positive trend as students move on to higher grades is not evident. Reading needs to be a focus of instruction among our English learners.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
658	**51.8%**	**16.4%**	**0.6%**
Total Number of Students enrolled in Jackson W. Jackson STEAM Multilingual Magnet Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	108	16.4%
Foster Youth	4	0.6%
Homeless	15	2.3%
Socioeconomically Disadvantaged	341	51.8%
Students with Disabilities	64	9.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	67	10.2%
American Indian	0	0.0%
Asian	4	0.6%
Filipino	5	0.8%
Hispanic	415	63.1%
Two or More Races	49	7.4%
Pacific Islander	0	0.0%
White	100	15.2%

Conclusions based on this data:

1. The number and percentage of students who are socioeconomically disadvantaged (366, or 60.2%) and those who identify themselves as Hispanic (404, or 66.4%) are by far the most populous subgroups (based on data from the

2023-2024 School Year). Demographic information in the School Profile includes the current percentages for these two groups in the 2023-24 School Year.

2. English learners comprise the next most populous subgroup with 115 (or 19.6%) of our students falling in this category (per 2022-23 data).

3. White students are also a significant subgroup with 98, or 15.8%, of our students falling in this category in the 2023-24 School Year.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

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

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	1

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Red	
24.7 points below standard	88.7 points below standard	
Declined 8.8 points	Declined 11.8 points	
280 Students	56 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	70.9 points below standard
1 Student	6 Students	Declined 12.4 points
		179 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
138.6 points below standard	92.8 points below standard	Fewer than 11 students - No Data for Privacy
Declined 40.5 points	Declined 21.3 points	0 Students
36 Students	23 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	46.6 points below standard
4 Students	2 Students	Declined 7.7 points
		186 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
2.3 points above standard	0 Students	69 points above standard
Declined 32.8 points		Increased 8.2 points
18 Students		45 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	1

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Red	
42.8 points below standard	104.4 points below standard	
Declined 13.9 points	Declined 20.8 points	
281 Students	57 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	88 points below standard
1 Student	7 Students	Declined 23.1 points
		180 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
143.9 points below standard	113.2 points below standard	Fewer than 11 students - No Data for Privacy
Declined 56.6 points	Declined 33.3 points	0 Students
36 Students	23 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	66.2 points below standard
4 Students	2 Students	Declined 16.8 points
		187 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
2.8 points above standard	0 Students	56.7 points above standard
Declined 15.2 points		Increased 17.6 points
18 Students		45 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	No Performance Color	No Performance Color
50.8 science points	36.9 science points	0 Students
Declined 5 points	Maintained -0.1 points	
87 Students	19 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	40 science points
1 Student	2 Students	Declined 3.4 points
		53 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
44.2 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 6.8 points	7 Students	0 Students
13 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	47.9 science points
1 Student		Maintained -0.4 points
		61 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	63.4 science points
1 Student		Declined 12.4 points
		17 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Red	No Performance Color
37 making progress.	making progress.
Number Students: 81 Students	Number Students: 0 Students

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

2025 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
27.2%	35.8%	0%	37%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	
23% Chronically Absent	31.4% Chronically Absent	
Increased 5.7	Increased 10.6	
684 Students	121 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	45.8% Chronically Absent	29.4% Chronically Absent
8 Students	Increased 10.8	Increased 7.6
	24 Students	436 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 No Performance Color
26.4% Chronically Absent	21.7% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 5.9	Declined 10.1	1 Student
87 Students	69 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	28.8% Chronically Absent
6 Students	5 Students	Increased 8.8
		431 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
16.2% Chronically Absent	0 Students	5.8% Chronically Absent
Increased 9.7		Increased 2.7
68 Students		104 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	7

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	
0% suspended at least one day	0% suspended at least one day	
Maintained -0.2%	Maintained 0%	
697 Students	123 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	0% suspended at least one day
8 Students	Maintained 0%	Maintained -0.2%
	24 Students	445 Students

Students with Disabilities	African American	American Indian
 Blue	 Blue	 No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 1.4%	Declined 1.5%	4 Students
88 Students	70 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
6 Students	5 Students	Maintained 0%
		439 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Maintained 0%
68 Students		105 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

By the end of the 2026-27 school year the percentage of students meeting or exceeding CAASPP Math standards will increase 5 % from 37.63% to 42.63%%. Narrow the achievement gap by a total of 5 percent to decrease the distance from standard in mathematics and improve outcomes and performance for all students. Scores will demonstrate a 5% increase school-wide or greater in students testing on or above grade level 2026-27 midyear administration, resulting in 43% of our students in grades 3-5.

Identified Need

Distance From Met identifies the "average" performance of the school. Jackson's performance data indicates that we have a significant percentage of students that need specific academic support and intervention in order to achieve grade level standards in the area of Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025-2026 California Assessment of Student Performance and Progress (CAASPP) results and 2026 California Dashboard	1. Decrease in "Standard Not Met": Reduce the percentage of students not meeting standards from -42.8 to 33.5% by the end of the 2026-27 school year. 2. Increase in "Standard Met": Increase the percentage of students meeting standards from 20% to 25% by the end of the 2026-27 school year.	5 points decrease in SNM 5 points increase in SM
2026-27 iReady scores	1. Decrease in Students One Grade Level Below: Reduce from 55% to 45%. 2. Decrease in Students Two Grade Levels Below: Reduce from 10% to 6%. 3. Decrease in Students Three Grade Levels Below or More: Reduce from 4% to 0%.	10 points decrease in 1GL 4 points decrease in 2GL 4 points decrease in 3GL

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

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

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

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

There were no major differences.

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

SWD:
Hispanic:
Socioeconomically Disadvantaged
English Learner
All Students

Strategy/Activity

The service provided is intentional small group and one on one instruction by the MTSS Coach to meet the needs of All Students, SWD, Hispanic, EL's, and SED, which is Number sense, Conceptual understanding, Mathematics. This service will improve and increase scores by providing individualized instruction in the area of mathematics. Teachers and community stakeholders value this intentional small group and one to one instruction provided by the MTSS as it states in the Comprehensive Needs Assessment.

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

Amount(s)	Source(s)
117365	Title I Part A: Allocation

Strategy/Activity 2

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

SWD:
Hispanic:
Socioeconomically Disadvantaged
English Learner
All Students

Strategy/Activity

All Students - The service provided is vocabulary and reading and writing development, by supplemental academic development materials to meet the needs of all students, SWD, EL, which is vocabulary and reading development with additional teacher-selected supports. This will increase/improve service by providing materials such as pictures and realia needed to develop language. This will be effective because teachers find it to be an incredible and valuable resource for personalizing instruction.

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

Amount(s)	Source(s)
9000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

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

African American
Hispanich
English Learners

Strategy/Activity

All Students - The service provides a student support paraprofessional to support students in classrooms of students who are performing below grade level in Mathematics and ELA. By providing supplemental academic development support during small group instruction in order to meet district and site goals of increasing in the area of Math and ELA for African American stuents, Hispanic, and English Learners. This will increase/improve data by providing intentional

intervention in the areas of Math and ELA. This will be effective because teachers have said that they are unable to work with small groups due to the entire class needing support.

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

Amount(s)	Source(s)
23951	Title I Part A: Allocation

Strategy/Activity 4

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

SWD:
African American:
Hispanic:
Socioeconomically Disadvantaged
English Learner
All Students

Strategy/Activity

ALL Students- This service provides teachers with opportunities and hourly pay for after hours planning time with Principal. Since we no longer have Professional Learning Communities due to the loss of the P.E. teacher and full time art and music teacher, we are having to find other opportunities to allow for vertical planning and grade level planning. This service will also cover Math Field Day coaching for teachers providing instruction after hours.

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)
7,000	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

By the end of the 2026-27 school year the percentage of students meeting or exceeding CAASPP ELA standards will increase from 42.86% to 47.86%.

Identified Need

Distance From met identifies the "average" performance of the school. Jackson's performance data indicates that we have a significant percentage of students that need specific academic support and intervention in order to achieve grade level standards in the area of ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025-2026 California Assessment of Student Performance and Progress (CAASPP) results and 2026 California Dashboard	1. Decrease in "Standard Not Met": Reduce the percentage of students not meeting standards from -24.7 to 19.7% by the end of the 2026-27 school year. 2. Increase in "Standard Met": Increase the percentage of students meeting standards from 27% to 32% by the end of the 2026-27 school year.	5 points decrease in SNM 5 points increase in SM
iReady Diagnostics	The rate of students reading On or Above Grade Level will increase from 41% (as measured on the iReady Reading Assessment middle of year 2026)	We expect to see increases higher than 41% by the end of 2025-2026 school year.

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Action 1 (Skies) implemented) This program was effective because all teachers use it to reduce paper, and increase vocabulary instruction. This program will not be funded 2026-2027 due to budget.

Action 2 (tutoring) implemented. This program was effective because students were able to obtain small group instruction in the area of Reading, Mathematics and Science. Our noon aides will continue to provide support.

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

There were no major differences.

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

Action 1 and 2 will not continue as we do not have funds necessary.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students -
Students with Disabilities -
English Learners -

Strategy/Activity

The service provided is intentional small group and one on one instruction by the MTSS Coach to meet the needs of All Students, SWD, Hispanic, EL's, and SED, which is Number sense, Conceptual understanding, Mathematics Lexicon development. This will increase/improve service by providing individualized instruction in the area of mathematics. This will be effective as this service will provide students with one to one instruction and intervention for all students.

Note; funds are completed documented Action 1.1.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

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

All Students -
Students with Disabilities -
English Learners -

Strategy/Activity

All Students - The service provided is vocabulary and reading and writing development, by supplemental academic development materials to meet the needs of all students, SWD, EL, which is vocabulary and reading development with additional teacher-selected supports. This will increase/improve service by providing materials such as pictures and realia needed to develop language. This will be effective because teachers find it to be an incredible and valuable resource for personalizing instruction.

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

Amount(s)	Source(s)
7,000	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 7

By 2027, PUSD will accomplish the following: English Learners will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard. Reclassify English Learners (EL) at a rate of 30% or higher, Reduce the number of long-term English Learners (LTEL) to less than 8.5%, Increase percentage of English Learners making progress toward academic language proficiency as measured by the ELPI to 65%.

Goal 3

English Learners will demonstrate progress of at least a 10% yearly increase on the ELPAC, from 37% progressing in 2025 to 48% progressing in 2026.

Identified Need

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

The California Dashboard indicates that there was There was an increase of 2.7 points in ELA. (maintained on CA Dashboard orange range) REPs had an increase of 22.1 points. ELs had a 24.3 % increase in mathematics.(moved from red to orange)
51.9% of students made progress. 20.5% increase over previous year. Several actions have been taken to close the achievement gap for English Learners. An ELD coach was added to several schools, including Jackson STEAM Magnet. The district adopted a new ELD program, Language Power by TCM, for the 2023-24 school year. Materials were received in October 2023 and selected teachers attended the TCM training. Schools in the district are in the early stages of program implementation. Ongoing professional development is needed during the 2025-26 to ensure all teachers are trained and equipped to fully implement the program. The school will have a protected ELD block for K-2 and 3-5 designated ELD.

The English Learner Subgroup Smarter Balanced Performance 2025:
There was an increase of 2.7 points in ELA. (maintained on CA Dashboard orange range) REPs had an increase of 22.1 points
ELs had a 24.3 % increase in mathematics.(moved from red to orange)
51.9% of students made progress. 20.5% increase over previous year

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025-2026 ELPAC Administration	2025-26 ELPAC Administration, Written Language Scores: ELPAC (CAASPP Detailed Assessment Results Report) Oral Language Performance Level 4 - 18.87% Level 3 - 51.89% Level 2 - 24.53% Level 1 - 4.72% Written Language Performance Level 4 - 2.83% Level 3 - 16.04% Level 2 - 53.77% Level 1 - 27.36%	2025-2026 Administration of the ELPAC, Written Language scores: A decrease of 5% in EL students scoring at ELPI Level 1 coupled with an increase of 5% in EL students scoring at ELPI Level 4. A stretch goal would be a 10% decrease in EL students scoring at the ELPI 1 Level coupled with an increase of 10% in EL students scoring at ELPI Level 4.
2025-26 Midyear Administration of the iReady Reading Diagnostic Exam	2025-26 Midyear Administration of the iReady Reading Diagnostic Exam-Results for English Learners 1. ELs in grades 3-5: 9.67% on or above grade level; 54% two years or more below grade level	2025-26 Midyear Administration of the iReady Reading Diagnostic Exam-Results for English Learners and African American students in grades 3-5: 1. ELs in grades 3-5: 14.67% on or above grade level; 49% two years + below grade level, with a stretch goal of 19.67% on or above grade level and 44% two years or more below grade level.

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

In order to assist teachers in their capacity to support students, collaborative planning time and classroom visitations among colleagues are needed so that teachers can continuously improve their instructional strategies, resulting in optimum benefits for their students, especially those from under-performing subgroups. Collaborative meetings, individual coaching opportunities for teachers, and professional development will be facilitated mainly by our instructional coach,

intervention teacher, and science teacher, but would include collaboration with other specialists such as our RSP teacher, speech and language specialist, occupational therapist, library coordinator, music teacher, clinical social worker, and garden instructor.

Our Intervention teacher assisted students with small group instruction. For the academic year 2026-2027 Jackson has an MTSS Coach focusing on English Learner Instructional Coach who works with teachers on intentional ELD support. Teachers were trained on the new ELD curriculum and are implementing ELD 30 minute blocks. That intervention and coaching has been working for our students.

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

The major difference is the MTSS Coach will focus on both on English Learners and providing coaching support for teachers.

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

The outcomes for our English Learners will be an increase in scores by 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)

English Learners
ALL students

Strategy/Activity

The MTSS Coach will provide targeted coaching and individualized instruction to support the academic needs of English Language Learners. This service will assist teachers in their capacity to support students, collaborative planning time and
classroom visitations among colleagues are needed so that teachers can continuously improve their instructional strategies, increase and improve student support by delivering differentiated instruction across all academic areas. The strategy will be effective in addressing learning gaps through focused intervention and individualized support designed to promote student growth and achievement.

This strategy is allocation Goal 1.1

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners
ALL students

Strategy/Activity

This strategy provides the use of a daily routine to teach Language Power ELD curriculum with fidelity as well as teach key vocabulary and support academic language development and formal academic discourse.
It provides explicit instruction with scaffolds and models as needed for writing. Students will write independent sentences for a story, informational texts and to describe a picture. Students in grades 2-5 write at least one paragraph about a personal experience. In addition, students in grades 3-5 will write at least one paragraph for writing prompts about academic information and to justify an opinion.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners
ALL students

Strategy/Activity

This service provides hours for classified staff to be able to work additional hours in order to catch up since we lost our 5 day per week community assistant. Jackson is a big school serving over 625 students, and two office staff cannot possibly be able to reach out to the most vulnerable families we have. This strategy would allow our two staff members to catch up after hours to ensure that our English Learner families continue to feel included and understand their importance to our school community. Staff will hopefully continue to engage our EL parents and close communication barriers with items such as providing information, upcoming events, workshops, and calling to invite them to ELAC. Office staff will also help with making phone calls to students who have chronic absenteeism and attendance concerns.

Funds are completed and documented in Goal 2 and Goal 4 services will be shared in other goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7722	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning

Goal 4

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

By the end of the 2026-27 school year the percentage of students Chronic Absenteeism for All Students will increase the baseline of students present from 93% to 95%.

Identified Need

Analysis of attendance and chronic absenteeism data shows that, despite an overall attendance rate of 93%, a disproportionate number of students, particularly within identified student groups are chronically absent. This limits equitable access to instruction and contributes to gaps in academic performance. There is a need to implement targeted, data-driven attendance interventions and strengthen school climate and engagement strategies to ensure all students attend regularly and feel connected to a safe, supportive learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025-2026 Yearly Average Daily Attendance Rate	2025-26 Yearly Average Daily Attendance Rate (August 2025 through March 2026): 92.47% Attendance Rate for First 8 Months of the 2024-25 School Year	2025-2026 Yearly Average Daily Attendance Rate of 95% (as of Month 8)
2025-2026 Average Excessive Absenteeism Rate for All Students	2025-2026 Chronic Absenteeism Rate for All Students as of Month 8: 22.66% (as of 3/31/25)	2026-2027 Excessive Absenteeism Rate for All Students as of Month 8: All Students: Decrease of 5% (from 2024-25), resulting in a yearly chronic absenteeism rate of 17.66%.

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Action 1 (6-hour attendance clerk) Implemented; The action was determined to be effective. Due to budget cuts we had to cut the position.

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

There were no major differences.

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students-

Strategy/Activity

This service provided is Attendance Clerk and Student Support and Services aide aides will work in collaboration with the District to ensure students attend school on a regular basis. In order to increase our annual average daily attendance rate to 95% or greater, we will hold friendly school-wide competitions between our students as incentives. Perfect attendance awards will be given to students who demonstrate outstanding attendance, as
appropriate. Student Support and Services aides will support students in class to help meet the needs of all students, SWD, EL, which is additional time to master reading, mathematics, and vocabulary with supports. This will increase/improve service by providing additional practice for students to practice skills or strategies in a small group instruction setting. This will be effective because students overall academic performance improved more often than not.

Budget allocated in Goal 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
44518	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

Parent engagement workshops will be provided to teach the importance instructional minutes getting to school on time.

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)
2468	Title I Part A: Parent Involvement

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

This service provides hours for classified staff to be able to work additional hours in order to catch up since we lost our 5 day per week community assistant. Jackson is a big school serving over 625 students, and two office staff cannot possibly be able to reach out to the most vulnerable families we have. This strategy would allow our two staff members to catch up after hours to ensure that our English Learner families continue to feel included and understand their importance to our school community. Staff will hopefully continue to engage our EL parents and close communication barriers with items such as providing information, upcoming events, workshops, and calling to invite them to ELAC. Office staff will also help with making phone calls to students who have chronic absenteeism and attendance concerns.

Funds are completed and documented in Goal 2 and Goal 4 services will be shared in other goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 5

All 5th grade students who take the Spring 2026 California Science Test (CAST) will increase by 5% to 39% meeting or exceeding standards on the 2026 CAST.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2026 Fifth Grade CA Science Test (CAST)	The Spring 2026 CA Science Test (CAST) for 5th Grade Students: Percentage of 5th Grade Students Meeting and Exceeding Standards: 31% Percentage of 5th Grade Students Not Meeting Standards: 22%	Spring 2026 Administration of the CAST: Percentage of 5th Grade Students Meeting or Exceeding Standards and Reduction of those Not Meeting Standards: Increase by at least 14%, resulting in 45% or more of students meeting or exceeding standards. A stretch goal would be to increase by 24%, resulting in 55% of students meeting standards. Decrease by at least 7%, resulting in 17% or less of students not

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		meeting standards. A stretch goal would be to decrease by 8%, resulting in 14% of students not meeting standards.
Winter 2026 K-5th Grade Science Benchmark	Winter 2025 K-5th Grade Science Benchmark: Mean Score: 74.69%	Winter 2026 K-5th Grade Science Benchmarks: Mean Score: 80% or higher

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

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

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

2026-2027 Science instruction will occur in the classroom and students will visit the lab for hands - on experiments weekly.

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

Outcome for students will increase by 5 percent.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Jackson will have a dedicated science teacher to support teachers with their lessons in the lab. This person works alongside teachers by planning high-quality lessons and ensure the ongoing implementation of the Next Generation Science Standards (NGSS) in the regular classroom.

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

Teachers will continue to provide instruction in their class. The science teaccher will provide hands on experiments in dedicated lab to ensure enhancement of the NGSS standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning

Goal 6

The goal is to maintain a school-wide suspension rate of 0.0% or less for all students, including a suspension rate of 0.0% or less for Socioeconomically Disadvantaged Students, Hispanics, English learners, Students with Disabilities, African-Americans, and White students in the 2026-2027 School Year.

All students will thrive in a warm and nurturing learning environment that is intellectually, emotionally, socially, and physically safe.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain a school-wide suspension rate of 0.0% or less for all students, including a suspension rate of 0.0% or less for Socioeconomically Disadvantaged Students, Hispanics, English learners, Students with Disabilities, African-Americans, and White students in the 2026-2027 School Year.	school-wide suspension rate of 0.0%	school-wide suspension rate of 0.0%

Annual Review

SPSA Year Reviewed: 2025-26

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.

Teachers will rate their students on their social-emotional development on the Spring 2025 administration of the Review 360 Universal Screener. The results will reflect a steady decrease of externalizing behaviors, in particular. Spring 2026 results will be as follows using both externalizing and internalizing rating scales reported as school-wide percentages and compared to the Spring 2027 results.

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

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.

New goal

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

This service provides Student Support and Services staff who will support students' behavioral and social-emotional needs by providing supervision, intervention support, and access to a safe and calming space for students requiring additional assistance.

All students and subgroups will benefit from Tier 1 social-emotional learning strategies. Tier 2 and Tier 3 interventions will be provided for the students who display the need for additional social-emotional support.

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

A behavior aide is needed to provide peer mediation and classroom support when conflicts arise or when students cannot regulate themselves and cause serious disruptions to the learning environment.

Health supplies are necessary to meet our students' first aid needs and cost approximately $500 per year.

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

Amount(s)	Source(s)

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	$143784
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$143784
Other State/Local Funds provided to the school	$75240

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $219,024

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	75240	0.00
Title I Part A: Parent Involvement	2468	0.00
Title I Part A: Allocation	141316	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	75,240.00
Title I Part A: Allocation	141,316.00
Title I Part A: Parent Involvement	2,468.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Veronica Villagrana	Principal
Andrew King	Parent or Community Member
Richard Garretson	Classroom Teacher
Merle Bugarin	Other School Staff
Maureen Noble	Classroom Teacher
Jocelyn Strickland	Classroom Teacher Parent or Community Member
Angela Lee	Parent or Community Member
Sara Pellegrini	Parent or Community Member
*Matt Lorscheider	Parent or Community Member
Janice Williams	Classroom Teacher Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/23/26.

Attested:

	Principal, Veronica Villagrana on 5/1/2026
	SSC Chairperson, Matt Lorscheider on 5/7/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

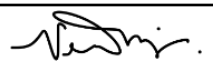
5 Parent or Community Members

Name of Members	Role
Veronica Villagrana	Principal
Andrew King	Parent or Community Member
Richard Garretson	Classroom Teacher
Merle Bugarin	Other School Staff
Maureen Noble	Classroom Teacher
Jocelyn Strickland	Classroom Teacher Parent or Community Member
Angela Lee	Parent or Community Member
Sara Pellegrini	Parent or Community Member
*Matt Lorscheider	Parent or Community Member
Janice Williams	Classroom Teacher Parent or Community Member

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

Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	Mary W. Jackson STEAM Multilingual	**Principal:**	Veronica Villagrana
School Number:	626-396-5700	**Counselor:**	
Date Completed:	5/1/26	**Principal Signature:**	

Goal: Decrease the percentage of chronically absent students to 10% or less.

2025-2026 Current Chronic Absentee Rate	2025-2026 Chronic Absentee End-Of-Year Goal	2026-2027 Chronic Absentee Goal
93.18	95	95

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this date used to monitor student progress?	Community assistant to call families and offer support. - Attendance Clerk to call families to ask for reason and offer support. - Call and Meet with parents to discuss importance of being on-time and daily attendance. - Message in the S'more	Weekly Everyday if necessary	- Attendance data

b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	- Attendance Clerk will call families. - Incentives - teachers will incentivise coming to school early. - Continue to build a connection with families	- *Connect with parents*	Montly attendance data

GOAL 2: PREVENTION			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Prevention Strategies**: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	- Attendance Clerk calls parents. - Incentive - students who arrive on time and are present daily will receive an ice cream Sunday party - Nightly call during CAASPP testing demonstrated an improvement. Principal will	- Daily	- Attendance improvement data
b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	- Attendance Clerk calls parents. - Nightly call during CAASPP testing demonstrated an improvement. Principal will	- Daily	- Attendance improvement data

GOAL 3: INTERVENTION & RE-ENGAGEMENT

Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. **Attendance Intervention**: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	Parents who bring their students late or keep them home are mostly struggling families or single parent families. - Attendance clerk will connect with parents. - Community assistant to offer individualized support. - SART Meetings with parents.	- Daily, weekly, monthly, yearly	- Attendance data
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	- Incentives in each classroom - Spotlight awards for improved attendance - Examples that worked and demonstrated improvement: - Stamp daily attendance card - Popsicle party for students who attend school daily. - Spotlight Award recognition - Nightly call - Message in Sunday S'more and call.	- Daily, weekly, monthly, yearly	- Attendance data

● 351 South Hudson Avenue, Room 206 ● Pasadena California 91109 ● (626) 396-3600, x 88230 ● (626) 793-9858 fax ● www.pusd.us

Mary W. Jackson STEAM Multilingual Magnet

School Site Council Agenda
April 23, 2026
2:45 p.m – 3:45 p.m

Link: meet.google.com/cvk-hjxs-cng

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

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

- Reviewed and approved the Minutes from the SSC Meeting of 1.22.26 and 3.26.26;
- Reviewed needs assessment recommendations and discussed SPSA goals and priorities;
- Received preliminary Budget Update

Time	Agenda Item	Presenter/ Facilitator
I.	Welcome and Call to Order	Veronica Villagrana
II.	Public Comment	Veronica Villagrana
II.	Business Items	Veronica Villagrana
	Review and approve the Minutes from SSC Minutes 1.22.26 and 3.26.26	Veronica Villagrana
III.	Approval of the 2026-2027 SPSA Goals ● SPSA Development Goals and Strategies	Veronica Villagrana
IV.	Budget Review ● Update budget for 2026-2027	Veronica Villagrana
VI.	Reports from Advisory Groups: ● Report from English Learner Advisory Council ● Report from GATE Advisory Committee ● Report from African-American Parent Council ● Report from DAC and CAC	Veronica Villagrana
.	● Adjourn	

Next meeting: April 17, 2025

School Site Council Minutes

School Name: Jackson STEAM Multilingual Magnet Elementary
Date: April 23, 2026
Location: Remote Location - meet.google.com/yoo-jbja-tap
Minutes Recorder: Veronica VIllagrana
Time: 2:45 p.m.

Members Present (* indicates the Chair of the SSC)

Member Name * SSC Chair's Name	Membership Category	Present/Absent
Veronica Villagrana	Principal	x
Maureen Noble	Classroom Teacher	
Jocelyn Strickland	Classroom Teacher	x
Pellegrini, Sara	Parent	x
Bugarin, Merle	Other Staff	x
Lorscheider, Matt	Parent	
Angela Lee	Parent	x
King, Andrew	Parent	
Richard Garretson	Classroom Teacher	x
Janice Williams	Parent	

School Site Council Minutes

Others Present:

Agenda Items

	Items	
I.	Welcome and Call to Order	Call to order at 2:48 p.m.
II.	Public Comment	-
III.	Business Items	-
IV.	Review and approve the Minutes from SSC Minutes 1.22.26 and 3.26.26	- Richard Garretson and Ms. Strickland motioned to approve the SSC Minutes 1.22.26 and 3.26.26 - Motion Passed. SSC Minutes approved.
V.	Approve SPSA Goals ● SPSA Development Goals and Strategies	- SPSA goals were reviewed and discussed the SPSA Development Goals. Ms. Angela Lee moved a motion to approve. Mr. Richard Garretson second the motion to approve. Motion passed. The SPSA goals were approved.
VI.	Budget Review ● Update budget for 2026-2027	- Mrs. Villagrana shared the current budget projections. She added PRs for safety noon aides were submitted along with the science tech person who will keep the lab open.
VII.	Reports from Advisory Groups: - Report from English Learner Advisory Council - Report from GATE Advisory Committee - Report from African-American Parent Council - Report from DAC and CAC	- Dr. Bugarin gave her update on ELAC which included member elections. - No updates to report - Black History Living Museum is back - No updates on CAC
	Adjourn	Meeting adjourned at 3:29p.m.

School Site Council Minutes

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2026-27, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of $2,405,280.00:

a. Roving MTSS Coaches paid by the District who work at school sites, providing direct services/supports to teachers and students to increase the unduplicated group's academic achievements;
b. Contracted services to provide intensive direct academic support at the elementary / middle school level and to provide academic and graduation support at the secondary level;
c. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
d. Families in transition/ Foster Youth support staff and services including transportation;
e. Parent and Community Engagement;
f. District staff to support sites with intensive programmatic support and monitoring of student achievement

Title I guidelines require consultation and input from School Site Councils, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2026-27 is as below:

School: Mary W. Jackson Elementary

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	$2,405,280	7,447	$322.99	343	$110,785.57